

# SPREY

Sport for Prevention  
of Extremism in Youth

## TRAINERS MANUAL

BARCELONA, 2021  
UFEC





Sport for Prevention  
of Extremism in Youth

SPEY is a European program lead by  
the Union of Sport Federations of Catalonia (UFEC),  
co-funded by the European Commission with the aim  
to prevent extremism of young people through sports practice.



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# 1. Introduction

Preventing violent extremism (PVE) is a major challenge for safeguarding security and democratic values within our societies. In this commitment, there are few allies as powerful and effective as sport and its values. Sport is a synonym of respect, honesty, tolerance and integrity. It can teach about the need to support each other to achieve a common goal and has the power to bring people together and lift them up.

The question of what causes individuals to radicalize is extremely socially relevant. Research has defined multi-dimensional causes for radicalization, and many prevention and counter violent extremism programmes have been implemented in recent years. Due to its multi-dimensional causes, multiagency collaboration within multi-actor collaboration becomes essential in tackling violent extremism and the process of radicalization. Developing targeted intervention methods together with partnership with civil society, local municipalities and national governments are essential ingredients in the prevention of violent extremism. Addressing the challenges of radicalization and violent extremism requires a sense of collective responsibility and a comprehensive approach at all levels of local and national governance.

From a preventive point of view, the local level is crucial for prevention and early detection. In this sense, front-line professionals, such as teachers, trainers, social and educational intervention professionals, or police officers, play a fundamental role.

In this sense and given that violent extremism is a problem in the society, the sports community must play a proactive role. Thus, clubs and federations, sporting events and sports professionals can contribute substantially to the PVE.

This guide is the result of several months of work related to the design, implementation, and evaluation of the SPEY project.

SPEY (Sport for Prevention of Extremism in Youth) arose from the need to contribute from the sports field to the prevention of violent extremism among young people.



Football and hockey groups at the Costa Brava trekking training.



The SPEY project, led by the UFEC (Unió de Federacions Esportives de Catalunya), combines sports practice and transversal skills with the aim of reducing the risk factors that can contribute to the process of youth radicalization. In addition, it seeks to improve the channels of integration of young people at risk of exclusion and maintains the gender perspective across the entire project. Taking a scientific and evidence-based perspective, the SPEY project has developed different tools to assess effectiveness.

SPEY and its derivative tools have been developed to support the implementation of the EU Physical Activity Guidelines.

The project started in February 2020. It is co-financed by the European Commission, has a duration of 30 months, and has the support of 7 countries and 9 'partners', including the Confederation of Sports of Sweden, the Union of Federations of Latvia, the International Council of Sport and Physical Education of Germany, the City Council of Gondomar of Portugal (União das Freguesias de Gondomar, S. Cosme, Valbom e Jovim), the Ministry of Culture and Sport of Greece, the French 'think tank' Sport and Citizenship, and the University of Cordoba.

## 2. What We Understand When We Speak About Violent Extremism

### 2.1 Common definition

Although there is no sheer agreement on the definition of violent extremism, a widely accepted definition incorporates both the beliefs and behaviors of an individual who is involved – whether promoting or engaging – in acts of violence aimed to achieve ideological, religious or political goals. It is also defined as the process through which individuals increase their commitment to a radical group, which encourages the use of violent means against members of an outgroup (identified as “the others”) in order to respond to a real or perceived threat, or to attain the ingroup (identified as “us”) goals (Doosje et al., 2016; Hogg, 2021; UNODC, 2020).

Adolescents and young adults can be especially vulnerable to the threat of radicalization. Because of globally shared characteristics of this life stage – a time of exploration, learning and experiencing – and the variety of biological, cultural, social, cognitive, and emotional factors that are especially meaningful at that point of life. Adolescents are generally more emotionally sensitive and reactive, as their emotional regulation is developing. Moreover, this also can make youth more sensitive to peer influence, easily persuaded, and coerced (Adam-Troian, et al., 2019; Moyano, 2011; Oppetit et al., 2019; UNODC, 2020).

Furthermore, as discussed in a recent work by Emmelkamp et al. (2020), due to the specificities of this life period (e.g., change, maturation, development), radicalized youth are at a higher risk for maladaptive life paths that can lead to threats to both themselves and the society.

