



DISCIPLINS

IO2 | MODULE 1

EXPERT TRAINING COURSE IN SOCIAL INCLUSION
THROUGH SPORT-BASED INTERVENTIONS

Project Title	Social Inclusion through sport-based interventions
Acronym	DISCIPLINS
Grant Agreement Number	2018-1-ES01-KA203-050916
Intellectual Output	IO2
Deliverable Name	Expert training course in social inclusion through sport-based interventions
Date of Delivery	November 2020
Author(s)	University of Seville + Consortium



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Subject 3. Vulnerable populations and groups

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Subject 5. Skills development for inclusion through sport



MODULE 1. Theoretical Framework of the Social Inclusion

Subject		Hours
1. Theoretical framework: establishing the starting point Loyola		25
Content		Activities
Theoretical and epistemological basis for the social inclusion		Using the Jigsaw method for understanding the theoretical and epistemological basis for the social inclusion
Theoretical basis of the sport		Listen right!
Social inclusion, sports, and people with special needs		Center Piece and Inside-outside circle
Marta Nussbaum		Same-Different
2. International policies and citizen participation US		25
International policies of social inclusion and sports	EU Policies and programs to promote social inclusion through sport.	The social and inclusive value of sports practice in European law
	European cases	Identify inclusive good practices in sport in member states of the European Union.
		Bringing the information in common Discussing together Coffee, Science and Soul.
Citizen Participation and Social Inclusion	Formal contexts to work on social inclusion and sports.	Where and with whom do we do an intervention? The case of children and young people
	Informal contexts to work on social inclusion and sports.	Included in the previous point
	Democratic values for active citizenship	Let's think about education from democratic values
	Models of social intervention for social inclusion.	Factors that intervene in the intervention: Mind and heart
	Socio-community intervention through sport.	Designing an intervention based on experiences
	An approach through examples of social	Analysing a battery of examples of projects



	interventions through sport		
Values of sport	Sports values and the positive connection to the society	Searching positive values in sports. The dark side of sports.	4
	Gender perspective	Brief introduction to gender issues in sport Gender stereotypes in sport	4
	Differences and similarities in sport values in EU and different cultures	Included in the previous texts	
Subject 3. Vulnerable populations and groups US			25
Types of vulnerable groups and internal dynamics.	Types, circumstances, and the characteristics of these groups.	Reading and Finding Vulnerable Groups	5
Areas of needs of the vulnerable population.	Motives for the sport practice	Reading and Finding Vulnerable Groups II	3
	Barriers to the sport practice	Comparing and choosing	2
	Sport as an area of natural expression	Bringing the information in common	2
	Social context: barriers and support	Discussing together	2
	Political context: functions, objectives, and characteristics of public policies.	Coffee, Science and Soul.	3
The gender perspective and social inclusion		Watch, Read and analyse	1
		Discovering different paths to fight against gender harassment and abuse in sport	4
		Intersection between gender and religion in social inclusion through sports.	1
		Out Athletes, new gender perspectives.	2
Subject 4. Teaching-learning processes for social inclusion LAUREA			25
Teaching-learning processes for social inclusion	Autonomous and cooperative learning in social inclusion through sports in students	Own project. 4 hours Could School be Different? Learning together	



Subject 5. Skills development for inclusion through sport FIPAV			25
Skills for social inclusion in sport	Definition of social skills Social Skills Evaluation Social skills training programs Effective communication for teamwork	Defining social skills and their role in sport Evaluating social skills in sport The importance of social and communication skills in sports teams	5,5 10,5 5
Leadership strategies in sport for social inclusion	Definition of leadership for social inclusion Leadership	Leadership strategies for managing sports groups	4

Subject 1. Theoretical framework: establishing the starting point

Activity 1: Using the Jigsaw method for understanding sport as a means of inclusion

Module 1: Subject 1

Detailed description of the activity	<p>Aim of the activity: This activity will help participants to explore concepts and, together with their definitions and reference to relevant scientific literature, existing theory that is used for the topic social inclusion through sport. In other words, this activity aims to build background knowledge on theoretical and epistemological basis for the social inclusion.</p> <p>Preparation:</p> <p>1. Prepare Divide the reading selection into four segments or prepare four separate reading selections on the content you are teaching. Put students into groups of four. These groups will be the “home groups” of the jigsaw. Prepare a direction sheet to help students to answer questions and gather information on each segment or selection.</p> <p>2. Introduce to home groups Divide the class into their “home groups”. Explain the strategy and the topic of study. Tell students that they are going to be responsible for teaching one segment or selection to the group they are sitting with now.</p> <p>3. Break into expert groups Now students will leave their “home group” to sit with a group of students assigned to the same reading segment or selection, their “expert group”. Ask students to begin reading to themselves or have them take turns reading aloud. When students are finished reading, the group should discuss their segment, fill out their direction sheet, and decide what and how they should present to their “home groups”.</p>
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4. Regroup with home groups

Students regroup with their home groups. Each student is responsible for teaching their reading segment or selection to their home group. All students are responsible for learning all material. Determine how you would like students to organize and summarize all the information they have learned. For example, you can ask them to make a poster to share with the class.

Steps and instructions:

Step 1: Divide students into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.

Step 2: Appoint one student from each group as the leader.

Step 3: Divide the day's lesson into 5-6 segments. For instance, if you want students to learn about the theoretical basis of the topic social inclusion through sport, you might divide the topic into stand-alone segments on:

Direction sheet (Group 1) – Question for thinking and discussion

What do we mean by social inclusion?

Direction sheet (Group 2) - Question for thinking and discussion

Who gets excluded and why?

Direction sheet (Group 3) - Question for thinking and discussion

(3) Inclusion in what? Through what channels?

Direction sheet (Group 4) - Question for thinking and discussion

(4) Inclusive education. What does it mean?

Step 4: Assign each student to learn one segment. Make sure students have direct access only to their own segment.

Step 5: Give students time to read/watch over their segment at least twice and become familiar with it. There is no need for them to memorize it.

Step 6: Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.

Step 7: Bring the students back into their jigsaw groups.

Step 8: Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.

Step 9: Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it is best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.



	<p>Step 10: At the end of the session, give a quiz on the material. Students quickly come to realize that these sessions are not just fun and games but really count.</p> <p>At Home – In-class</p> <p>Step 11: Each student must write a 300-word critical essay with the content they have learnt in this session. Specifically, they have to think about any sport they like the most. Then, they have to reflect on understanding this sport as a vehicle for enhancing social inclusion.</p>
Type	Face-to-face and group/individual activity
Duration	6 hours (2,5 hours teaching and 3,5 hours students' tasks)
Material	<p>Das, M.B., Fisiy, C.F. Kyte, Rachel. 2013. Inclusion matters : the foundation for shared prosperity (English). New frontiers of social policy. Washington DC; World Bank.</p> <p>UNICEF (2018). Inclusion: Myths and Misconceptions. Retrieved from https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2018/10/Myths-and-Misconceptions.pdf</p> <p>European Agency for Special Needs and Inclusive Education https://www.european-agency.org/</p>

Activity 2: Listen right!

