

Who we are

Sports Runway is an EU co-funded project in the field of Sports under the ERASMUS+ programme. Coordinated by *New Horizons* (Italy), the project gathers a total of 6 sports and educational organizations from Italy, Turkey, Poland, and Portugal.

Our mission

Equality of physical and recreational opportunities and Social Inclusion for people of all ages and background regardless of their place of residence or socio-economic background constitutes the impulse of the **Sports Runway** consortium.

What we do

The Project organizes a series of Sports Events and features *04 Sports Training courses* in three partners' countries in 2019 free of charge for over 80 participants in total:

- *Basket and Cycling in Italy*
- *Futsal in Portugal*
- *Badminton in Turkey*

Contact Us

Project "Sports Runway"

Project ID: 603549-EPP-1-2018-1-IT-SPO-SSCP



<https://www.sportsrunway.eu/>



<https://www.facebook.com/sportsrunwayproject>

SOCIAL SPORT TRAINING MANUAL



PROJECT "SPORTS RUNWAY"

2018 - 2021



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About the Project

Equality of physical and recreational opportunities and Social Inclusion for people of all ages and background regardless of their place of residence or socio-economic background constitutes the impulse for **Sports Runway** project.

The consortium is made up of 6 partners from 4 countries (*Italy, Turkey, Portugal and Poland*) over 18 months under the coordination of **New Horizons**, a not-for-profit organization active in promoting social inclusion, cultural and sports activities in the efforts to revive a struggling small town of Tusa by means of international cooperation.

The project seeks to establish the synergy between sports and social elements to promote Equal Opportunity, Social Inclusion and other progressive EU values...

Objectives

The project seeks to establish the synergy between sports and social elements to promote Equal Opportunity, Social Inclusion and other progressive EU values to geographically deprived people, refugees and youths in Juvenile Foster care who usually lack access to sports activities due to various reasons.

There are **04** main **Objectives**:

- *To make sports accessible goods for everyone regardless of their background;*
- *To equip participants with sound practical knowledge and skills to practice sports;*
- *To demonstrate European social values through their sport participation*
- *To produce a guideline for how to best involve and train geographically disadvantaged people*

Results

The project results in two principal Outputs:

- 1) **Sports Training courses** with 04 Modules (*Badminton - Futsal - Cycling - Basketball*) in three countries (*Italy, Portugal and Turkey*);
- 2) A series of **Friendly matches** and **group bike-riding tour** in each three selected countries. (*)

In the end, **Sports Runway** produces also this **Social Sports Training manual**, making use of the cross-sectoral partnership to spread its impact, especially reaching political level for a good sustainability.



(*) *Due to the Covid-19 pandemic's restrictions, the Friendly matches could not be organized and have been substituted with Trekking Events in respective countries.*

The Partnership

New Horizons (Italy), Coordinator



NEW HORIZONS is a non-profit organization dedicated to promoting social development and cultural preservation for the local territory and bridging the local population to the constantly changing world outside by means of education and training, information service, and international cooperation.

It is founded and run by young professionals who are designing, implementing and evaluating local and international youth projects.

NEW HORIZONS is dedicated to creating and implementing educational concepts that allow participants to develop a self-defined strategy of learning in the framework of non-formal education.

MISSION

In essence, the founding members aim to construct “new horizons” in the imminent future of the people and crucially young people in their city of residence.

Based in Tusa, a small ancient town of approximately 3,000 inhabitants in the province of Messina (Italy), New Horizons takes the initiative to rediscover, revitalize, and re-launch a floundering town dealing with depopulation, youth unemployment and the shortage of socio-cultural services for its residents.

CONTACTS

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Ciclabili Siciliane (Italy),



Associazione Ciclabili Siciliane is a non-profit organisation that aims at promoting bicycle tourism as an opportunity for social, cultural and economic growth in Sicily and at disseminating the positive values linked to cycling and to the exploration of the territory and the encounter and cultural exchange with its people.