### 2.2 3N Model of Radicalization

People, especially young individuals, may engage in extremist behaviors and groups for many reasons (Bélanger et al., 2018; Hogg, 2020; Moyano, 2019). With the objective of answering some of the questions about this issue and explaining the process, Kruglanski and colleagues (Kruglanski, Bélanger, and Gunaratna, 2019; Moyano, 2019) proposed the 3N model of radicalization. The 3N model provides a psychosocial framework that aims to explain the radicalization process as an interrelation of three factors: needs, narratives and networks. This theoretical model assumes that radicalization is a multifactorial process rooted in the relationships and interactions among individuals, groups, and contexts (Kruglanski et al., 2019; Webber and Kruglanski, 2016). But, what are exactly needs, narratives, and networks? A brief explanation of those factors is provided in the following lines.

- **Needs:** referred to the motivational aspect, which is identified as the quest for personal significance. This is a basic need to “be someone”, to be respected, to matter, to be meaningful and worthy. Individuals need to have a clear answer to the question “who am I?” in order to make sense of the world and where they belong. In this sense, significance can be attained by gaining membership in a group that provides meaning, purpose and, most importantly, a sense of social identity. When individuals seek significance, they are more open to explore their options – which can include violent extremism. Young people, especially, will be willing to engage in new experiences and behaviors that they may not deem problematic but which may be – such as pertaining to a certain group.
- **Narratives:** referred to the ideology or set of beliefs shared by a particular group, the social norms followed by the group. The group’s ideology is legitimized and even encouraged in order to obtain personal significance. In the case of extremist groups, violence to obtain a goal is legitimized within the ideological context of the group.



- **Networks:** referred to the social networks of the person. The individual's networks have different roles in the process of radicalization; the main ones are: (1) provide with membership, pertinence and status, (2) act as a transmission channel for the ideology of the group, and (3) legitimize the ideology. In this case, the violence as a means to attain the group's goals.

In brief, the loss of significance directs attention to social networks, in which ideologies can be found that explain how to achieve such significance. When these social networks include violence as the only tool for achieving significance in their ideology, those young people who have a greater need for significance will develop a certain degree of violent extremism.

## 2.3 The role of sports in Prevention of Violent Extremism (PVE)

The prevention of crime and other negative behaviors – including violent extremism –, must be tackled through the lens of social inclusion, cohesion, and the development of personal strengths and capacities. Sports have historically played a relevant role in the promotion of peace and development through the dissemination of positive values across societies, the creation of opportunities, and the establishment of partnerships (UNAOC, 2021; UNODC, 2020).

In this sense, programs utilizing sports and other leisure activities as the main tool have shown positive results in terms of prevention of violent extremism (PVE), as they have the capability of promoting respect for rules and for others, teamwork, a sense of belonging and community, tolerance, diversity, hospitality, and empathy, among others. However, it must be considered that, in this kind of programs, using sports is an effective tool only when sport is a part of the whole programme. PVE programs, in order to make the most of themselves and really produce changes, must have a holistic, comprehensive, and science-based approach (RAN YF&C, 2019; Richardson et al., 2017; UNODC, 2020).



SPEY's participants and educator in a sporting session.

## 3. Program Justification

### 3.1 Main goal

To act through the 3 levels of prevention: **engaging youth** (micro-level) through **institutions**, universities, and sports clubs (meso-level) to become **social anchors** with ability to **restore social cracks** (macro-level).

»The point is to provide the youth with an exciting life project that will enable them to find meaningful existence within the society«  
(Atran, 2015)

### 3.2 Methodology

To achieve the main goal the project uses **different educational methods**, techniques, and tools such as: role-playing, group dynamics, e-games, videos, social networks, debates, songs, service-learning and, above all, sports. All these activities are carried out to offer youth **a counter-engagement, a pathway to action**. Through **prosocial and constructive activities**, and **institutional support**, youth get involved in an **action-oriented project**.

