



DISCIPLINS

IO2 | MODULE 2

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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Content

IO2 – EXPERT TRAINING COURSE IN SOCIAL INCLUSION THROUGH SPORT-BASED INTERVENTIONS

MODULE 2. METHODOLOGIES AND TOOLS FOR SOCIAL INCLUSION THROUGH SPORT-BASED INTERVENTION

Subject 1. Participatory methodologies for inclusion through sport

Subject 2. Tools and strategies for socio-community intervention

Subject 3. Design of social intervention projects

Subject 4. Design of social intervention projects

Subject 5. Evaluation of social inclusion processes. Development of instrument

MODULE 2. Methodologies and tools for social inclusion through sport-based intervention

Subject			Hours
1. Participatory methodologies for inclusion through sport Loyola			25
Content		Tasks	
1. Qualitative research		Quantitative research	12,5
2. Quantitative research		Qualitative Research I	7
		Qualitative Research II	5,5
2. Tools and strategies for socio-community intervention US			25
1. Methodology of community social intervention		IAP in educational projects and interventions	6
2. Socio-educational and psychosocial intervention about person		Diagram of the promotion of sustainable human development	6
3. Intervention in the environment through sport		Connecting with the real nature	6
4. Learning-service as an inclusion strategy		Designing educational projects	7
3. Design of social intervention projects LAUREA			25
1. Skills for social inclusion through sport activities		Get to know materials of adapted physical activity and inclusion. Answer and question	4
2. How to address physical activity and sport from a scientific and educational perspective. Applying innovative means and methods in different		Get to know materials of adapted physical activity and inclusion. Answer and question	2



contexts in which the professional can exercise their work.				
3. How to design, develop and evaluate the teaching and learning process related to physical activities and sports with attention to the individual and contextual characteristics of people in exclusion contexts.		Get to know materials of adapted physical activity and inclusion. Answer and question		4
4. Participant observe some group where people with special needs is. Participants observe adaptations with physically activities and how inclusion come true.		Get to know materials of adapted physical activity and inclusion. Answer and question		8
5. Participant training how to adapt different kind of games that different kind of people can participate a same game. People with special needs or without. Training TREE method and Inclusion spectrum in practice.		Adapted games in practice		5
6. Participants plan a circle training that different kind of people can participate. Participants adapt all movement. Participants also know how to structure activities.		Adapted movements in practice		2
4. Design of social intervention projects LAUREA				25
1. Supporting different groups and individuals in sports situation.		Implementation of socio-community projects through inclusive sport		4 + 4
2. How to identify different special needs in practice.		Implementation of socio-community projects through inclusive sport		8



3. to give student practical knowledge of project planning in inclusive sport activities		Planning the project		6
4. Give feedback to the project's students / groups		Implementing the project of inclusive sport		3
5. Evaluation of social inclusion processes. Development of instruments FIPAV				25
1. Evaluation of gender perspective, equality, and social inclusion in the context of sport		Sit2Play Case study – How to adapt the game to the context		6
2. Identification of the correct educational path for specific contents		Building an educational path starting from need analysis		8,5
3. Intervention in the social inclusion process with different sport tools at students' disposal				
4. Research of new instruments in the context of social inclusion and sport for the development of the activities		Ideating specific instruments		10,5

Module 2 - Methodologies and tools for social inclusion through sport-based interventions (1 ECTS)

Overview

Leader: Universidad de Sevilla

Description:

The aim is to analyse and put into practice tenacious research and social intervention from a participatory perspective that recognizes the people in the context of study as the protagonists of change in their territory. It also emphasizes the natural environment as an essential part of human development to achieve an inclusive society that walks towards a real change of community paradigm.

- i. **Activity 1. IAP in educational projects and interventions.**
- ii. **Activity 2. Diagram of the promotion of sustainable human development.**
- iii. **Activity 3. Connecting with the real nature.**
- iv. **Activity 4. Designing educational projects.**

1. Basic information about the subject

Title of the subject	Participatory methodologies for inclusion through sport
Code of the subject	01
Academic year	2020-2021
Temporalisation	September, 2020
ECTS	1 ECTS
Total amount of hours	25 hours
Teacher Staff	Prof. Salvador Reyes Universidad Loyola Andalucía Email: sreyes@uloyola.es Prof. Pilar Gómez del Rey Universidad Loyola Andalucía Email: pgomez@uloyola.es

2. Objectives, contents, and competences of the subject

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

- Ob1. To design and develop qualitative and quantitative tools to gather information about inclusion through sport
- Ob2. To validate qualitative and quantitative research instruments
- Ob3. To evaluate and map as a foreknowledge skill, disabilities, health/wellbeing, support, needs choosing the appropriate evaluation method (observation, interview, discussions, etc.)
- Obj4. To analyse qualitative and quantitative data

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

Cont1. Qualitative research

1. Basic concepts
2. Methodological strategies
3. Phases and stages
4. Design of instruments
5. Data collection. Techniques and instruments.
6. Analysis