Module 1: Subject 1

Detailed description of the activity	<p>Aim of the activity: This activity aims to build background knowledge on theoretical basis of the sport.</p> <p>Preparation:</p> <ol style="list-style-type: none"> 1. To become familiar with the topic 2. To become familiar with Listen Right! technique <p>Students learn and remember more when lectures are punctuated with brief processing breaks. Listen Right! does just that—it periodically interrupts a lecture for students to process their new learning. Further, the types of involved processing tasks take maximum advantage of many principles of learning and memory. To use Listen Right! the instructor stops lecturing after a period. Students pick up their pens and write the key points of the lecture so far. Then, students form pairs or small groups. They take turns sharing what they learned. Next, the instructor quickly reviews the key points. Students celebrate with their partners if they covered all the key points or add them if they missed any. Then the instructor resumes the lecture. The instructor stops after a few minutes and students process the new material.</p> <p>Steps and instructions:</p> <p>In-class</p> <p>Step 1: Tell students in advance to listen carefully to the lecture because they will have to remember and share what they hear.</p> <p>Step 2: Instructor lectures. The instructor lectures while students listen carefully without taking notes.</p>
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	<p>Step 3: Students write key points. After a short period of lecture, the instructor stops. Students write the key points of the lecture.</p> <p>Step 4: Partners share key points. The instructors ask students to pair up and share with a partner, checking for accuracy and making corrections on their own papers. To share, they may use Timed Pair Share to take equal timed turns to share (for instance).</p> <p>Step 5: Instructor reviews key points. The instructor reviews the key points just shared. Students record any additional points that they missed.</p> <p>Step 6: Partners celebrate. Partners celebrate with a praise or celebration.</p> <p>Step 7: Continue process. The instructor resumes lecturing for a short period, then stops again for students to take notes and process the new content. Usually, only part of the lecture is punctuated with Listen Right!</p>
Type	Face-to-face and group activity
Duration	6 hours (2,5 hours teaching and 3,5 hours students tasks)
Material	https://youtu.be/nJzUWZ64m-s https://www.youtube.com/watch?v=NLUkHsR13mU

Activity 3: Everybody contributes!

Module 1: Subject 1

Detailed description of the activity	<p>Aim of the activity: This activity will help participants to explore the topic of social inclusion, sports, and people with special needs.</p> <p>Preparation:</p> <p>1. To become familiar with CenterPiece and Inside-outside circle techniques.</p> <p>CenterPiece technique. Students brainstorm ideas and record their ideas on sheets of paper. After recording each new idea, they trade their paper with the CenterPiece.</p> <p>Inside-outside circle technique. Students form two concentric circles. Both circles have the same number of students. Students in the inside circle each face out, toward a student in the outside circle. Students rotate in concentric circles to face new partners for sharing information.</p> <p>Steps and instructions:</p> <p>At home</p> <p>Step 1: Be familiar with the material. At home, each student has to read the material.</p> <p>In-class</p> <p>Step 2: Getting ready. Each teammate needs a sheet of paper. Plus, one sheet of paper, the “CenterPiece,” is placed in the center of the team table.</p> <p>Teammates will be divided into thematic groups (gender, elderly, immigrants, Specific Educational Support Needs, etc ...). This will help to have a wider overview of social inclusion.</p>
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Step 3: Instructor assigns topic. The instructor assigns a brainstorming topic or a problem with multiple possible answers. This time the topic is linked to social inclusion, sports, and people with special needs. The questions to work on are the following:

- What do you already know about this topic?
- What would you like to know about it?
- Why do you think inclusion is a significant issue nowadays?
- In what societies do you think this issue is further developed?
- Who are the major agents in this issue?
- What solutions could be implemented?
- Tell me about a time when you had to face this issue and how you dealt with it.

The instructor encourages synergy as students use CenterPiece: “You will brainstorm lots of ideas in your teams. As you read your teammates’ ideas, see if you can piggyback on those ideas. Make them better. Or if they spur new ideas, record your new ideas. We don’t care who came up with which idea, we just want the best ideas we can come up with as a team.”

Step 2: Students generates ideas. Each teammate writes an idea on his or her own sheet of paper. Then, the teammate exchanges his or her sheet of paper with the CenterPiece, the sheet in the center of the team table. Each student writes ideas at his or her own pace.

Step 3: Students synergize. Students scan the ideas teammates generated on the new CenterPiece sheet they receive. Students are encouraged to piggyback on teammate ideas, or to contribute new ideas. Students continue brainstorming items, each time recording them on the new CenterPiece they have taken, then trading their paper for another CenterPiece.

Step 4: After this activity, a second activity is introduced in the classroom. The idea is to be familiar with the theoretical concepts of the subject itself by using different strategies that promote collaborative learning. Also, as each team had work on different thematic, they can exchange their knowledge with new peers.

Step 5: Getting ready. The teacher prepares questions and students form A-B pairs.

Step 6: Form the outside circle. Partner A from each pair moves to form one large circle in the class, facing in. “Partner A’s, please form a large circle in the open area of the classroom. B’s watch where your partner goes.”

Step 7: Form the inside circle. Partner B’s find and face their partners. The class now stands in two concentric circles. “Partner B’s, please find and face your partners.”

Step 8: Inside circle asks question. Outside circle responds. Instructor questions: The instructor asks a question and asks the inside circle students, outside circle students, or both (Timed Pair Share) to share with their partners. “Questions. Everyone thinks. Inside Circle students please share for 30 seconds.”

Step 9: Partners switch roles. Outside circle students ask, listen, and then praise or coach. “Outside circle students, it’s your turn to share for 30 seconds.”

Step 10: Rotate partners. Students face their partners, then turn to touch right shoulders. Either the inside circle students or the outside circle students rotate to a new partner. The instructor may call rotation numbers: “Face your partner. Turn sideways to touch right shoulders. Inside circle, rotate three students ahead.” The class may do a “choral count” as they rotate.

Step 11: Repeat. Students rotate and quiz many times to discuss or solve problems with different partners

At Home – In-class



	<p>Step 12: After these two activities, each student has to find an article, which relates to the topic of study. Individually, an oral presentation will be done explaining the main ideas of the piece of article chosen. This oral presentation aims to promote learning related to present and introduce the own work; critical thinking once students receive feedback from their peers as well as this presentation enables to connect previous knowledge with the presentation's content.</p>
Type	Face-to-face and work in pairs
Duration	6 hours (2,5 hours teaching and 3,5 hours students tasks)
Material	<p>Social inclusion Sport - European Commission - europa.eu https://ec.europa.eu/sport/policy/society/inclusion_en</p> <p>European commission - Persons with disabilities https://ec.europa.eu/social/main.jsp?catId=1137</p> <p>European commission - Teacher Professional Learning for Inclusion https://www.european-agency.org/projects/TPL4I</p> <p>Sport + adult education = health and social inclusion EPALÉ https://epale.ec.europa.eu/en/blog/sport-adult-education-health-and-social-inclusion</p> <p>Corazza, M., & Dyer, J. (2017). A new model for inclusive sports? An evaluation of participants' experiences of mixed ability rugby. <i>Social Inclusion</i>, 5(2), 130-140.</p>

Activity 4: Same-Different

Module 1: Subject 1

Detailed description of the activity	<p>Aim of the activity:</p> <p>This activity will help participants to explore the potential of the Capability Approach framework in different field of study.</p> <p>Preparation:</p> <p>1. To become familiar with Same-Different technique</p> <p>Same-Different is a barrier communication technique in which pairs of students each look at a pair of articles that are the same in some ways and different in others. They have to identify similarities and differences between each of them.</p> <p>Steps and instructions:</p> <p>Step 1: The instructor presents video 1 and 2.</p> <p>Step 2: The pair of students receive two pieces of works (reading 1 and 2) to practice identifying concepts and ideas that are the alike and not alike.</p> <p>Step 3: After reading the two documents, in a blank paper they have to identify similarities and differences between both articles. While the first reading refers to the topic of</p>
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	<p>Capability Approach and Martha Nussbaum' list of ten central capabilities, the second reading presents an operationalization of the capabilities for online learning education.</p> <p>Step 4: The previous steps are designed to facilitate students to do the main activity, which consist of identifying and analysing how the Capability Approach and Martha Nussbaum' list of ten central capabilities is linked to sport for social inclusion.</p>
Type	Face-to-face and work in pairs
Duration	7 hours (2,5 hours teaching and 4,5 hours students tasks)
Material	<p>Video 1 https://youtu.be/uwpr5OAUoVQ</p> <p>Video 2 https://www.coursera.org/lecture/revolutionary-ideas-utility-justice-equality-freedom/lecture-3-2-1-justice-the-ten-central-human-capabilities-k7jyB</p> <p>Reading 1 Nussbaum, M. (2003). Capabilities as fundamental entitlements: Sen and social justice. <i>Feminist economics</i>, 9(2-3), 33-59.</p> <p>Reading 2 Gómez-Rey, P., Barberà, E., & Fernández-Navarro, F. (2015). Operationalization of the Capability Approach for Online Learning. <i>Iceri2015: 8Th International Conference of Education, Research and Innovation Proceedings, Spain, (November), 8200-8207.</i></p>