### 3.3 Program identity

The SPEY program aims to tackle different personal, social, and cultural aspects. The following words are some of the words that inspired our project and serve as its cornerstones.

friendly      peaceful  
Dynamic      Improves well-being  
Adventurous      Significant to the experience      Inspiring      Sensation generator  
Save space enabler      Attractive      Promoter of cultural and gender diversity  
Adaptative      Prosocial and constructive      Creative

### 3.4. From theory to practice

3 N MODEL OF RADICALIZATION		
Individual level	Group level	Socio-structural level
<b>NEEDS</b>	<b>NARRATIVES</b>	<b>NETWORKS</b>
Self-demands	Other-demands	World-demands



### 3.5 Project characteristics

The project aims to provide both personal and social transformation by addressing three levels of interaction: individual, group and socio-structural.

Those three levels were addressed during the course of the program following a dynamic approach.



### 3.6 The educational process

The educational process is a path based on **3 levels of interaction**: the **individual** (*Who am I? Where do I belong?*), the **group** (*Who are "we"? Where do we belong?*) and the **socio-structural** (*What would I/we like to change and how?*).

During the process, participants learn different **skills, values and attitudes that improve their knowledge and critical thinking**.

The project **provides youth with a path-way to action** by engaging them into a new or ongoing activity. This engagement also reflects on their self-concept (the individual level). In this way, **the educational process is circular and closed**.



## 4. Before Starting (Must Do List/Recommendations List)

### **The COVID-19 Protocol – Participants and technical (TT)**

- Responsible statement to both participants and technical team
- Send it to all the participants and professionals/entities
- Responsible identification, compliance and traceability

The COVID-19 protocol aims to ensure a safe environment for all participants. Although it depends on the regulations of each country, it is highly recommended to apply different protection measures within the framework of the evolution of the pandemic.

### **Negative certificate for sexual offenses – all TT**

Creating safe spaces against sexual violence for minors is also an obligation when executing a project. In this sense, each adult involved in the project, whether part of the technical or volunteer team, must present a negative certificate for crimes of a sexual nature before intervening with minors.

### **Image rights and data transfer to Institution – Participants and TT**

Before implementing the project, all the participants sign the image right and data transfer document to UFEC. All data from the participants are processed in accordance with GDPR.

### **Documentation related to minors (Guardian signatures)**

In the case of minor participants, their legal guardians must fill out and sign all the documentation concerning the minor's participation in the project.

### **Transport (travel control) – scholarship participants**

Given the fact that we work with young people at risk of social exclusion, it is highly recommended to allocate an economic item to provide transport scholarships to access sports facilities. Scholarships must be registered, and their use controlled to ensure their correct implementation.

### **Project commitment contract – Participants**

Before implementing the project, we recommend that all participants sign a commitment contract. Given the fact that participation is free, the contract helps to enhance the commitment of the participants to it. The contract includes a basic code of conduct for the proper development of the project. Before signing, each point of the same is explained to the participant.

### **Project motivation interviews – Participants**

To address the peculiarities of each participant, it is recommended to do a short interview before starting with their participation. The interview allows us to understand at what moment the person is, as well as what their training and sports aspirations are. This allows the opportunity to adapt the program to each specific case.