Cont2. Quantitative research

1. Basic concepts
2. Methodological strategies
3. Phases and stages
4. Design of instruments
5. Data collection. Techniques and instruments.
6. Reliability and validity
7. Analysis

Additionally, below the competences of this subject are presented:

General competences	GC1. Teaching and learning GC2. Physical activity interventions GC3. Social inclusion
Specific competences	SC1. Students will be able to evaluate and map as a foreknowledge skill, disabilities, health/wellbeing, support, needs by choosing qualitative and quantitative methods SC2. Students will be able to assess the results of the interventions, gender perspective, equality, and social inclusion in the project. SC3. Student will be able to design, develop, implement and evaluate special needs based physical activities and sports - especially supporting social inclusion

Transversal competences	TC1. Detect will be able to detect needs, propose, design, implement and evaluate diverse sport and physical solutions.
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3. Methodology

This subject is designed to provide a student-centered learning environment. In practice, the following teaching methods will be used:

- Lectures

Presentation of theoretical content where the professor's primary role is to coach and facilitate student learning and overall comprehension of material, and to measure student learning through both formal and informal forms of assessment, like discussion and class participation.

- Practical hands-on sessions

Active learning as a learning environment that allow students to talk and listen, read, write, and reflect as they approach course content through exercises, informal small groups, and other activities all of which require students to apply what they are learning.

4. Assessment

In order to evaluate the process, two activities will be carried out: mini tasks in-class activity (per block of content) and a study case home on-line activity (this will be the final assessment task). These tasks will be supported by a 360° carried out by the instructor (teacher evaluation), the students (self- assessment) and their peers (peers-assessment).

5. Resources

A wide range of resources will be used along the subjects. Some of them are qualitative and quantitative data analysis software, Moodle platform and research articles.

6. Bibliography

Creswell, J. & Poth, C. (2017). *Qualitative inquiry and research design: choosing among five approaches*. Londres: Sage.

Lune, H., & Berg, B. L. (2016). *Qualitative research methods for the social sciences*. Harlow: Pearson Higher Ed.

Queirós, A., Faria, D., & Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies*, 3(9), 369-387.

6. Activities

Subject 1. Participatory methodologies for inclusion through sport

Module 2: Subject 1

Activity 1: Quantitative Research

<p>Detailed description of the activity</p>	<p>Aim of the activity:</p> <p>The aim of this activity is to allow the students to acquire and develop the necessary competences to design scientific measure instruments to detect and identify socio educational needs for intervening. For that purpose, they will learn to write scientific objectives, to design specific instruments and, to analyse and evaluate the collected data according to their interests and contextual needs.</p> <p>Preparation:</p> <p>You need to prepare: For this part of the subject, the quantitative analysis, a small data matrix will be needed. The matrix needs to be compatible with SPSS software/statistical program and with its subsequent data collection instrument.</p> <p>Steps and instructions:</p> <p>Step 1: You need to divide the students into groups of three people.</p> <p>Step 2: Make a short explanation about the main concepts of the quantitative analysis (scientific objectives, type of objectives, etc.)</p> <p>Step 3: You need to ask the students for their active participation with the rest of the group to share different research objectives related to the work with groups of people at risk of social exclusion (<i>What topic do I want to investigate?</i>). Now, you need to create groups of objectives according to categories in the blackboard; let the students reflect upon different analysis strategies (descriptive, correlational and inferential) to work with these objectives.</p> <p>Step 4: Using the groups already created, you need to suggest the students the design of items (to create a scale) that allow them to collect information about their research objective.</p> <p>Step 5: You need to make a short introduction about the use of the statistical package SPSS; pay attention to the different type of research variables (nominal, ordinal and scale) when you are explaining.</p> <p>Step 6: You need to ask the students to design in SPSS a data matrix related to the already designed scale. SPSS software will be provided by the teacher through the institution's license. Instructions will be also provided if the trial version is available to use from home.</p>
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	<p>Step 6: Finally, you need to give the students a complete small data matrix and its questionnaire/scale. They will work the different analysis techniques as follows:</p> <ul style="list-style-type: none"> a) Teacher’s explanation about the analysis technique (descriptive) as well as the interpretation of the analysed data (tables, graphics, etc.) b) The students will think about a scientific objective connected to the explained analysis technique that the teacher previously presented. c) The students will analyse through SPSS the data matrix according to the created objective. <p>Step 7: You need to repeat the step 6 with the correlational and inferential analysis techniques</p> <p>Step 8: The students will need to provide the teacher with an analysis report where the results will be presented. This report will include the interpretation of data, graphics, tables, as well as the teacher’s proposals (it will be work out of the class time).*</p> <p>*The workload, tasks and their depth will depend on the teacher criteria as well as the progress of the class-group.</p>
Type	Face-to-face and group activity
Duration	12,5 hours (5 hours teaching and 7,5 hours students tasks)
Material	A complete small data matrix and its questionnaire/scale SPSS trial software for home use/ SPSS sotware through institutional university license. Link to download SPSS, in the trial version in case the university license is unavailable: https://www.ibm.com/es-es/analytics/spss-trials