MODULE 1

Subject 2. International policies and citizen participation (1 ECTS)

Overview

Leader: Universidad de Sevilla

Description:

With this course we intend to analyse which are the contexts where situations of exclusion occur and therefore where the intervention of the professional is necessary. To do this, content is developed in relation to groups that may be vulnerable and in need of activities that promote their social inclusion. On the other hand, we work on the democratic values that education as a political and transformative tool should contain, and finally we present experiences of social inclusion to end up designing an ideal intervention.

Contents:

- i. Activity 1. The social and inclusive value of sports practice in European law.
- ii. Activity 2. Identify inclusive good practices in sport in member states of the European Union.
- iii. Activity 3. Bringing the information in common.
- iv. Activity 4. Discussing together.
- v. Activity 5. Coffee, Science and Soul.
- vi. Activity 6. Where and with whom do we do an intervention? The case of children and young people.
- vii. Activity 7. Let's think about education from democratic values.
- viii. Activity 8. Factors that intervene in the intervention: Mind and heart.
- ix. Activity 9. Designing an intervention based on experiences.
- x. Activity 10. Analysing a battery of examples of projects.
- xi. Activity 11. Searching for positive values in sports.
- xii. Activity 12. The Dark side of sports



- xiii. Activity 13. Brief introduction to gender issues in sports.
- xiv. Activity 14. Gender stereotypes in sports.

1. Basic information about the subject

Title of the subject	International policies and citizen participation
Code of the subject	02
Academic year	2020-2021
Temporalisation	October, 2020
ECTS	1 ECTS
Total amount of hours	25 hours
Teacher Staff	<p>Prof. Rocío Valderrama Universidad de Sevilla Email: rvalderrama@us.es</p> <p>Prof. Joaquín Piedra Universidad de Sevilla Email: jpiedra@us.es</p> <p>Prof. Jesús Fernández Universidad de Sevilla Email: jesusfgavira@us.es</p> <p>Prof. Dolores Limón Universidad de Sevilla Email: dlimon@us.es</p>

2. Objectives, contents, and competences of the subject

After the completion of subject 2, you will be capable of achieving the following **objectives**:

- Ob1. Create a knowledge base with the aim of understanding European policies in relation to social inclusion and sport.
- Ob2. Understand sports contexts where social inclusion and sport can work.
- Ob3. Study different models to intervene on vulnerable groups.
- Obj4. Show some examples at European level that focus on the work of social inclusion through sport.
- Obj5. Deepen the values that sport can contain to favour social inclusion processes.

Furthermore, the **contents** of this subject are the following:

Cont1. International policies of social inclusion and sports

1. EU Policies and programs to promote social inclusion through sport.
2. European cases:
3. Italy.
4. Finland.
5. Spain.
6. Other international policies.

Cont2. Citizen Participation and Social Inclusion.

1. Formal contexts to work on social inclusion and sports.
2. Informal contexts to work on social inclusion and sports.
3. Democratic values for active citizenship.
4. Models of social intervention for social inclusion.
5. Socio-community intervention through sport.
6. An approach through examples of social interventions through sport.

Cont3. Values of sport.

1. Sports values and the positive connection to the society.



2. Gender perspective.

3. Differences and similarities in sport values in the EU and different cultures.

Additionally, below the **competences** of this subject are presented:

<p>General competences</p>	<p>GC1. Social Inclusion</p> <p>GC2. Civic Competence</p>
<p>Specific competences</p>	<p>SC1. To promote the creation of long-lasting and autonomous habits of physical activities and sport practice promoting the autonomous learning that favours the adaption to the different target groups.</p> <p>SC2. To promote and support the recognition of the diversity, multiculturalism and equality and adapt activities to everyone, including vulnerable groups.</p> <p>SC3. To adopt responsibilities on the commitments and ethical obligations inherent to the professional function, considering the democratic principles in the relationship with others, as well as the social participation in the community.</p>
<p>Transversal competences</p>	<p>TC1. Commitment to process quality indicators.</p>

3. Methodology

The online work proposed here requires electronic devices to be able to put students and teachers in communication. The Learning Management Systems that will be used here will be free-use virtual platforms such as Moodle. The idea on this topic is that students acquire basic knowledge about social inclusion and sport in their different formal and informal contexts, which they will do through the work of case studies, compressive text readings, visualization of sport videos, realization of housework, exhaustive search for information and discussion groups.

In any case, students will be required to carry out practical work, including a visit to a space where they engage in vulnerable collective physical activity and their subsequent exposure to the class group.

4. Assessment

For the evaluation of this subject, the self-evaluation will be used accompanied by evaluation rubrics that will guide the students in an individual reflection on their formative process. These

rubrics will consist of a qualitative section with questions directed towards the significant internalization of the work done in class and later a quantitative section in which through specific questions they will be able to quantify on a scale the qualification in this section. Finally, the teacher based on the qualifications proposed by the students will subscribe the same or propose another reasoned.

5. Bibliography

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6. Activities

Activity 1: The social and inclusive value of sports practice in Europe law

Module 1: Subject 2

<p>Detailed description of the activity</p>	<p>Aim of the activity: Identify the implementation of inclusion policies in sports practice.</p> <p>Preparation: The trainer previous to the class will upload the next questions in relation to European regulations:</p> <ul style="list-style-type: none"> ● Knows the European legal framework for Sports? ● Why do you consider that sports practice improves social inclusion? ● Which groups are considered of special vulnerability by the European framework? <p>Steps and instructions:</p> <p>Step 1: Meet a European network promoting physical activity for better health.</p> <p>Step 2: Identify institutions with a European seal to promote participation in physical education.</p> <p>Step 3: Identify good experiences and good practices to avoid racism and violence.</p> <p>Step 4: Learn about the EU's resources and programs to improve social inclusion and integration through sport.</p> <p>Step 5: Read the general national legislation on the sport in the detailed countries (Spain, Finland, Italy).</p>
<p>Type</p>	<p>Individual online activity</p>
<p>Duration</p>	<p>2 hours</p>
<p>Material</p>	<p>Consult the Euro Lex database for European sports legislation: https://eur-lex.europa.eu/homepage.html Basic Sports Legislation in Spain: https://www.csd.gob.es/es/csd/organizacion/legislacion-basica Finland in European Commission: https://ec.europa.eu/info/index_es Italian Parliament portal: http://www.parlamento.it/519</p>



Activity 2: Identify inclusive good practices in sport in member states of the European Union

Module 1: Subject 2

Detailed description of the activity	<p>Aim of the activity: Prepare a rubric to evaluate the degree of implementation of inclusive policies in sports practice at national and European level.</p> <p>Preparation: The pre-class trainer will raise the following questions in relation to European regulations</p> <p>Steps and instructions:</p> <p>Step 1: What are the policies regarding health?</p> <p>Step 2: What are the policies regarding discrimination?</p> <p>Step 3: What are the policies regarding participation?</p> <p>Step 4: What are the policies regarding the incorporation of the gender perspective.</p> <p>Based on the European legislation in each of the action areas (health, discrimination, participation, gender) indicate through a heading the degree of implementation in national legislation and regulations (Spain, Finland, Italy...)</p>
Type	Individual online activity
Duration	2 hours
Material	Roth, A. N. (2002). Políticas públicas: formulación, implementación y evaluación. Bogotá: Aurora.