It was founded by two passionate bicycle travellers who returned to Sicily after a long bicycle trip across Europe and Morocco in search of a new home. They decided to return and do something to make Sicily a better place to live in rather than changing home.

The association’s capacity in terms of community building and communication skills was recognised by Facebook Communities Summit (London, February 2018), as well as local newspapers and local and national TV stations. Moreover, Ciclabili Siciliane can count on the support of 51 sicilian municipalities, of which 28 have joined their “*Sicily Cycling Network*”.

CONTACTS

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The Partnership

UISP Palermo (Italy)



UISP Palermo is a sports promotion agency recognized by CONI, it is also a social promotion association recognized by the *Ministry of Labour and Social Policy*, which offers sport for all as a right of citizenship and resource integration. UISP promotes its values through the best practices and participation in associations, to new ways of life and for the dissemination of the culture of rights, the environment and solidarity against all forms of discrimination and exclusion, including through international cooperation projects.

The sport is considered not only an individual affirmation, but above all the affirmation of a new style of life that knows how to put in the centre of attention integration, choral participation, self-respect and respect towards the others are the cornerstones of the UISP's intervention methodology, based on such four basic points as "social solidarity, physical and mental wellbeing, social integration and individual identity".

The *UISP associative network* involve 33.000 members and more than 600 affiliated sports associations at national level while **UISP Palermo** involves 110 affiliated associations and about 9.000 members

CONTACTS

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Istanbul Metropolitan Municipality (Turkey),



The **Istanbul Metropolitan Municipality Youth and Sports Directorate** is an institution that has been culturally focused, locally and internationally on "future-oriented youth" since 10 October 2007. It works in favour of young people in Istanbul with active youth workers, volunteers, students, trainers, academicians, coordinators and project specialists with high knowledge, accumulation and motivation in youth-oriented sports, arts, research, education, media and project management fields.

It has been strengthened with years of institutional and sincere partnerships to enable young people to use sports, arts, research, education, project and media tools effectively. NGOs, universities, local governments and institutions and organizations in the European Union; The Erasmus+ program

The Directorate of Youth and Sports continues to provide high quality and sustainable opportunities for young people, including important partnerships such as the European Commission and the European Youth Portal, by being accredited by the Turkish National Agency of the European Union as the *EURODESK* Contact Point and European Voluntary Service Homeowner, Sender and Coordinating Agency.

CONTACTS

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The Partnership

ADEP (Portugal)



The *Associação Desportiva PenamacoreNSE*, also known as **ADEP** was founded on May 3, 1978. It is a sports club based in Penamacor, a village in the interior of Portugal, calm, rural, bordering and which is also the county seat.

ADEP is the partner no 1442 of the Football Association of Castelo Branco, having participated in an official competition for the first time in its history, in the *District Youth Championship* of the season of 1978/1979. The quality of the work that we have been developing ends up having weight in the decision of the parents to choose our club to the detriment of others, and then in a natural way they begin to appear the sports results in the levels of pre-competition and competition, but reinforcement.

In the period of 2015/2016 ADEP began for the first time in its history with a Female Futsal Team that participates in an official competition: *A Female Team* competing in the district futsal Championship.

CONTACTS

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WSBINOZ (Poland)



WYŻSZA SZKOŁA BIZNESU I NAUK O ZDROWIU W ŁODZI is the first non-public higher education institution in central Poland that offers health-allied and medical-allied studies as well as business and pedagogy faculties. The world class school facility and an outstanding training atmosphere promoted by highly competent and most distinguished specialist, practitioners and academic teachers guarantee the unique and ambitious curriculum, theoretical knowledge and practical skills so desired in professional life.

WSBINOZ conducts numerous researches and educational projects, cooperates with various educational, health care, sport-allied and business-allied institutions locally and regionally.

CONTACTS

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Sport training programs

Module 1: Cycling

by *Ciclabili Siciliane (Italy)*

The Training were comprised of 2 parts: *Theoretical part* to begin with and a *Practical session* that followed ...