Module 2: Subject 1

Activity 2: Quantitative Research I

Detailed description of the activity	<p>Aim of the activity:</p> <p>The aim of this activity is to allow the students to acquire and develop the necessary competences to detect and identify social inclusion/exclusion patterns that they can find in the different contexts of intervention.</p> <p>Preparation:</p> <p>You need to prepare: For this activity, you will need some stories, cases or tales where social exclusion/inclusion situations are present in sport contexts. The students will need to access to Atlas.ti (or Nvivo) softwares/programs.</p> <p>Steps and instructions:</p> <p>Step 1: You need to make a short explanation about the main concepts of the qualitative analysis as well as its differences considering the quantitative analysis.</p> <p>Step 2: Divide the students in groups of 3 or 5 people. Give a tale/case/story to each group and ask them to analyse the text discourse. They need to find and extract the</p>
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	<p>social inclusion/exclusion patterns presented in the story/tale/case (codes, ideas). This analysis is manually made (they will not need the software).</p> <p>Step 3: You will need to be the chairperson of a debate or discussion with the complete group. The small groups will need to present their reflections about the topic which they have been working on previously.</p> <p>Step 4: You need to select another story/tale/case that you had prepared. Now, analyse it is making use of the software that you select (Atlas.ti, Nvivo).</p> <p>Step 5: You will need to ask the students to do the same procedure by themselves, individually; they can use a tale/case/story or text that they think is relevant for this activity. They will do the codification process.</p>
Type	Face-to-face and group activity
Duration	7 hours (3 hours teaching and 4 hours students tasks)
Material	<p>Cases/tales or stories</p> <p>Atlas-ti/Nvivo SOftwares in trial format of university license through institutional permission.</p> <p>Link to download the trial version of Atlas-ti in case the university license is unavailable: https://atlasti.com/free-trial-version/</p> <p>Link to download the trial version of Nvivo in case the university license is unavailable: https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/try-nvivo</p>

Module 2: Subject 1

Activity 3: Quantitative Research II

Detailed description of the activity	<p>Aim of the activity:</p> <p>The aim of this activity is to allow the students to acquire and develop the necessary competences to understand the contextual characteristics of people in exclusion contexts. For this purpose, the students will learn how to use, design, and analyse the interview as a tool for the data collection of qualitative information.</p> <p>Preparation:</p> <p>You need to prepare:</p> <p>You will need a scientific handbook/text that includes the design of interviews as a source of qualitative information. The students will need to access to the Atlas.ti program (or NVivo).</p> <p>Steps and instructions:</p>
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	<p>Step 1: You will need to follow the same step that you followed in the previous activity. Divide the class in groups of 3 people, they will read a text about the design of interviews.</p> <p>Step 2: Each group will create an interview that collects information about the same research objective they selected in the quantitative approach.</p> <p>Step 3: Each group will interview another group, that is, each student will interview a member from another group.</p> <p>Step 4: Finally, the codification of the interviews will be done through Atlas. Ti program. This process will follow the codification procedures already learned in the previous activity. The last part of this activity is the creation of a report that summarize and interpret the found conclusions through the interview. It will be a work to do out of class time.</p>
Type	Face-to-face and group activity
Duration	5,5 hours (2 hours teaching and 4,5 hours students tasks)
Material	<p>Platform to search the articles/books/chapters according to the trainer criteria: https://www.tandfonline.com/</p> <p>Some examples of useful online and PDF references about qualitative research (focused on interviews):</p> <p>https://sisis.rz.htw-berlin.de/inh2012/12424693.pdf</p> <p>https://www.tandfonline.com/loi/rqrs21</p> <p>http://methods.sagepub.com/book/interviewing-for-social-scientists/n1.xml</p> <p>https://www.emerald.com/insight/content/doi/10.1108/01409171211210154/full/html</p> <p>Books related to qualitative research:</p> <p>https://dialnet.unirioja.es/servlet/libro?codigo=127059</p> <p>https://dialnet.unirioja.es/servlet/libro?codigo=10119</p> <p>Amos, H. J. (2002). <i>Doing qualitative research in education settings</i>. State University of New York Press</p> <p>Torrance, H. (2010). <i>Qualitative research methods in education</i>. SAGE</p>

Subject 2. Tools and strategies for socio-community intervention

Module 2: Subject 2

Activity 1: IAP in educational projects and interventions

Cont. 1. Methodology of community social intervention

<p>Detailed description of the activity</p>	<p>Aim of the activity:</p> <p>Know procedures and resources to integrate the IAP in educational projects and interventions. Know how to develop educational actions that take into account the community and citizens as the protagonist.</p> <p>Preparation:</p> <p>The trainer previous to the class explains the content of the material to 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: IAP article reading. Visit website and link. (see bibliography) Step 2: Develop a plan to identify community resources: why identify them, who benefits, why benefits. Step 3: Describe and understand what a community is Step 4: Map a community (select the community that is for the student): collect information and analyse it. Step 4: Design a Community Influence Map Step 5: Lead a community dialogue with a chosen context. Step 6: Create a report book or notebook</p>
<p>Type</p>	<p>1st Class. Sharing in group.</p>
<p>Duration</p>	<p>6 hours</p>
<p>Material</p>	<p>Computer, paper, pens, cardboard, sticky notes.</p>