Activity 3: Bringing the information in common

Module 1: Subject 2

Detailed description of the activity	<p>Aim of the activity: Presentation of the results of the evaluation carried out on the degree of implementation of inclusive policies in sports practice, according to the instrument designed.</p> <p>Preparation: The trainer will call the presenters of each group. Each group for a maximum time of 15 minutes will make a presentation in poster format of the work carried out, making visible the aspects addressed in national legislation and regulations on sports inclusion.</p> <p>Steps and instructions:</p> <p>Step 1: The trainer will give access to each group to the whole class by allowing them to share, for example, the screen and sound for a better understanding of the work. All the class will be recorded</p> <p>Step 2: After each group has passed there will be a turn for turn for questions and answers.</p>
Type	Face-to-face and work in groups
Duration	3 hours
Material	Pandiella, S. B. (2011). Presentación CLARISE (Poster).



Activity 4: Discussing together

Module 1: Subject 2

<p>Detailed description of the activity</p>	<p>Aim of the activity: Create critical opinions among a group of experts on the subject, on the degree of implementation of inclusive policies in sports practices, using the discussion group as a tool.</p> <p>Preparation: The trainer will bring prepare three questions regarding to the theme to discuss with the group <ul style="list-style-type: none"> - What is the degree of implementation of policies to improve health, to avoid discrimination, to improve participation and to incorporate the gender perspective. in each context studied? - What factors can influence the degree of implementation of inclusive policies in sports practice? - What proposals for improvement are put forward in practice. </p> <p>Steps and instructions:</p> <p>Step 1: The trainer will give access to each group to the whole class by allowing them to share, for example, the screen and sound for a better understanding of the work. All the class will be recorded</p> <p>Step 2: After each question all the participants will be requested to use 5 minutes to provide themselves of useful information, from their research done previously, to defend their arguments during the discussion</p> <p>Step 3: The presenter will be free of create new questions or to conduct the old one to new unexplored fields.</p> <p>The SWOT methodology will be used to check the current situation and the adequacy of national legislation and regulations to the European framework on inclusion through sport</p>
<p>Type</p>	<p>Face-to-face</p>
<p>Duration</p>	<p>3 hours</p>
<p>Material</p>	<p>López Francés, I. (2010). El grupo de discusión como estrategia metodológica de investigación: aplicación a un caso. Edetania, (38), 147-156.</p>



Activity 5: Coffee, Science and Soul

Module 1: Subject 2

Detailed description of the activity	<p>Aim of the activity: To create critic opinions by using discussing with experts in the field.</p> <p>Preparation: The trainer will invite four experts in the field of social inclusion through sports who will share their personal experience.</p> <p>Steps and instructions:</p> <p>Step 1: The trainer will give access to each expert to the whole class by allowing them to share, for example, the screen and sound for a better understanding of the work. All the class will be recorded</p> <p>Step 2: Each contribution will take a maximum of 30 minutes and it will be around the aspects worked previously with the students</p> <p>Step 3: After the presentation the students or the trainer will bring the most principle questions worked in the last classes. Good practices in public policies regarding inclusion in sport will be made visible.</p>
Type	Face-to-face, work in groups
Duration	4 hours
Material	No materials were used



Activity 6: Where and with whom do we do an intervention? The case of children and young people

Module 1: Subject 2

**Detailed
description of
the activity**

Aim of the activity:

Recognize themselves as an integral part of their environment and get to know educational programs of schools and training spaces that promote participation and commitment to inclusion.

Preparation:

The trainer presents some questions for reflection

- What is a community?
- Why do you need to know your community?
- What is a community description?
- Why should a community description be written?
- How can you use the community description?
- When should you write a community description?
- What are the basic principles for learning about the community?
- How do you get an understanding of your community?
- How do you write a community description?

Steps and instructions:

Step 1: Reading of texts from the bibliography

Step 2: Brainstorming on what are the contexts of intervention

Step 3: We focus on Children and Youth. We describe characteristics of these. Reading children's participation material and the city of children

Step 4: Dialogical techniques of participatory knowledge production (theatre, SWOT, Matrix of present and future scenarios). The trainer assigns a technique to each group at random.

What is a FODA analysis and why should I use it?

When is a sludge analysis used?

What are the elements of a qualitative analysis such as swot, theatre, Matrix of present and future scenarios)?

How to create a qualitative analysis?

How to use your qualitative analysis?

Step 5: The group designs a pre-project of intervention according to the technique assigned, the group of young people or children. Through brainstorming the group designs what it considers to be a pre-intervention project.

Step 5.1: Identify the social actors involved in the intervention.

Step 5.2: The group builds innovative proposals that serve as actions for the inclusion of the sector and context that we have selected in the previous steps. We have to warn that they try to question the usual logic, the given order, because it is understood that the classic practices reproduce an adult centric way of proceeding.



	<p>Step 6: We design a reflective matrix for a formal context and another for an informal context. For this we take into account all the ideas, feelings, interests, desires and proposals that meet in an inclusive way the needs of an intervention group, in this case children or young people.</p> <p>Step 7: We drew up the comprehensive action plan for child participation that brings together the greatest number of people with the greatest intensity. The plan of action should specify objectives, deadlines, human resources, frequency of meetings, roles of participants, and an evaluation and follow-up system. A dissemination campaign should also be incorporated in order to socialize, disseminate and publicize the action plan prepared in a participatory manner.</p>
Type	Individual online activity
Duration	5 hours
Material	<p>David, D., & Larson C. (1994). Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference.</p> <p>Gadner, W., & Simon, S. (1993). On Leadership.</p> <p>Kellerman, B., & Matusak L. (1999). Cutting Edge: Leadership 2000 Editors. The Academy of Leadership Press at The University of Maryland.</p> <p>McKnight, J. (199a). "Building community." AHEC Community Partners Annual Conference, Keynote address. Northwestern University: Center for Urban Affairs and Policy Research.</p> <p>McKnight, J. (1992b). Mapping community capacity. Chicago, IL: Northwestern University: Center for Urban Affairs and Policy Research.</p> <p>Moore, M. (1994). Community capacity assessment: A guide for developing an inventory of community-level assets and resources. Santa Fe, NM: New Mexico Children, Youth and Families Department.</p> <p>Norris, T., & Howell, L. (1999). Healthy people in healthy communities: A dialogue guide. Chicago, IL: Coalition for Healthier Cities and Communities.</p> <p>Ronald A. (1994). Leadership With No Easy Answers, Belknap Press of Harvard University Press.</p> <p>Tonucci F. (2009). Cities at human scale. Children's city, Revista de Educación, nº extraordinario, Artículo nº 7.</p>