“The leadership of the trainer is essential, especially during group rides..”

Workshops with informal and hands-on learning sessions

The training sessions started with a presentation of the trainers and of each participant. Everyone was invited to tell the group why they were interested in participating and if they had any experience at all with cycling, be it commuting, sports cycling or bicycle touring.

The first trainer explained the different types of bikes and showcased the five bikes and the necessary accessories that were available for the participants to watch, touch and try:

- a road bike,
- a gravel bike,
- a mountain bike,
- a mini-folding bike for commuting and
- a city bike, as well as
- bike repair sets, different kinds of pumps, tools and panniers/bike-packing bags for bicycle touring.

The trainer explained the different characteristics of each bike, the different purposes of each bicycle and the main differences between each bike type. Participants were invited to choose a bike and find out with the help of the trainer how to adjust the bike (saddle height, position) for a healthy and safe riding position.

Meanwhile, the other participants could comment on the bike fitting and exchange opinions. Participants had the possibility of trying different types of bikes on their own to better understand the differences. Those who didn't feel safe, were helped by other participants.



The **theoretical part** included a presentation and subsequent plenary discussion on safety on the bike, especially when riding alone or in the group. Spontaneous questions about safety regulations and essential safety tips were answered by the trainers and discussed with all participants.

At the end of the theoretical sessions the participants joined an extraction for a city bike and in order to join the game they were invited to share their ideas of what they would do if **they won a bike**.

Practical Sessions: Group Bike Rides

The **practical sessions** included bike rides where participants with different levels of road cycling experience could learn how to correctly warm up for a ride and relax after it and implement what they've learned during the theoretical lessons:

- how to ride as a group,
- how to distribute each other on the road (strongest riders at the front and end of the group), and
- how to help each other when a problem occurs (*flat tyre*).



Target Groups

Young Adults: Different ages, social backgrounds (students, workers, unemployed, retired), experience levels (beginners, occasional riders, athletes) require a different approach for each sub-group and flexible teaching methods (more visual than text) and encouraging sharing experiences among the participants to foster collaboration.

Most of the participants were (young) adults from different social backgrounds (students, workers) but a few participants of the workshops were also retired people. The heterogenous group composition required a different approach during the training sessions.

While younger participants were more willing to do hands-on learning, older participants were encouraged to share their experience with cycling and even swap the role with the trainer for a few minutes to present their cycling activity.

Results

- ✓ Active participation, goal setting, collaboration

Some participants decided to join a local cycling club in order to socialize with other cyclists and be motivated to ride a bike as they feel safer when riding in a group.

Others decided to start using the bike for urban commuting instead of their car as they found out that it was not too difficult after all and they learned the necessary techniques to check their riding position and adjust minor issues with the bike. They felt more self-confident after the training sessions as they found out that there were other people out there, even older ones with no specific sports education, who cycle every day and feel much better since they started riding.

More experienced cyclists decided to try new bike types, e.g. road cyclists were interested in trying out gravel biking. Stronger riders learned to pay attention to weaker riders and to motivate them to continue and finish their rides.

- ✓ Self-assessment and Lessons learnt

The leadership of the trainer is essential, especially during group rides. We learnt that all trainees are willing to accept the leadership of the trainer at the beginning, but as the training proceeds, the trainer may have to renegotiate their position to grant a safe ride.

Lessons learned during training sessions are useful for everyday cycling, too, as they help perceiving urban cycling/commuting as a fun and healthy activity not only as a means of (low cost) transportation.

* COVID 19 New Cycling Etiquette

Bike & Equipment

During your cycling trip, we recommend you carry wipes to clean off the handlebars, seat, levers, and any other commonly touched surfaces on a regular (daily) basis. As a precaution, try not to touch your face while riding. Use hand sanitizer right after you ride if you have it. And wash your hands at a sink as soon as you can. Clean your clothes, including any cycling-specific equipment such as gloves, sunglasses, helmets, wind jackets, or other wearables after your ride.