Bibliography	<p>Visit bit.ly/GMS-SDG18: Additional concepts are taking shape here, including social media integration, AR, and communication systems (overview PDF). https://www.greenmap.org/make-map/education-youth</p> <p>Crampton, J.W. (2001). Maps as social constructions: power, communication and visualization. <i>Progress in Human Geography</i>, 25(2), pp. 235-252.</p> <p>Lydon, M. (2007). Mapping our common ground. A community and green mapping resource guide. Victoria, BC: Common Ground.</p> <p>Mohanty, R. & Tandon, R. (eds.). Participatory Citizenship. Identity, exclusion, inclusion. New Delhi: Sage Publications.</p> <p>PLA Exercise 5 extracted from http://www.careacademy.org/ISOFI/ISOFI%20Pages/Exercise205_Social20Mapping.pdf. Accedido el 10 de mayo de 2020.</p> <p>Goetz, J.; Le Compte, M. (1984). <i>Ethnography and qualitative design in educational research</i>. Orlando: Academic Press.</p> <p>Guba, E. G. (1990). <i>The paradigm dialog</i>. London: Sage publications.</p> <p>Institute of Medicine & National Research Council. (2014). <i>Investing in the Health and Well-Being of Young Adults</i>. Washington, DC: The National Academies Press.</p>
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Module 2: Subject 2

Activity 2: Diagram of the promotion of sustainable human development

Cont 2. Socio-educational and psychosocial intervention about person.

Detailed description of the activity	<p>Aim of the activity:</p> <p>Critically analyse and evaluate the consequences that professional action can have on the integral development of students and on the promotion of sustainable human development. Develop proposals for educational intervention that integrate democratic and sustainable values.</p> <p>Preparation:</p> <p>The trainer previous to the class explains the content of the material to 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: Design an individual Influence Map:</p> <ul style="list-style-type: none"> • Who I am • Who's around me
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	<ul style="list-style-type: none"> • How is my society and my environment • Present past Future • Full diagram with all of the above <p>Step 2: My system of influence. Reflection on what the diagram says. I share in a group. Step 3: Develop an Action Plan Step 4: Apply the influence system to the case studied in module I content 2.4 Integration of experience</p>
Duration	6 hours
Type	At home, previous to the class
Material	Computer, Photos, colors, cardboard, pen, pencil, rubber, case of the content of the module D
Bibliography	<p>Mc Mahon, M., Watson, M., & Patton, W. (2013). <i>My System of Career Influences. MSCI (Adult). A Qualitative Career Assessment Reflection Process</i>. Samford. Australian Academic Press.</p> <p>Gaventa, J. (2006). Perspectives on Participation and Citizenship. En R. Mohanty & R. Tandon (eds.). <i>Participatory Citizenship. Identity, exclusion, inclusion</i> (pp. 51-67). New Delhi: Sage Publications. http://global.britannica.com/EBchecked/topic/363506/map, Accedido el 02 de mayo de 2020.</p>

Module 2: Subject 2

Activity 3: Connecting with the real nature

Cont 3. Intervention in the environment through sport

Detailed description of the activity	<p>Aim of the activity:</p> <p>Favor the emotional bond of people with nature. Create a space for the exchange of innovative experiences in the environment through sport. Raise students' interest and commitment to their places of origin.</p> <p>Preparation:</p> <p>Distribution of the material by the teacher and explanation of the mapping phases.</p> <p>Steps and instructions:</p> <p>Step 1: Reading material. Step 2: Analysis of reality with the green mapping technique. Phase one. Place recognition and analysis of study designations.</p>
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	<p>Phase two. Documentation and dialogue.</p> <p>Phase three. Map design: map of local actors, influence map, cartography.</p> <p>Phase four. Data matrix.</p> <p>Step4: Create a resource bank of motivating activities with democratic and pro-environmental values to contribute to the formation of sport in the natural environment.</p>
Type	At home, previous to the class
Duration	6 hours
Material	Computer, colors, photo or mobile machine, cardboard or continuous paper, pencils, pens, folios, reading material.
Bibliography	<p>Bharat Cornell, J.(2018)Deep Nature Play: A Guide to Wholeness, Aliveness, Creativity, and Inspired Learning, Crystal Clarity Publisher.</p> <p>Crampton, J.W. (2001). Maps as social constructions: power, communication and visualization. <i>Progress in Human Geography</i>, 25(2), pp. 235-252.</p> <p>Fals, O. (2001). Participatory (Action) Research in Social Theory: Origins and Challenges. En P. Reason y H. Bradbury (eds.), <i>Handbook of Action Research</i> (pp. 27-37). Thousand Oaks, CA: Sage Publications.</p> <p>Kirkwood, G. y Keirkwood, C. (2011). <i>Living Adult Education. Freire in Scotland</i>. Rotterdam: Sense Publishers.</p> <p>Lydon, M. (2007). <i>Mapping our common ground. A community and green mapping resource guide</i>. Victoria, BC: Common Ground.</p>