Activity 7: Let's think about education from democratic values

Module 1: Subject 2

<p>Detailed description of the activity</p>	<p>Aim of the activity: Analyse and understand the relationship between democratic values and education.</p> <p>Preparation: The trainer before the class explains the content of the material to be read, the link of the video and the conference, contextualizing it in the activities to be carried out.</p> <p>Steps and instructions:</p> <p>Step 1: Reading the article and watching the video conference (see bibliography)</p> <p>Step 2: Conduct a Discussion Group on what is citizenship, to an online platform such as zoom or similar or face-to-face.</p> <p>Step 3: Group reflection and elaboration of a joint document. It must contain:</p> <ul style="list-style-type: none"> - Introduction-justification - Design of indicators of democratic values - Design of criteria to evaluate an activity with democratic values. As a list, write down indicators and describe them in a way that justifies them as democratic values that must be included in an intervention for it to be inclusive. <p>Step 4: Analysis of good practices. Justify on the basis of the indicators and criteria why they consider them to be good practices.</p>
<p>Type</p>	<p>Individual online activity</p>
<p>Duration</p>	<p>3 hours</p>
<p>Material</p>	<p>Mel Ainscow, Tony Booth & Alan Dyson (2006) Inclusion and the standards agenda: negotiating policy pressures in England. International Journal of Inclusive Education, 10:4-5,295-308, DOI: 10.1080/13603110500430633 CSIE (http://inclusion.uwe.ac.uk) 1 Redland Close Elm Lane Redland Bristol BS6 6UE</p> <p>https://learn-eu-central-1-prod-fleet01-xythos.s3-eu-central-1.amazonaws.com/5ac734ed505df/377065?response</p> <p>Maxwell Peprah Opoku, Christopher S. Rayner, Scott J. Pedersen, Monica Cuskelly. (2019) Mapping the evidence-based research on Ghana's inclusive education to policy and practices: a scoping review. International Journal of Inclusive Education 0:0, pages 1-17.</p>



Activity 8: Factors that intervene in the intervention: Mind and heart

Module 1: Subject 2

<p>Detailed description of the activity</p>	<p>Aim of the activity: To Know and apply the steps of a social intervention model.</p> <p>Preparation: The trainer before the class explains the content of the material to be read, the link of the video and the conference (see Materials), contextualizing it in the activities to be carried out.</p> <p>Steps and instructions:</p> <p>Step 1: Reading of the articles on experiences of social intervention.</p> <p>Step 2: Make an individual mind map of the intervention and the factors that intervene (influence map). The mind map consists of thinking as you imagine and how you see in your mind an intervention and the factors involved. You must design it as a drawing.</p> <p>Step 3: Reading of two cases given by the trainer and designed by him.</p> <p>Step 4: Design of a SWOT for each case</p> <p>Step 5: Develop a Comparative Table of Intervention Models.</p> <p>Step 6: Designing an Intervention Model Summary Document</p>
<p>Type</p>	<p>Individual online activity</p>
<p>Duration</p>	<p>4 hours</p>
<p>Material</p>	<ul style="list-style-type: none"> - Hampden-Thompson G. (2011) International perspectives on student outcomes and homework: family–school–community partnerships, Research Papers in Education, 26:1,129-131, DOI: 10.1080/02671522.2010.517059 - Howes A., Booth, T. Dyson A. & Frankham J.(2005) Teacher learning and the development of inclusive practices and policies: framing and context, Research Papers in Education, 20:2, 133-148, DOI: 10.1080/02671520500077947 - Quintelier E. (2010) The effect of schools on political participation: a multilevel logistic analysis, Research Papers in Education, 25:2, 137-154, DOI: 10.1080/02671520802524810 <p>https://www.youtube.com/watch?v=5nTuScU70As</p> <p>https://www.youtube.com/watch?v=r8UPn5boko0</p>



Activity 9: Designing an intervention based on experiences

Module 1: Subject 2

<p>Detailed description of the activity</p>	<p>Aim of the activity: To know procedures and resources for social intervention through sport</p> <p>Preparation: The trainer before the class explains the content of the material to be read and contextualizing it in the activities to be carried out.</p> <p>Steps and instructions:</p> <p>Step 1: Viewing an inclusion experience at sport events. Step 2: Reading of an article about the case: Montpellier, Sevilla. Step 3: Design of a table of indicators that are common in experiences. Step 4: Design of indicators and good practices observed in the experiences. Step 5: Imagine that you are going to intervene in a neighbourhood with vulnerable youth sectors due to socio-economic and cultural circumstances. Think about how you would carry out your intervention. Elaboration of steps to be followed according to the experiences in an intervention with circumstances given by the Trainer.</p>
<p>Type</p>	<p>Individual online activity</p>
<p>Duration</p>	<p>4 hours</p>
<p>Material</p>	<p>Berg, B. (2007), Qualitative Research Methods for the Social Sciences (6th edn.) Boston: Allyn and Bacon. Berkowitz, W. (1982). Community impact. Cambridge, MA: Schenkman Publishing Company, Inc. Sales A., Moliner O. & Traver J. (2020) Participatory Action Research: a case study on the school democratisation process, Research Papers in Education,</p>



Activity 10: Analysing a battery of examples of projects

Module 1: Subject 2

<p>Detailed description of the activity</p>	<p>Aim of the activity: To discover and analyse examples of social interventions through sport in EU and other continents.</p> <p>Preparation: Teacher will share with students several projects and organise the group in pairs or in threes for this task.</p> <p>Steps and instructions: Step 1: Teacher will divide the class into groups of two or three. Each group choose a project from the list. All projects should be covered. Step 2: Each group reads the project, highlights targets and tools of its project. Step 3: Each group shares with the whole group and presents its project, summarizing it.</p>
<p>Type</p>	<p>Face-to-face / groups work</p>
<p>Duration</p>	<p>2 hours</p>
<p>Material</p>	<p>Positive Future project https://dera.ioe.ac.uk/6207/2/A9RCAF8_Redacted.pdf Play International Burundi https://www.play-international.org/en/impact/missions/burundi-mission NETS Project India https://www.fundacionrafanadal.org/en/proyecto-nets.asp Sport in Action projects https://www.sport-in-action.com/what-we-do/current-projects/#football-for-hope Smart Play project http://www.lmsportsbiz.com/en/a-project-for-the-latin-american-football/</p>



Activity 11: Searching positive values in sports

Module 1: Subject 2

Detailed description of the activity	<p>Aim of the activity: To find out positive values of sports.</p> <p>Preparation: Teacher, before this task, will facilitate access to two documents of Council of Europe: Code of Sports Ethics and European Sports Charter. Students must read it and look for positive values of sports.</p> <p>Steps and instructions: Step 1: Read both documents and write up a list of positive values of sports. Step 2: For each positive value think on a transfer to the real life of a person. How any positive value experienced during sportive life can help a person?</p>
Type	Individual online activity
Duration	2 hours
Material	<p>Council of Europe – Code of Sports Ethics https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805cecaa</p> <p>Council of Europe – European Sports Charter https://www.coe.int/en/web/sport/european-sports-charter</p>



Activity 12: The Dark side of sports

Module 1: Subject 2

Detailed description of the activity	<p>Aim of the activity: To recognise negative values in sport, and how fight against them.</p> <p>Preparation: Teacher will bring prepared two videos.</p> <p>Steps and instructions:</p> <p>Step 1: We watch the video about positive values of sports for children. We recover positive values of the previous task. We debate about how these values have been teaching in school.</p> <p>Step 2: We watch the video about dark side of sport. This teaser highlights some negative values in sports. In groups we discuss and analyse other negative values in sport, and how they have connection with the society. Then we share our ideas with the rest of the classmates.</p>
Type	Face-to-face
Duration	2 hours
Material	UNESCO – Values Education through sports https://youtu.be/K4mhtXPVAI0 'Dirty Games' Trailer https://youtu.be/74tjM_7HUOE