Cycling & Bike Touring

Please keep in mind that all travellers and riders must follow the national and regional guidelines to help prevent the spread of the Coronavirus.

Here is an overview of the **DO's and DON'T's** for a safe ride:

Social Distancing

Please respect the general rule of **1 meter** for regular activities (walking, shopping, visiting tourist sites etc.) and the **2-meter rule for sports** in Italy. Avoid gatherings.

Face Masks/Coverings

It is mandatory to use face masks **inside bars, restaurants, shops, train stations** etc. Make sure you cover your **nose and mouth**. When you are seated at the restaurant table, you can take off your face covering, of course, but you must use it when you go to the toilet etc. Same thing when you take your coffee or quick snack at the bar. **Masks are not mandatory while outside**, but you should **have one at hand** in case it is not possible to maintain the minimum distance of 1 meter (e.g. in narrow streets, on street markets etc.). **Wearing a mask or face covering is not necessary while riding your bike or doing any other sports.**

In Case of Symptoms

Call the **Emergency N° 112**, follow the operator's instructions and do self-isolate.



Sport training programs

Module 2: Football and Futsal

by ADEP (Portugal)

Context

In the beginning, despite all participants knows each other, they are not used to working together due to their age difference.

However, it did not take much time for the training aimed at the mutual knowledge and integration of all the participants and of course the warming up for about 15 min, so the activities designed, for example, for the selection of leaders, should not take longer than 5 minutes. For the integration and team building training for each training session/sport session, another 15 to 20 min.

“Participants during the training activated the process of shaping attitudes, values, skills and knowledge based on experience and the impact of the training environment.”

Participants

32 young people of Portugal (30) and Spain (2) from both gender (F = 2; M = 30), with ages between 14 years old and 18 years old participated. Among this group of young people, 6 are institutionalized in *Instituto Pina Ferraz* for orphans and boys and girls that were abandoned by their parents and 1 participant that belongs to the local Roma Community. Also 2 participants are educational disadvantage, at cognitive level.

Also 2 participants are educational disadvantage, at cognitive level. We also had work with a def youngster that also need a specific kind of accompany.

To carry out this Training Course, written authorization was requested from the Parents, because the vast majority of the participants is under aged.



Working Methodology

Participants during the training occurred in the process of shaping attitudes, values, skills and knowledge based on experience and the impact of the environment. They integrated non-formal education as recreational, development and educational functions, as well as socialization and cultural to cognitive and intellectual functions.

For our Team the **Non-Formal Education (NFE)** in our training assumes the 3 essential features:

- **Planning:** methodological - always meeting the specific needs of the target audience throughout the use of active methods and techniques;
- **Appreciation:** of knowledge learned in formal and informal education.
- **Learning:** through experimentation and the performance of educational activities.

Techniques for the NFE used

- ✓ Group work,
- ✓ Mutual learning from each other,
- ✓ One- or two-sided model of choosing content, forms and methods of learning;

The playful-pedagogical activities have a pedagogical character, and the actions are planned and carried out in a playful way, allowing to work several skills identified as missing in young people.

In our team's opinion the project promotes an essentially non-formal education with hints of informal education.

All the planning was done according to our target audience, the objectives to be achieved in the TC were essentially educational, cognitive and psychomotor. We intended to assimilate Sport knowledge (Football and Futsal), some soft skills as well as the formation of some specific attitudes and values (equality, leadership, friendship, respect, physical overcoming, among others).

Theoretical and practical approach

Two types of sessions were used, the **theoretical and practical approach**, for the implementation of our Training Course. Before the beginning of the sessions, both theoretical and practical, the trainers asked questions that related everyday situations with the contents to be addressed in order to:

- a) attract everyone's attention and motivation;
- b) evaluate the knowledge they had on the topics;
- c) conduct the learning process through discovery and problem situations.