## 5. General Activities Schedule

EDUCATION-AL PROCESS	WEEK DAY	TOPIC	GOAL/OBJECTIVES	METHODOLOGY	OUTCOMES
START-ING FROM THE SELF: INCREASING PERSONAL MEANING	WEEK 0 DAY 0	<b>INTERVIEW + FORMAL AGREEMENT</b> (Possibility to be applied in an online format)	<b>Start getting to know the participants:</b> <ul style="list-style-type: none"> <li>Presenting the educators of the project</li> <li>Pointing out needs/aspirations/situations of the participants</li> </ul> <b>Enabling compromise:</b> <ul style="list-style-type: none"> <li>Explaining and signing a formal agreement of participation</li> <li>Clarifying doubts concerning the project</li> </ul>	<ul style="list-style-type: none"> <li>Interviewing the participants</li> <li>Explaining and signing a formal agreement</li> </ul>	<ul style="list-style-type: none"> <li>To establish a relationship of trust and commitment between the participants and the educators of the project</li> <li>To start designing each individual pathway to action</li> </ul>
	WEEK 1 DAY 1	<b>PRESENTATION</b> (Possibility to be applied in an online format)	<b>Presenting the project:</b> <ul style="list-style-type: none"> <li>Explaining SPEY project and its methodology (activities)</li> </ul> <b>Developing shared identity by the members of the group:</b> <ul style="list-style-type: none"> <li>Improving the bonds between the members of the group</li> <li>Learning how to present oneself in society</li> <li>Establishing a code of honor elaborated by all participants</li> <li>Expressing emotions and needs to learn how to express and recognize them in a group</li> </ul>	<ul style="list-style-type: none"> <li>Presenting the schedule of SPEY program</li> <li>Listing individual needs to establish collective guidelines</li> </ul>	<ul style="list-style-type: none"> <li>To know what the program is about: the positive and prosocial role of youth in society</li> <li>To create a safe and respectful space for participants</li> <li>To underline the importance of understanding individual and collective needs and values to work and live together</li> <li>To practice active listening, empathy, and oratory skills</li> </ul>
	DAY 2	<b>GETTING TO KNOW EACH OTHER</b> (Possibility to be applied in an online format)	<b>Building collective identity based on each participants' individuality:</b> <ul style="list-style-type: none"> <li>Revealing the individuality of each participant and how this affects and creates group identity through the game</li> <li>Playing while breaking the ice between participants</li> <li>Getting to know each other by reinforcing confidence between the members of the group</li> </ul>	<ul style="list-style-type: none"> <li>Icebreaker games</li> </ul>	<ul style="list-style-type: none"> <li>To encourage good relations between participants, and between participants and the educational team</li> </ul>
	WEEK 2 DAY 3	<b>DIGGING ON WHO AM I AND WHAT I WANT</b>	<b>Working on self-knowledge:</b> <ul style="list-style-type: none"> <li>Pointing out individual characteristics and intrapersonal skills</li> <li>Reflecting on self-image</li> <li>Defining life goals and reflecting on how these goals relate to their values</li> <li>Defining the viable life goals of the participants and reflect on how to reach them</li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness games and activities</li> </ul>	<ul style="list-style-type: none"> <li>To improve self-awareness, communicating skills, intrapersonal skills, and agency capacity</li> </ul>



	DAY 4	<b>MY SOCIAL SURROUNDINGS</b>	<b>Working on sociability:</b> <ul style="list-style-type: none"> <li>• Having a conversation about social environment of the participants</li> <li>• Working on interpersonal skills</li> <li>• Pointing out social needs in their surroundings</li> <li>• Improving confidence between the members of the group</li> <li>• Improving empathy and shared circumstances between participants</li> </ul>	<ul style="list-style-type: none"> <li>• Games about “easy/difficult” shared circumstances within the group members</li> </ul>	<ul style="list-style-type: none"> <li>• To improve critical thinking and analytical skills</li> <li>• To highlight oppressions and privileges within society</li> <li>• To work on empathy and active listening</li> </ul>
ESTABLISHING GROUP CULTURE: PROVIDING ALTERNATIVE NARRATIVES	WEEK 3	<b>INSPIRING LEADERS</b>	<b>Showing prosocial life alternatives:</b> <ul style="list-style-type: none"> <li>• Promoting alternative narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting and reflecting around inspiring life’s trajectories</li> </ul>	<ul style="list-style-type: none"> <li>• To improve the desire and confidence of the participants to become inspiring leaders with the aim and the ability to restore social gaps</li> </ul>
	DAY 5	(Possibility to be applied in an online format)	<ul style="list-style-type: none"> <li>• Presenting inspiring people who go/went through difficult situations and how they overcome them in a prosocial way</li> </ul>		
	DAY 6	<b>INSPIRING PROJECTS</b>	<b>Showing groups of people with prosocial aims projects:</b> <ul style="list-style-type: none"> <li>• Promoting collective alternative narratives</li> <li>• Presenting inspiring projects and their methodology</li> </ul>	<ul style="list-style-type: none"> <li>• To point out the need of interdependence to achieve broader goals</li> <li>• To inspire youths with social projects that could be achieved by them</li> </ul>	<ul style="list-style-type: none"> <li>• To point out the need of interdependence to achieve broader goals</li> <li>• To inspire youth with social projects that they could achieve</li> </ul>
	WEEK 4	<b>GETTING TO KNOW OTHER SPORTS</b>	<b>Working on frustration tolerance while promoting other sports:</b> <ul style="list-style-type: none"> <li>• Using different sports to work on frustration tolerance.</li> <li>• Working on cooperativity through other sports and individually</li> </ul>	<ul style="list-style-type: none"> <li>• Playing basketball, volleyball, table tennis, climbing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve frustration tolerance</li> <li>• To promote other non-hegemonic sports</li> </ul>
	DAY 7				
	DAY 8	<b>TREKKING/ OUTDOOR ACTIVITY + MID-TIME EVALUATION</b>	<b>Discovering different ways of having fun:</b> <ul style="list-style-type: none"> <li>• Introducing new areas, fields, and ways of entertainment</li> <li>• Promoting sports in nature as a healthy, fun, and adventurous experience</li> </ul> <b>Mid-time evaluation of the project:</b> <ul style="list-style-type: none"> <li>• Pointing out general strengths and weaknesses of the project</li> <li>• Expressing opinions with the aim to improve the activities and the general well-being within the project</li> </ul>	<ul style="list-style-type: none"> <li>• Performing outdoor activities</li> <li>• Listing strengths and weaknesses of the project while discussing them within the group</li> </ul>	<ul style="list-style-type: none"> <li>• To develop the will to discover different and new places</li> <li>• To work on discipline, effort, and perseverance to achieve positive goals</li> <li>• To use constructive criticism to express opinions</li> <li>• To show that youth participants opinions matter while improving their sense of belonging and personal significance</li> <li>• To improve active listening and respect for all opinions</li> </ul>