Module 2: Subject 2

Activity 4: Learning – service as an inclusion strategy

Cont 4. Learning - service as an inclusion strategy

Detailed description of the activity	<p>Aim of the activity:</p> <p>Design socio-educational activities in participatory community processes that promote environmental democracy and sustainability. Being able to design educational projects taking into account ecological ethics, to improve the quality of life and promote the common good.</p> <p>Preparation:</p> <p>The trainer send the reading material and the link of the video and the conference, webinar</p> <p>Steps and instructions:</p> <p>Step 1: Reading the material and viewing.</p>
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	<p>Step2: Design of phases a participatory and sports community project.</p> <p>Step3: Sharing of each project.</p> <p>Step 4: Preparation of a guide to Service Learning and sport indicators</p>
Type	1st Class. Putting in common
Duration	7 hours
Material	Computer, paper, pen, reading material.
Bibliography	<p>Freire, P. (1970). Pedagogy of the Oppressed. New York: The Continuum Publishing Company</p> <p>Guba, E. G. (1990). The paradigm dialog. London: Sage publications.</p> <p>Valderrama-Hernández R. y Limón D. (2014). Think of the water from a social perspective. an experience of research in Havana, Procedia - Social and Behavioral Sciences.</p> <p>Meijs C.P.L.M, Maas S., Aramburuzabala P. (2019) Embedding service learning in European higher education: Developing a culture of civic engagement / coord. por Pilar Aramburuzabala.Árbol académico, Lorraine McIlrath Árbol académico, Héctor Opazo Carvajal, págs. 213-229</p> <p>Aramburuzabala P., Vargas Moniz,M.J., Opazo Carvajal H., McIlrath L., (2019) Embedding service learning in European higher education: Developing a culture of civic engagement / coord. por Pilar Aramburuzabala Árbol académicoHéctor Opazo Carvajal, , págs. 230-242</p>



Subject 3. Design of social intervention projects

Module 2: Subject 3

Activity 1: Get to know materials of adapted physical activity and inclusion. Answer to questions

<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>https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf article 30</p> <p>Q: Has your country sign this convention? If yes, which year? 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> <ol style="list-style-type: none"> 1. hearing 2. moving 3. seeing 4. understanding
<p>Type</p>	<p>Independent working</p>
<p>Duration</p>	<p>4 hours</p>
<p>Material</p>	<p>Computer, internet connection (printed material??)</p>



Module 2: Subject 3

Activity 2: Get to know materials of adapted physical activity and inclusion. Answer and question.

Detailed description of the activity	<p>Aim of the activity: Participants know about some basic methods (tools) or ways to do adaptations with physical activities.</p> <p>Preparation: The trainer checks the links work and sends material to the participants.</p> <p>Steps and instructions: Participants watch and read materials and then answer questions.</p> <p>Step 1: Video Yes, I Can https://www.youtube.com/watch?time_continue=25&v=loclkk3aYlk&feature=emb_logo Q: How you feel after video? Is there something new for you?</p> <p>Step 2: Get to know website inclusive sport design https://inclusivesportdesign.com/ Q: What inclusion means in sports?</p> <p>Step 3: Read and look material about Inclusion spectrum http://ucoach.com/assets/uploads/files/the-inclusion-spectrum-guidance-v1b.pdf</p> <p>Step 4: Get to know material about TREE framework for inclusion https://theinclusionclub.com/resources/tic-videos-2/#1013-tic-videos/924-the-tree-framework</p>
Type	Theoretical part/Independent work
Duration	2
Material	Computer, internet

Module 2: Subject 3

Activity 3: Get to know materials of adapted physical activity and inclusion. Answer to questions