The use of practical *Football and Futsal* exercises allowed to “provoke” a survey of problems and consequent difficulties and challenges that led young

people to think, to structure their ideas, with a view to making the most accurate final decision aware of the objectives of this T.C.

Implementation

✓ Theoretical Sessions

The following materials/contents were presented:

- Raising young people's awareness of equal opportunities in sport activities;
- Social inclusion of all people of all ages and backgrounds, regardless of their place of residence or their social-economic origin.

The young people were initially subject to some questions related to the subjects to be presented and later the subjects were approached through information transmitted by Power Point presentation and several images and videos. Whenever necessary, new questions were asked to the students and presented practical and real examples.

✓ Practical Sessions

After the theoretical approach of the described contents, practical activities were carried out. After some questions related to the topics to be presented and some information transmitted, the young people were subjected to practical situations/exercises adapted from Football and Futsal in order to cause changes in them, to originate a timely decision making, which implied a survey hypotheses always taking into account the objectives of the exercise and the Course.

All exercises included an individual or group score, thus creating some competitiveness and motivation/overcoming. In the practical sessions the young people were divided into **2 groups**:

- Football (18), and
- Futsal (13).

Target Groups

Youth / Adolescents - age limit between 13 and 18 years of age. It is a period in which a person develops his skills, interests, knowledge about the world (practical and theoretical) focusing on acquiring knowledge and experience. This is the major group in terms of age range and number of participants in total.

Adults, over 18 age, who already had knowledge, life and professional experience, focused on receiving knowledge primarily in the non - formal field.



Results

- ✓ Cognitive values: learning the rules, rules, regulations in individual and team competitions; acquiring basic knowledge in the field of physical and motor development; hardening the body; the behavior of individual systems of the human body under the influence of physical exertion.
- ✓ Aesthetic and artistic values: school sport through specific exercises helps to develop a sense of beauty, harmony, rhythm, accuracy and pace.
- ✓ Social values: a group, a team, a sports team is an excellent area for the coexistence of various processes, relationships, and relationships that occur between an individual and a community. This can be described as education for life in society.
- ✓ Moral values: through participation in sports and recreation activities, games and sports competitions, striving to develop brotherhood, friendship, honor, responsibility, justice and integrity.
- ✓ Vital values: school sport has a positive effect on physical, motor and health development.

- ✓ Pragmatic values: participation in systematic sports activities, individual training are the basis for reliable and solid work, allow you to develop talent, teach resourcefulness.
- ✓ Material values: school sport is treated as the foundation of competitive or professional sport, it can become an opportunity for many people to get money, fame and property.
- ✓ Hedonic values: school sport meets the needs of entertainment, fun and joy.

Self-assessment and Lessons learn

Some final considerations/conclusions

- 1) The learning environment created was deeply personalized, being very sensitive to individual and group differences
- 2) Inclusive objectives achieved: improved sensitivity to individual and group differences, including weaker participants and of different sex, nationality or ethnicity
- 3) Social improvements: benefits due to the fact that learning is more effective when it occurs in groups, when young people collaborate as an explicit part of the learning environment and when there is a connection with the community
- 4) The structure of the situations/problems/exercises made it possible to increase knowledge and change behavior
- 5) It is possible to develop a motivating program, interesting for young people and obtain good results with regard to the acquisition and application of knowledge
- 6) These interventions not only had positive effect on the acquisition of knowledge, but also led young people to want to know more and the respective need to seek more information about the contents covered.

Transferability of project working methods

The **Training Course** has achieved the proposed objectives since the implemented contents were induced by the young participants using the *Football and Futsal* sports activities.

The importance of sport was also reinforced to learn skills that are transferable to other contexts. Many of the skills learned in sport, including high performance skills under pressure, problem solving, meeting deadlines and challenges, formulating goals, communicating, dealing with success and failure, working in a team and system and receiving and benefit from feedback, are skills and competences that can and should be applied and transferred to other areas of life.