Activity 13: Brief introduction to gender issues in sports

Module 1: Subject 2

<p>Detailed description of the activity</p>	<p>Aim of the activity: To know the history of gender policies in sports.</p> <p>Preparation: Teacher before class will upload two documents, and will ask the next questions related to both documents: What has changed among both declarations? What challenges do we have to face in the present?</p> <p>Steps and instructions:</p> <p>Step 1: Read documents about sport and gender policies.</p> <p>Step 2: Analyse what differences do you find between both legislations</p> <p>Step 3: Read article in pairs and analyse what barriers a woman find when try to get access to leadership positions. In the light of the current feminist agenda in Europe, and into European sport, are the same whether a man try to do the same? Why could be different?</p> <p>Step 4: Think about the present, and explain what challenges a woman does to face currently in sport.</p>
<p>Type</p>	<p>Individual online activity</p>
<p>Duration</p>	<p>2 hours</p>
<p>Material</p>	<p>Brighton Declaration https://iwgwomenandsport.org/brighton-declaration/ Brighton plus Helsinki Declaration https://iwgwomenandsport.org/wp-content/uploads/2019/03/Brighton-plus-Helsinki-2014-Declaration-on-Women-and-Sport.pdf Article: Pfister & Radtke (2009). Sport, women, and leadership: Results of a project on executives in German sports organizations https://www.tandfonline.com/doi/full/10.1080/17461390902818286?casa_token=msmJlcsZL3QAAAAA%3AUrInfSyl1eXY1G9vOFLT2B1-ubPGeYaMXGAC4VdWdGBN2wmcn3z6Qf1_3aMr09ktWCygFaVdyH6r7Z8</p>



Activity 14: Gender stereotypes in sports

Module 1: Subject 2

<p>Detailed description of the activity</p>	<p>Aim of the activity: To recognise gender stereotypes in modern sport and physical activity.</p> <p>Preparation: Teacher will bring three prepared videos.</p> <p>Steps and instructions:</p> <p>Step 1: We will watch the video about gender stereotypes in sport (#LikeAGirl). Then, we will discuss whether these stereotypes are still alive in sport.</p> <p>Step 2: We will watch the video about gender stereotypes in sport (Keep playing). Afterward, we talk about what we can do, as a future sport trainer or parent, with our girls.</p> <p>Step 3: Students are organised in groups. Each group search and inquiries into life of one-woman athlete: Caster Semenya, Ronda Rousey, Venus Williams, Simone Biles, Anna Kournikova, Megan Rapinoe or Brittney Griner. What sort of stereotypes do you think are they lived?</p> <p>Step 4: We will watch the video about gender stereotypes in sport (Invisible players). After that, we analyse the power of mass media to struggle against gender stereotypes.</p> <p>Step 5: (At home) Read the article and read some magazine. Look for some athletes' photographs and analyse it considering previous documents. Write a brief essay about how mass media or social media can help to erase gender stereotypes in sports.</p>
<p>Type</p>	<p>Face-to-face / work in groups</p>
<p>Duration</p>	<p>2 hours</p>
<p>Material</p>	<p>Always #LikeAGirl https://youtu.be/XjQBjWYDTs</p> <p>Always #LikeAGirl (Keep playing) https://www.youtube.com/watch?v=jXmiu_nr22Y</p> <p>ESPN – Invisible players https://youtu.be/XoZrZ7qPgio</p> <p>Article: Daniels (2009). Sex Objects, Athletes, and Sexy Athletes: How Media Representations of Women Athletes Can Impact Adolescent Girls and College Women https://doi.org/10.1177%2F0743558409336748</p>



MODULE 1

Subject 3. Vulnerable populations and groups

Overview

Leader: Universidad de Sevilla

Description:

The idea of this subject is to bring knowledge of the types of vulnerable groups and the internal dynamics which happen around them, and once that this has happened to define and develop strategies for them in favour to a normal way of living, where the disadvantages vanish into a bigger community which afford solutions to most of the needs of the same.

Contents:

- i. Activity 1. Reading and finding vulnerable groups I.
- ii. Activity 2. Reading and finding vulnerable groups II.
- iii. Activity 3. Comparing and choosing.
- iv. Activity 4. Bringing the information in common.
- v. Activity 5. Discussing together.
- vi. Activity 6. Coffee, Science and Soul.
- vii. Activity 7. Watch, read and analyse.
- viii. Activity 8. Discovering different paths to fight against gender harassment and abuse in sports.
- ix. Activity 9. Intersection between gender and religion in social inclusion through sports.
- x. Activity 10. Our Athletes, new gender perspectives.



1. Basic information about the subject

Title of the subject	Vulnerable populations and groups
Code of the subject	02
Academic year	2020-2021
Temporalisation	October, 2020
ECTS	1 ECTS
Total amount of hours	25 hours
Teacher Staff	<p>Prof. Rocío Valderrama Universidad de Sevilla Email: rvalderrama@us.es</p> <p>Prof. Joaquín Piedra Universidad de Sevilla Email: jpiedra@us.es</p> <p>Prof. Jesús Fernández Universidad de Sevilla Email: jesusfgavira@us.es</p> <p>Prof. Dolores Limón Universidad de Sevilla Email: dlimon@us.es</p>

2. Objectives, contents and competences of the subject

After the completion of subject 1, you will be capable of achieving the following **objectives**:

- Ob1. Know the characteristics and internal dynamics of groups and groups in situations of social problems.
- Ob2. Define strategies for the attention of needs for the sports practice of groups in situations of concern.
- Ob3. Develop socio-educational and research intervention strategies that favour the elimination of barriers and the promotion of sports in groups with social inclusion needs.
- Ob4. Knowing how to integrate the gender perspective in any research or socio-educational intervention project aimed at groups with social inclusion needs or in situations of limitation.

Furthermore, the **contents** of this subject are the following:

Cont1. Types of vulnerable groups and internal dynamics.

- Types, circumstances, and the characteristics of these groups.

Cont2. Areas of needs of the vulnerable population.

- Motives for the sport practice
- Barriers to the sport practice
- Sport as an area of natural expression
- Social context: barriers and support
- Political context: functions, objectives, and characteristics of public policies.

Cont3. The gender perspective and social inclusion.



Additionally, below the **competences** of this subject are presented:

General competences	GC1. Physical Activity Interventions GC2. Civic competence
Specific competences	SC1. Be able to identify the bio psycho-social benefits of the practice of physical, sports and recreational activity in vulnerable population contexts. SC2. To adopt responsibilities on the commitments and ethical obligations inherent to the professional function, considering the democratic principles in the relationship with others, as well as the social participation in the community.
Transversal competences	TC1. Commitment to process quality indicators.

3. Methodology

The proposed methodology for the development of this subject will have an active character, since it is intended to develop from an innovative approach where various forms of group and individual work will be integrated. In addition, the Moodle platform will be used through which at least three class sessions will be held. Work will be used for projects, reading and reflection of academic articles, viewing videos and carrying out a final group task related to developing a proposal for socio-educational intervention, from a gender perspective, by groups composed of three students.

4. Assessment

The evaluation will be carried out through a system of rubrics designed specifically for the development of the tasks of analysis and reflection of academic articles, development of a group design of a proposal for socio-educational group intervention.



5. Bibliography

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6. Activities

Activity 1: Reading and finding vulnerable groups I

Module 1: Subject 3

<p>Detailed description of the activity</p>	<p>Aim of the activity: To be able to identify vulnerable groups and similar characteristics which affects all of them.</p> <p>Preparation: The trainer previous to the class will upload the next questions related to the same.</p> <ul style="list-style-type: none"> · Do you have any experience with vulnerable population? · What do you think that defines a vulnerable person? · What collectives are from your perspective vulnerable? <p>Steps and instructions:</p> <p>Step 1: Identify some keywords that allow you to find which ones could be the focus groups.</p> <p>Step 2: Copy and combine them in the next databases: Scopus, Isi Web of Knowledge and Google Scholar</p> <p>Step 3: Read the main results, and decide which articles or books illustrate better the answer to the aim of the task.</p> <p>Step 4: Read carefully the information selected and get the next information</p> <ol style="list-style-type: none"> 1. Types of vulnerable groups 2. Define the main characteristics of these groups <p>Step 5: Read the article attached and compare.</p>
<p>Type</p>	<p>Individual online activity</p>
<p>Duration</p>	<p>5 hours</p>
<p>Material</p>	<p>http://www.efsupit.ro/images/stories/1%20March%202017/Art%2047.pdf</p>