Detailed description of the activity	<p>Aim of the activity: Participant learns to use method (tool) TREE and do adaptations with it.</p> <p>Preparation: The trainer checks the links work and send material to a participant.</p> <p>Steps and instructions: Participants watch and read materials and then answer questions.</p> <p>Participants have done task 3.1.</p>
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	<p>Step 1: Participants watch these videos and answer to one question. Adapt and/or modify part 1,2,3,4, https://theinclusionclub.com/resources/tic-videos-2/#1013-tic-videos/2493-adapt-modify-part-1</p> <p>https://theinclusionclub.com/resources/tic-videos-2/#1013-tic-videos/2496-adapt-modify-part-2</p> <p>https://theinclusionclub.com/resources/tic-videos-2/#1013-tic-videos/2499-adapt-modify-part-3</p> <p>https://theinclusionclub.com/resources/tic-videos-2/#1013-tic-videos/2502-adapt-modify-part-4</p> <p>Q: How to use TREE in volleyball? Choose your target group: wheelchair users/elderly people/kids. Write your adaptation to your group with TREE.</p>
Type	Theoretical part/Independent work
Duration	4 hours
Material	<p>Computer, internet</p> <p>Videos:</p> <p>https://theinclusionclub.com/resources/tic-videos-2/#1013-tic-videos/2493-adapt-modify-part-1</p> <p>https://theinclusionclub.com/resources/tic-videos-2/#1013-tic-videos/2496-adapt-modify-part-2</p> <p>https://theinclusionclub.com/resources/tic-videos-2/#1013-tic-videos/2499-adapt-modify-part-3</p> <p>https://theinclusionclub.com/resources/tic-videos-2/#1013-tic-videos/2502-adapt-modify-part-4</p>

Module 2: Subject 3

Activity 4: Get to know materials of adapted physical activity and inclusion. Answer and question.

Detailed description of the activity	<p>Aim of the activity: Participant observe some videos involving some group where is people with special needs. Participants observe or read about adaptations with physically activities and how inclusion come true.</p> <p>Preparation: Participant takes contact to group leader and ask permission to do observation. Participant has done tasks 3.1. and 3.2.</p>
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	<p>Steps and instructions: Participant watch, observe and then answer the following questions.</p> <p>Step 1: Answer the questions:</p> <ul style="list-style-type: none"> - describe the group and activity/activities - are the activities inclusive? - how do you put activities to inclusive spectrum? - do the leaders use TREE, if how?
Type	Practical part / independent working
Duration	8 hours
Material	computer, internet, phone

Module 2: Subject 3

Activity 5: Adapted games in practice

<p>Detailed description of the activity</p>	<p>Aim of the activity: Participant training how to adapt different kind of games that different kind of people can participate a same game. People with special needs or without. Training TREE method and Inclusion spectrum in practice. Participant gets information and be aware of different kinds of aids and equipment which support people with special needs with different activities.</p> <p>Preparation: Trainer make a reservation a sport hall or space where can move and play. Trainer also bring different kind of equipment. Trainer choose games that depends of amount of time (hours).</p> <p>Steps and instructions: Participant do games themselves and adapted games that that everyone can take part – inclusion.</p> <p>Step 1: Games are pains and lids: low cones</p> <p>Cones are spread in game area for example 5m x 5m. Other cones upside down and other the right way. Two teams. Other turn upside down cones to the right way and other team turn the right way cones to upside down. Playtime can be 2-5 minutes. After that participant adapt game for people who can't see, who has some kind of aid, who can't understand roles, who is shy etc. Participant also play adapted versions. Participants also think size of game area and different equipment. If they change those things how it affects to the game (TREE). Angry birds: plastic chicken (sounded animal's toy), elastic band.</p> <p>Two teams, insiders and outsiders like in baseball. Game area for example 5m x 10m. Insiders: 2 of them keeps and stretching elastic band. One of them put chicken double over the band and shoot it to the field. After that, all insiders go to queue and person who shot the chicken start run around the queue and one round is one point. That time outsiders catch the chicken and they make a queue and do tunnel ball with chicken. Last one who get chicken from tunnel run with chicken to the front of queue</p>
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	<p>and shout stop! Then insiders have to stop running and count how many points they get.</p> <p>Adapted goal ball: mattresses, eye-patch</p> <p>Goal ball is game for blind people.</p> <p>boccia and other target games: boccia balls, ramp, beanbags, empty bottles etc.</p>
Type	Practical part- learning by doing
Duration	5 hours
Material	Different equipment: balls, etc.

Module 2: Subject 3

Activity 6: Adapted movements in practice

Detailed description of the activity	<p>Aim of the activity: Participants plan a circular training that different kind of people can participate. Participants adapt all movement. Participants also know how to structure activities.</p> <p>Preparation: This can make even in classroom. This exercise is not used equipment.</p> <p>Steps and instructions: Participant do movements themselves and adapt it that everyone can take part – inclusion. Trainer can decide is this a group work, pairs or individual.</p> <p>Step 1: Trainer gives paper and pencil and give theme of movement: hand, feet, shoulder, stretching sides/arms, leg, sides, back and stomach.</p> <p>Step 2: Participant/group draw a picture of one movement and name it.</p> <p>Step 3: All movements go through and put to circle. All participants do all the movements.</p> <p>Step 4: Trainer give more paper. Then participant/group make adaptation of movement like if person can't use leg/ arms, has an aid (using wheelchair), can't see etc.</p> <p>Step 5: Then is structured space, movements/pictures, way, time etc. Also talk about role of leader.</p>
Type	Practical part- learning by doing
Duration	2 hours
Material	Pencils and papers