	WEEK 5 DAY 9	WHAT WOULD I/WE LIKE TO CHANGE?	<b>Reflecting on the things that participants would like to change:</b> <ul style="list-style-type: none"> <li>Improving the ability to point out individual or social discomfort and why</li> <li>Improving empathy and listening ability</li> <li>Learning to prioritize individual and social demands</li> <li>Sharing discomfort or unsatisfied needs and demands within the group members</li> </ul>	<ul style="list-style-type: none"> <li>Discussions led by the educators</li> </ul>	<ul style="list-style-type: none"> <li>To improve critical thinking while promoting prosocial ways to restore social gaps</li> <li>To value what participants already have and to define what goals they want to achieve</li> </ul>
	DAY 10	HOW CAN I/WE ACHIEVE CHANGE?	<b>Reflect on how to restore the things that participants would like to change:</b> <ul style="list-style-type: none"> <li>Improving the ability to design a pathway to action based on specific goals</li> </ul>	<ul style="list-style-type: none"> <li>Individual or group LIGHTING DECISION JAM</li> </ul>	<ul style="list-style-type: none"> <li>To improve the ability to define strengths, weaknesses, opportunities and threats of a project or an individual</li> <li>To learn how to use a LDG as a tool to achieve goals in their daily life</li> </ul>
FROM THE SELF TO THE WORLD: CREATING AND IMPROVING NETWORKS	WEEK 6 DAY 11	DESIGNING PATHWAY TO ACTION	<b>Designing a pathway to action:</b> <ul style="list-style-type: none"> <li>Identifying and planning the steps to follow to achieve goals</li> <li>Identifying necessary skills to achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>Using sketch, tools, and methods of design to action</li> </ul>	<ul style="list-style-type: none"> <li>To learn how to plan their actions to achieve goals</li> <li>To understand the importance of cultivating resilience and response to crisis in any context</li> </ul>
	DAY 12 WEEK 7 DAY 13	HANDS ON: CREATING AND IMPROVING NETWORKS	<b>Putting into practice the pathway to action program:</b> <ul style="list-style-type: none"> <li>Engaging youths to lead their own programs and activities</li> <li>Linking participants with other social ongoing activities chosen by themselves</li> </ul>	<ul style="list-style-type: none"> <li>Putting in practice activities designed by the participants</li> <li>Meetings, contacts, and interviews with other ongoing projects</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate the ability of youths to restore social gaps</li> <li>To improve agency capacity of participants</li> <li>To keep participants attached to other social resources</li> </ul>
	DAY 14	EVALUATION OF PARTICIPANTS' PROJECTS	<b>Learning self-compromise and self-evaluation:</b> <ul style="list-style-type: none"> <li>Evaluating weaknesses and strengths of each participant</li> <li>Improving self-criticism</li> </ul>	<ul style="list-style-type: none"> <li>Guided evaluation activity</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate the ability of youths to restore social gaps</li> <li>To improve agency capacity of participants</li> <li>To show to the participants how to plan, to put into practice and to evaluate a goal</li> <li>To show themselves that they can do it</li> </ul>