This experience also helps young people to get to know each other better, to identify their abilities, enabling them, not only new knowledge, but above all, aiming at changes in their behavioral habits, better acceptance of the other, whatever their gender, their physical, cognitive, economic capacity, their ethnicity or race.

At the same time, the course helped to arouse interest in learning, participating in new projects, experimenting, discussing, making decisions, wanting to know more and having fun.



Training Certificate by ADEP

Sport training programs

Module 3: Badminton

by Istanbul Metropolitan Municipality (Turkey)

Implementation

Our 1-week theoretical trainings covered the following Key topics:

- ✓ Badminton: World History and in Turkey
- ✓ Game Rules,
- ✓ Field Knowledge, and
- ✓ Basic Techniques

“The attractiveness of Badminton seemed to be on the rise in Turkey and seen as particularly suitable for female participants.”

Our theoretical lessons took place in the conference hall where students Performed Mutual Drill Studies.

In the last stage, the tournament was given to the students to reinforce the techniques given. The trainers were from the Turkish Badminton Federation.

The attractiveness of Badminton seemed to be on the rise in Turkey and seen as particularly suitable for female participants. Also regarding the age there was a quite wide participation.

Practical sessions: proved to be quite easy to involve people of both sexes.

Target Group

The Training course involved **40 participants**, of whom 60% women – double the required number by the project (20 people). They increased their Team Spirit, Belief in Development, Cooperation, Respect

Results

To reach everyone of all ages of the society and to meet with sports,

Badminton by including citizens of different countries and to contribute to its development. Universal promote sports awareness.



Self-assessment and Lessons learnt

One-to-one contact with people, the relationship of friendship establishment, conscious sportsmanship.

Transferability of project working method

Having an international organization athletes of different nationalities brought together, the Training results are transferable. Sport-based interaction with cultural interaction made it became even stronger.



Sport training programs

Module 4: Basketball

by *UISP Palermo (Italy)*

Implementation

With *Sports Runway* project, **UISP Palermo** organized the sport module focused on Basketball with the main aim to include young people in situation of social disadvantage and to erase “the Walls of social comprehension”.

The module promoted social inclusion and equal opportunities throughout good practices in sport.

“The student incremented team spirit, trust and respect of rules both with playful theoretical and technical lesson and training activities.”

Target Groups

25 secondary-school students living in a “difficult” neighborhood in Palermo and mostly attending the “Principessa Miele di Napoli” comprehensive School participated. Among the participants there was one overweight boy and one autistic boy.

Also gender balance was achieved.

Results

The students incremented team spirit, trust and respect of rules both with playful theoretical and technical lesson and training activities.

They enhanced the development of coordinative skills and the ability to cooperate each other and with trustful figure.

Self-assessment and Lessons learnt

The impact of the module was very relevant as the young participants were motivated, developed a strong group spirit and trust towards the trainers.

For some kids it was the first opportunity they had to take part to his kind of activities.

All the participants asked for further similar training courses.



Basketball in disadvantaged neighborhoods of Palermo (IT)

Final Trekking Events

Sports is more important than ever during the pandemic we are living, being a great means to enhance our physical and mental health, as well as rekindle social connections that have been put under stress after a year-long social distancing.

Together with **Ciclabili Siciliane**, **New Horizons**, the project Coordinator organized a Friendly Trekking event for people of all ages in **Bosco Tardara** in March 2021, a natural gem located in Tusa famous for the presence of *Fraxinus ornus*.

The event was organized respecting COVID preventing measures (mask, distance, Hygiene). Once we collected all the participants (more than 25 pax), we started the walk in the wood, rediscovering the trees and the magnificent view.

During the walking we stopped sometimes to give some information about the projects.

In Palermo, **UISP Palermo** organized another trekking day in Palermo with 10 participants. They went to “*La Favorita Park*”, that has an overall area of 400 hectares (990 acres) and represent the biggest green area of Palermo.



Trekking Events in Italy