Activity 2: Reading and finding vulnerable groups II

Module 1: Subject 3

Detailed description of the activity	<p>Aim of the activity: To be able to identify different areas of need of the vulnerable population.</p> <p>Preparation: The trainer before the class will upload the next question related to the same.</p> <ul style="list-style-type: none">· What are from your perspective the areas of need for these populations far away of the sport itself? <p>Steps and instructions:</p> <p>Step 1: Try to put yourself in the skin of these groups, one by one, that you have previously defined as vulnerable.</p> <p>Step 2: Think if they have the same necessities independently of their situation, write from your point of view what are them.</p> <p>Step 3: Once you have done, do you think that are there any necessity which is common in all the populations?</p> <p>Step 4: Go back to the articles selected in the previous task, and having them in your background try to identify as many areas of need for each group as you can.</p>
Type	Individual online activity
Duration	3 hours
Material	Computers



Activity 3: Comparing and choosing

Module 1: Subject 3

<p>Detailed description of the activity</p>	<p>Aim of the activity: Choosing and constructing the case of a specific vulnerable group.</p> <p>Preparation: The trainer, before this task, will facilitate some articles regarding the theme, the students might read it and see similarities with their own work.</p> <ul style="list-style-type: none"> · Please select a vulnerable group with which you would like to investigate more in depth. <p>Steps and instructions:</p> <p>Step 1: Select the group and fill the next fields</p> <ul style="list-style-type: none"> • Types, circumstances, and the characteristics of these groups. • Motives for the sport practice. • Barriers to the sport practice. • Sport as an area of natural expression. • Social context: barriers and support. • Political context: functions, objectives and characteristics of public policies. <p>Step 2: Prepare a presentation of 10-15 minutes long where the previous information is reflected.</p>
<p>Type</p>	<p>Individual online activity</p>
<p>Duration</p>	<p>2 hours</p>
<p>Material</p>	<p>Computers</p> <p>Articles:</p> <p>Collins, M. F. (2008). Social exclusion from sport and leisure. In B. Houlihan (Ed.), Sport and Society. Sage Publications.</p> <p>Jakubowska, H. (2018). Sport as a means of social inclusion and exclusion. Introduction to the special issue of society register. Society Register, 2(1), 9-17. https://doi.org/10.14746/sr.2018.2.1.01</p> <p>Kelly L. (2011) 'Social inclusion' through sports-based interventions? Critical Social Policy, 31(1):126-150. https://doi.org/10.1177/0261018310385442</p>



Activity 4: Bringing the information in common

Module 1: Subject 3

Detailed description of the activity	<p>Aim of the activity: To present the work made previously to the whole class</p> <p>Preparation: The trainer, using an online platform will give special access to the presenters of each group. Every group will make an oral presentation of the work done.</p> <p>Steps and instructions:</p> <p>Step 1: The trainer will give access to each group to the whole class by allowing them to share, for example, the screen and sound for a better understanding of the work. All the class will be recorded</p> <p>Step 2: After each group have passed there will be a turn for turn for questions and answers.</p>
Type	Face-to-face / whole group
Duration	2 hours
Material	Computer



Activity 5: Discussing together

Module 1: Subject 3

Detailed description of the activity	<p>Aim of the activity: To create critic opinions by using the discussion group as a tool.</p> <p>Preparation: The trainer will prepare three questions regarding the theme to discuss with the group.</p> <ul style="list-style-type: none">• What is the common factor of all vulnerable groups which bring them into social exclusion?• Give different solutions for the change of the dynamics of the vulnerable groups.• What could offer the Physical Activity for the change of the internal dynamics of the groups? <p>Steps and instructions:</p> <p>Step 1: The trainer will give access to each group to the whole class by allowing them to share, for example, the screen and sound for a better understanding of the work. All the class will be recorded</p> <p>Step 2: After each question all the participants will be requested to use 5 minutes to provide themselves of useful information, from their research done previously, to defend their arguments during the discussion</p> <p>Step 3: The presenter will be free of create new questions or to conduct the old one to new unexplored fields.</p>
Type	Face-to-face / whole group
Duration	2 hours
Material	Computer



Activity 6: Coffee, Science and Soul

Module 1: Subject 3

Detailed description of the activity	<p>Aim of the activity: To create critic opinions by using discussing with experts in the field.</p> <p>Preparation: The trainer will invite four experts in the field of social inclusion through sports who will share their personal experience.</p> <p>Steps and instructions:</p> <p>Step 1: The trainer will give access to each expert to the whole class by allowing them to share, for example, the screen and sound for a better understanding of the work. All the class will be recorded.</p> <p>Step 2: Each contribution will take a maximum of 30 minutes and it will be around the aspects worked previously with the students.</p> <p>Step 3: After the presentation the students or the trainer will bring the most principal questions worked in the last classes.</p>
Type	Face-to-face. Bringing personal experiences into the class
Duration	3 hours
Material	Computer



Activity 7: Watch, read and analyse

Module 1: Subject 3

Detailed description of the activity	<p>Aim of the activity: To introduce and analyse critically the reality of gender issues that we live in sports, concerning to a large extent to women.</p> <p>Preparation: Watch the IOC's video about harassment and abuse in sports.</p> <p>Steps and instructions:</p> <ul style="list-style-type: none">Step 1: Watch videoStep 2: Using an online document, analyse some case studies. Discuss whether any of these experiences are still happening in sports nowadays.Step 3: In groups, lay out real lived experiences, or fictional, explaining the way in which institutions should react to achieve full equality.
Type	Face-to-face, work in groups
Duration	1 hours
Material	<p>Online document of IOC:</p> <p>https://www.olympic.org/sha</p> <p>IOC Media What is harassment and abuse in sport? https://youtu.be/ZW1D9SVTOJE</p>



Activity 8: Discovering different paths to fight against gender harassment and abuse in sport

Module 1: Subject 3

Detailed description of the activity	<p>Aim of the activity: To learn and understand different options developed in Europe to fight against harassment and abuse in sport.</p> <p>Preparation: The teacher will upload an online document. In groups up to four, answer to these questions:</p> <ul style="list-style-type: none">• With your experience, which actions could work better in your sport (that you practice, or you work on, or you are an expert on)?• Based on the reading, design your own proposal. <p>Steps and instructions:</p> <p>Step 1: Share with students the online document and organise them in groups.</p> <p>Step 2: Each group reads and chooses an action, arguing its potential for their sports. Then they draft a proposal to battle against abuse and harassment in their sports.</p> <p>Step 3: Each group prepares a presentation (or video) of 10 minutes long where the previous work is reflected.</p>
Type	In groups online activity
Duration	4 hours
Material	Prevention of sexual and gender harassment and abuse in sport. Initiatives in Europe and beyond https://www.iss-ffm.de/fileadmin/assets/veroeffentlichungen/downloads/Prevention_of_sexual_and_gender_harassment_and_abuse_in_sports.pdf



Activity 9: Intersection between gender and religion in social inclusion through sports

Module 1: Subject 3

Detailed description of the activity	<p>Aim of the activity: To empathise with religious people and know their own peculiarities in sport.</p> <p>Preparation: The teacher will share with students a video. After watching it, they debate about problems or action choices in sportive contexts.</p> <p>Steps and instructions:</p> <ul style="list-style-type: none">Step 1: Watch BBC News video.Step 2: The whole group debate about Muslim women reality in sport, and other religions (Sikhs, Yiddish, Christians...).Step 3: In groups, read documents developed in San Diego (USA), and explain what we can do adapting it to any other minority religious confession.
Type	Face-to-face, work in groups
Duration	1 hour
Material	BBC News – Religion and sport https://youtu.be/D5ocpV5w2Xw USA document about Muslim youth and sport https://ucsdcommunityhealth.org/wp-content/uploads/2017/12/Final1_CLS_MuslimGuide9interactive.pdf