	WEEK 8 DAY 15	GETTING TO KNOW OTHER SPORTS	<b>Working on frustration tolerance while promoting other sports:</b> <ul style="list-style-type: none"> <li>Using different sports to work on frustration tolerance.</li> <li>Working on cooperativity through other sports and individually</li> </ul>	<ul style="list-style-type: none"> <li>Playing basketball, volleyball, table tennis, climbing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>To improve frustration tolerance</li> <li>To promote other non-hegemonic sports</li> </ul>
	DAY 16	TREKKING/ OUTDOOR ACTIVITY + CELEBRATION	<b>Discovering different ways of having fun:</b> <ul style="list-style-type: none"> <li>Introducing new areas, fields, and ways of entertainment</li> <li>Promoting sports in nature as a healthy, fun, and adventurous experience</li> </ul> <b>Final evaluation of the project:</b> <ul style="list-style-type: none"> <li>Pointing out general strengths and weaknesses of the project</li> <li>Expressing opinions with the aim to improve the activities and the general well-being within the project</li> </ul>	<ul style="list-style-type: none"> <li>Hold an outdoor outing or sporting event</li> <li>Celebration with trainers, educators, and participants of the project</li> </ul>	<ul style="list-style-type: none"> <li>To develop the will to discover different and new places</li> <li>To work on discipline, effort, and perseverance to achieve positive goals</li> <li>To use constructive criticism to express opinions</li> <li>To show that youth participants opinions matter while improving their sense of belonging and personal significance</li> <li>To improve active listening and respect for all opinions</li> </ul>



Diploma awarding at Barcelona's beach, with SPEY professionals, at a volleyball transversal activity.



## 6. Specific Activities

### 6.1 Individual level: needs

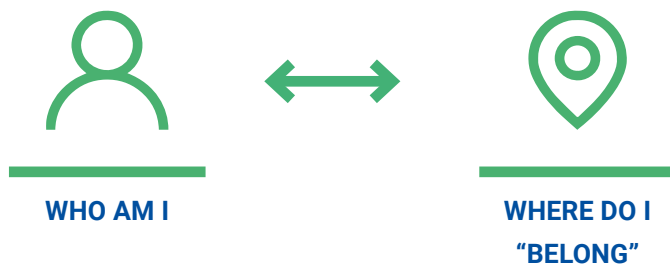
The first part of the educational process begins with the analysis of the needs and expectations perceived by the participants themselves. In this regard, the first personal interview, the engagement contract and the first activities serve to name and identify the perceptions of the participants themselves on different areas to be dealt with during the development of the educational program. This first stage also helps to identify individual needs in a group setting and take them into account.

#### 6.1.1 Starting from the Self: Increasing Personal Meaning

The main goal of this first stage of the educational program is to increase personal meaning. Some of the working questions and the working concepts are the following:

##### FROM “WHO AM I” TO “WHERE DO I BELONG”

From day 0 to day 4



##### WORKING QUESTIONS

Who am I?

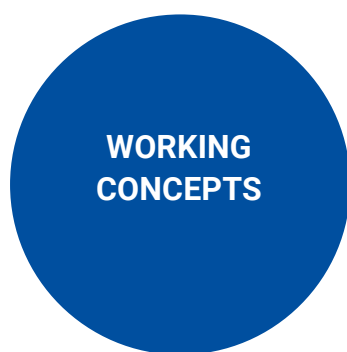
What do I like?