Subject 4. Design of social intervention projects

Module 2: Subject 4

Activity 1: Implementation of socio-community projects through inclusive sport

<p>Detailed description of the activity</p>	<p>Aim of the activity: is to give students competence in planning and implementing their own project in a group with people with different abilities and skills. Understand the needs of the group in relation to guidance, explaining things and carrying out activities. The students understand the nature of project-based work and special requirements from the perspective of planning, implementation and evaluation in the context of sports coaching.</p> <p>Preparation: Teacher asks students to write shortly about their experience in sports and coaching before the course begins. Teacher finds some examples of inclusive sports: Nottingham University : https://www.youtube.com/watch?v=IT8lgoc1_w Canada: https://www.youtube.com/watch?v=ngdUMudBDMA</p> <p>Steps and instructions: Step 1: Introduction to making the project Teacher explains the process for this part: Teacher explains the idea of the subject: the students will make their own project</p> <p>Step 2: Finding the group to work with before planning the project, students have to find out the possible teams or organisations for their project and contact them</p> <p>Step 3: Interviewing the experts students will interview the coaches / trainers of the team, and decide about the subject of their sports project. They will also learn what the group has done before.</p>
<p>Type</p>	<p>Instruction, independent / groupwork</p>
<p>1 ECT = 25 hours, 8 Duration</p>	<p>4 hours instruction & theoretical background about making short projects in classroom and feedback about the groups found and interviews 4 hours independent work</p>

Material	<p>Computer, internet connection</p> <p>Reading materials: https://www.icoachkids.eu</p> <p>USA, NFL: https://operations.nfl.com/media/3789/2019-nfl-diversity-inclusion-report.pdf</p>
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Module 2: Subject 4

Activity 2: Planning of inclusive sport action

Detailed description of the activity	<p>Aim of the activity:</p> <p>Is to give students competence in planning and implementing an own inclusive sport project in a group with people with different abilities and skills. Students understand the needs of the group in relation to guidance, choosing methods and carrying out activities.</p> <p>The student understands the nature of project-based work and special requirements from the perspective of planning, implementation and evaluation in the context of inclusive sports coaching.</p> <p>Preparation:</p> <p>Teacher will be available for help if needed.</p> <p>Steps and instructions:</p> <p>Step 1: Planning the project with the special group making the plan: how do we work with the group</p> <ul style="list-style-type: none"> - Which special needs do they have? - Is this a group which has been working together? Or do they meet for the first time? - Why do we do this project - Is the place accessible for all? - Is there a common interest in inclusive sport? <p>Step 2: making preparations: Is everything ready and organised?</p> <ul style="list-style-type: none"> - The place is accessible and prepared for the groups needs - Did you do the marketing, so that there will be participants? - Do you have all the information needed - Do you have all the sports equipment needed
Type	<p>Working in projects in groups or individually</p> <p>ECT = 25 hours</p>
ECT = 25 hours, 8 + 8 Duration	<p>8 hours planning individually or in pairs / small groups</p>
Material	<p>Computer, internet connection</p>



Module 2: Subject 4

Activity 3: Planning the project

<p>Detailed description of the activity</p>	<p>Aim of the activity: Is to give student practical knowledge of project planning in inclusive sport activities</p> <p>Preparation: Teacher will be available for help if needed.</p> <p>Steps and instructions: Step 1: planning the project</p> <ul style="list-style-type: none"> - Students start planning their own projects in cooperation with the sport couches or other partners they are completing their project with. - In the plan students will tell the program they will do, how is the sports group and what are they usually doing. - How will they make the program so, that all participants have equal possibilities to attend and enjoy the activity. - How is the place they will be working – does it give equal possibilities? Is it accessible for the participants (in different meanings of accessibility). - How will they ensure all participants a feeling of safety and comfort. - What are the actual activities or exercises they will organize. - In the end of the planning teacher organizes a seminar, where the ideas can be discussed and shared with the other students and the teacher. <p>Step 2: Control and evaluation plan</p> <ul style="list-style-type: none"> - Students control their plan. - Students make an evaluation plan: good points, possible mistakes, how did the group react, how was the place etc.
<p>Type</p>	<p>Independent / group work</p>
<p>ECT = 25 hours, 8+8+6 Duration</p>	<p>6 hours working with the sport institution(s)</p>
<p>Material</p>	<p>Depends on the activities students are planning</p>



Module 2: Subject 4

Activity 4: Implementing the project of inclusive sport

<p>Detailed description of the activity</p>	<p>Aim of the activity: Is to give feedback to the projects students / groups have</p> <p>Preparation: Teachers should organise the discussion in focus groups, focusing on the weaknesses, strengths, opportunities and threats involved in considering sport as a tool for the social inclusion of vulnerable groups.</p> <p>Steps and instructions: Students present their reports to other students. Teacher leads the conversation.</p>
<p>Type</p>	<p>Feedback seminar</p>
<p>ECT = 25 hours = 8+8+6+3 Duration</p>	<p>3 hours</p>
<p>Material</p>	<p>computer, internet connection</p>