Activity 10: Our Athletes, new gender perspectives

Module 1: Subject 3

<p>Detailed description of the activity</p>	<p>Aim of the activity: To reveal a ‘new’ problem in gender perspective in sports.</p> <p>Preparation: Teacher will upload three videos about LGBTI people (gays, intersex and transgender athletes). Before watching them, students have to answer next questions:</p> <ul style="list-style-type: none"> ● Do you know any LGBTI athlete? ● Do you know whether a trans athlete can compete in Olympics Games? ● Do you think that transgender or intersex athletes have an unfair advantage in sport? <p>Steps and instructions:</p> <p>Step 1: After giving a response to previous questions, students watch three videos.</p> <p>Step 2: Seek any interesting LGBTI support campaign in sport developed in your country. Share it with your classmates.</p> <p>Step 3: Using Pride Sports documents, think about the next questions: What sort of problems have a LGBTI athlete to face? Write a list of problems and a feasible solution.</p>
<p>Type</p>	<p>Individual online activity</p>
<p>Duration</p>	<p>2 hours</p>
<p>Material</p>	<p>CBC News – Transgender https://youtu.be/NICbA6GMtiA</p> <p>TEDex Taylor Hudson https://youtu.be/Z2hFbbG7t70</p> <p>Caster Semenya https://youtu.be/MiCftTLUzCI</p> <p>Including LGBT young people in sport https://www.theproudtrust.org/wp-content/uploads/download-manager-files/Including-LGBT-young-people-in-sport1.pdf</p>



Subject 4. Teaching-learning processes for social inclusion

Activity 1: Own project

Module 1: Subject 4

<p>Detailed description of the activity</p>	<p>Aim of the activity: Participants get information about laws and regulations.</p> <p>Preparation: The trainer checks the links work and send material to the participants</p> <p>Steps and instructions: Participants get to know about materials and answer to the questions.</p> <p>Step 1:</p> <p>https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf article 30 Q: Has your country sign this convention? If yes, which year?</p> <p>https://ec.europa.eu/sport/policy/society/inclusion_en</p> <p>Q: Have you got some laws about accessibility in your country? If, describe it shortly.</p> <p>Find some accessibility information and write webpage address here. What kind of things help (accessibility) if you have challenge of?</p> <ul style="list-style-type: none"> • hearing • moving • seeing • understanding
<p>Type</p>	<p>Theoretical part – Independent work</p>
<p>Duration</p>	<p>4 hours</p>
<p>Material</p>	<p>computer, internet</p>



Subject 5. Skills development for inclusion through sport

Activity 1: Defining social skills and their role in sport

Module 1: Subject 5

<p>Detailed description of the activity</p>	<p>Aim of the activity:</p> <p>To define what is meant by social skills and how they are involved in sport practice.</p> <p>Preparation:</p> <p>Each student (individually) answers some questions, writing his opinion on a sheet, then the students discuss and debate each other in order to identify the most relevant skills.</p> <p>Steps and instructions:</p> <p>Step 1: Answering questions (1.00 hour)</p> <p>Each student answers the following questions/argues the following topics:</p> <ol style="list-style-type: none"> 1) How would you define the concept of social skill? 2) In what way social skills are important in sport practice? 3) What are the most relevant social skills involved in sport practice? <p>Step 2: Discussion and debate (1.00 hours)</p> <p>The group of students discuss the topics analysed during the step 1, each of them explaining the work carried out also sharing his point of view. Teacher staff oversees mediating the debate.</p> <p>Step 3: Mapping the main social skills involved in sport practice (3.5 hours)</p> <p>The students work in groups defining the most important social skills involved in sport practice, also making examples. At the end of the activity the students identify and describe 5 social skills (the most important ones). These skills represent the starting point for the implementation of the other activities related to the Subject n.5.</p>
<p>Type</p>	<p>Discussion group - debate</p>
<p>Duration</p>	<p>5.5 hours</p>



Material	Pencils and papers or personal computers
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Activity 2: Evaluating social skills in sport

Module 1: Subject 5

<p>Detailed description of the activity</p>	<p>Aim of the activity:</p> <p>To analyse evaluation methodologies by comparing them with those studied, building an evaluation sheet for each of the social skills identified during the Activity n. 1.</p> <p>Preparation:</p> <p>Before this activity students must have studied and analysed (at home) social skills evaluation methodologies, by using the bibliography indicated for Module 1 (approximately 5 hours).</p> <p>Steps and instructions:</p> <p>Step 1: Text reading at home as indicated in the Preparation (approximately 6 hours)</p> <p>Students study and analyse (at home) social skills evaluation methodologies, by using the bibliography indicated for Module 1.</p> <p>Step 2: Comparison of different evaluation methodologies (2 hour)</p> <p>Students share ideas and compare the methodologies studied in order to agree on the evaluation methodologies that best fit the sport contexts and the need to evaluate how sport contributes to the development of social skills.</p> <p>Step 3: Building an evaluation sheet (2.30 hours)</p> <p>The students, divided in 5 groups (one for each of the skills identified at the end of the Activity n.1), build an evaluation sheet that can allow them to collect detailed information about the involvement of social skills in sport contexts.</p> <p>This evaluation sheet will be a dedicated tool for observing and analysing how people, involved in sport activities, are able to use the necessary skills.</p>
<p>Type</p>	<p>Study and comparison – Adaptation of the existing instruments</p>
<p>Duration</p>	<p>10.5 hours</p>
<p>Material</p>	<p>Pencils and papers or personal computers</p> <p>Bibliography as indicated for Module 1</p>



Activity 3: The importance of social and communication skills in sports teams

Module 1: Subject 5

Detailed description of the activity	<p>Aim of the activity:</p> <p>To observe and collect information in a real sport context using and filling in the evaluation sheets ideated during the Activities n.2.</p> <p>Preparation:</p> <p>The activity needs to take place during a sport training session characterized for a high level of inclusion and integration among participants with different abilities (for example sitting volleyball teams).</p> <p>Steps and instructions:</p> <p>Step 1: Observation in a real context (3 hours)</p> <p>Teacher staff and students go to the place where the training session takes place, bringing with them the evaluation sheets implemented during the previous activity. Each student, individually, observes people and their actions focusing the attention on the social skills they bring into play and in the interaction with the other players.</p> <p>At the same time each student fills in the 5 evaluation sheets describing some situations or facts and evaluating the skills applied by the players.</p> <p>Step 2: Analysis of the information collected (2 hour)</p> <p>Once back in the classroom, students share the information collected debating about the social skills of the players and how they are used to interact with other players applying the 5 different social skills observed (as indicated in the evaluation sheets).</p>
Type	Observation in a real context and analysis
Duration	5 hours
Material	Evaluation sheets, pencils and papers



Activity 4: Leadership strategies for managing sports groups

Module 1: Subject 5

Detailed description of the activity	<p>Aim of the activity:</p> <p>To understand the meaning of leadership analysing the skills needed for managing sports groups and promoting social inclusion.</p> <p>Preparation:</p> <p>Teacher staff, together with students, choose three different situations in which leadership skills must be used for dealing with conflicts or possible conflicts.</p> <p>Steps and instructions:</p> <p>Step 1: Identifying critical situations (1.30 minutes)</p> <p>Students identify three different situations (as explained in the preparation) by focusing on some critical aspects that may arise in sports groups when people, coming from different contexts or with different abilities and skills, are engaged in the same activity.</p> <p>Step 2: Leading the group – Role play (2 hour)</p> <p>Students take turns – Each student chooses one of the situations identified during the Step 1 trying to manage/lead the situation using a communication strategy. The other students assume the roles of the players involved in the sports group.</p> <p>Step 3: Analysing the performance (1.30 minutes)</p> <p>Students (in group) discuss the leadership strategies adopted during the role play.</p>
Type	Role play
Duration	4 hours
Material	None