Subject 5. Evaluation of social inclusion processes. Development of instrument

Module 2: Subject 5

Activity 1: Sit2Play Case study – How to adapt the game to the context

Detailed description of the activity	<p>Aim of the activity:</p> <p>To understand how to adapt the game to the specific context, evaluating the difficulties related to the involvement, in the same activity, of people with different backgrounds and abilities.</p> <p>Preparation:</p> <p>Students, together with Teacher Staff, study the materials related to Sit2Play Project in order to analyse the steps that led to the results achieved.</p> <p>Steps and instructions:</p> <p>Step 1: Sit2Play Regulations (2.30 hour)</p> <p>Teacher staff present the rules of the new game ideated in the framework of Sit2Play project, illustrating the need analysis on the basis of which the regulations were adopted.</p> <p>The rules are accessible at the following link:</p> <p>https://ec.europa.eu/programmes/erasmus-plus/project-result-content/5c04de20-64d7-492c-a354-e4af80c3fd2f/International%20ISV%20Regulations_First%20Version_English.pdf</p> <p>Step 2: Sit2Play Training for teachers/coaches (1.30 hour)</p> <p>Students watch the videos and read the technical sheets implemented in the framework of the project and addressed to the teachers/coaches in order to prepare them for teaching the new game formula “Inclusive Sitting Volleyball”.</p> <p>Video and sheets are accessible at the following link:</p> <p>https://www.sit2play.eu/intellectual-outputs/</p> <p>Step 3: Sit2Play Evaluation process (2 hours)</p> <p>Teacher staff explain the process and the tools used for evaluating the effectiveness of the game formula ideated and its capacity to integrate able-bodied and disabled people</p>
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	<p>putting them on the same level, sharing the same movements in order to obtain a real inclusion.</p> <p>Sit2Play User feedback Report is accessible at the following link:</p> <p>https://ec.europa.eu/programmes/erasmus-plus/project-result-content/eccf8c3c-ffbb-4800-890d-0550aaea6381/Sit2Play%20User%20Feedback%20Report.pdf</p>
Type	Case study
Duration	6 hours
Material	<p>https://www.sit2play.eu/</p> <p>https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/603161-EPP-1-2018-1-IT-SPO-SCP</p>

Module 2: Subject 5

Activity 2: Building an educational path starting from need analysis

Detailed description of the activity	<p>Aim of the activity:</p> <p>To be able to identify the characteristics of different contexts, leading need analysis aimed at identifying the reasons that prevent a real social inclusion; to learn how to build an educational path starting from the need analysis carried out.</p> <p>Preparation:</p> <p>Teacher staff present the context chosen for the analysis. Starting from the experience analysed during Activity n.1, they ask the students to face a sport context in which able-bodied and disabled children have to play the same game (sitting volleyball).</p> <p>Steps and instructions:</p> <p>Step 1: Need analysis (3 hours)</p> <p>Teacher staff analyse (together with the students) the context, identifying the needs of the participants involved and the obstacles to the full inclusion.</p> <p>Step 2: How to respond to the needs identified (2.30 hours)</p> <p>Teacher staff show to the students the tools used during the training sessions that they usually are in charge of managing as coaches.</p> <p>Step 3: An example of educational path (3 hours)</p>
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	<p>Teacher staff explain the process implemented for obtaining the educational path ideated in the framework of Sit2Play project and the basic elements the path should include.</p> <p>Sit2Play Handbook is accessible at the following link:</p> <p>https://ec.europa.eu/programmes/erasmus-plus/project-result-content/9533f95a-f902-4a4a-b3f7-e1d8d24211b2/SIT2PLAY%20Handbook.pdf</p>
Type	Need Analysis – Model analysis
Duration	8.5 hours
Material	The educational path presented is accessible at the link indicated above

Module 2: Subject 5

Activity 3: Ideating specific instruments

Detailed description of the activity	<p>Aim of the activity:</p> <p>To ideate instruments able to foster social inclusion through sport-based interventions in specific contexts.</p> <p>Preparation:</p> <p>Each student identifies his favourite context (taking into account the context in which he usually works) describing the main characteristics that distinguish it in terms of target group, needs and activities to be carried out.</p> <p>Steps and instructions:</p> <p>Step 1: Choosing the context and describing it, also making the need analysis (2 hours) – To be carried out at home</p> <p>Each student chooses the context he wants to analyse describing its main characteristics, also conducting the need analysis (as studied during the Activity n.2).</p> <p>Step 2: Ideate an educational path including specific evaluation instruments (4 hours) – To be carried out at home</p> <p>Students work individually at home ideating instruments able to promote social inclusion in the context chosen as reference, also by foreseeing evaluation tools for evaluating the effectiveness of the proposed activities.</p> <p>Step 3: Check the work done with Teacher Staff (2 hour) – To be carried out in classroom</p> <p>Teacher staff check the work done by each of the students, giving some useful advice also making examples.</p>
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Type	Project work
Duration	10.5 hours
Material	Pencils and papers, internet connection and personal computers