What do I want?

How do I spend my time?

What do I need?

Do I really need something?



##### My... Identity

- Self demands (self-esteem, self-compromise, self-confidence...)
- Personal significance
- Meaning in life
- Response to ambiguity
- Level of personal sacrifice
- Cognitive openness/closure
- Cultural intelligence
- Sense of injustice
- Boredom-proness
- Social support
- Feeling of having a voice
- Feeling of belonging and respect
- Way to achieve goals

## WEEK 0

### DAY 0

ONLINE or OFFLINE

## TOPIC OF THE SESSION: INTERVIEW + FORMAL AGREEMENT (INDIVIDUAL)

### OBJECTIVES

#### Start getting to know the participants:

- Presenting the educators of the project
- Pointing out needs/aspirations/situations of the participants

#### Enabling compromise:

- Explaining and signing a formal agreement of participation
- Clarifying doubts concerning the project

### ACTIVITIES

#### Activity 1: Interview (10–20 min)

##### In a comfortable space, ask:

- Would you tell me how you found this project and what was the reason why you decided to get involved?
- Can you briefly describe yourself?
- Would you tell me your weak and strong points?
- What do you usually do to solve the problems that you face?
- Do you have any physical problems, allergies, or something that we should know about?
- Is there something else you would like to add?

Other questions will be established based on the participants' answers.

#### Activity 2: Signing formal agreement (10 min)

Presenting and explaining what the formal agreement is and why it is important to accomplish it

#### Materials needed:

Notebook, printouts of formal agreement (16)

### SESSION OUTCOMES

- To establish a relationship of trust and commitment between the participants and the educators of the project
- To start designing each individual pathway to action

## WEEK 1

### DAY 1

### OFFLINE

## TOPIC OF THE SESSION: PRESENTATION

### OBJECTIVES

#### Presenting the project:

- Explaining the SPEY project and its methodology (activities)
- Getting familiar with the names of the group members.
- Breaking the ice physically
- Warming up for the training

### ACTIVITIES

#### Activity 1: Presentation (10 min)

##### Presenting the schedule of SPEY program focusing on:

- Goals and objectives
- Activities
- Why it is important to provide a pathway to action
- What do the participants expect from SPEY?

#### Activity 2: Pass and say Hello (15 min)

Participants will make a circle. Then the educator, who is in the center of the circle, passes the ball to one of the participants and says her/his name. When the participant says his/her name, the rest will repeat it out loud. This activity is repeated a few times before moving on to the next activity.

#### Activity 3: Gunman (25 min)

- The participants are in a circle. One of them is in the middle and points to one of the participants. The indicated participant kneels and the participants on either side of him have to say the name of the one in front of him as quickly as possible. Whoever takes the longest loses.

#### Activity 4: Developing trust and shared identity (20 min)

- Listing individual needs to establish collective guidelines by asking the participants: what do you think you need to feel comfortable among people like us? Each participant thinks of something that is important for the group.
- After we ask participants which values they want to be inside the field and outside to achieve a good understanding between all. Those values inside the field are going to be a “guide” during the program.

### SESSION OUTCOMES

- To know what the program is about: the positive and prosocial role of youth in society
- To create a safe and respectful space for participants



- To underline the importance of understanding individual and collective needs and values in order to work and live together
- To practice active listening, empathy and oratory skills

### Materials needed:

football balls, post-its.



## DAY 2

### TOPIC OF THE SESSION: GETTING TO KNOW EACH OTHER

#### OBJECTIVES

##### **Building collective identity based on each participants' individuality:**

- Revealing the individuality of each participant and how this affects and creates group identity through the game
- Playing while breaking the ice between participants
- Getting to know each other by reinforcing confidence between the members of the group
- Learning how to play at other's rhythm.

#### ACTIVITIES

##### **Activity 1: The knot (10–20 min)**

- Participants close their eyes. They form a circle and look for two hands from other partners. In that moment, a knot is created by the multiple hands of the participants linking. They are asked to open their eyes, then together they must undo the knot.

## Activity 2: Human table football (25 min)

- We organize the group into 2 teams. Each team will define its own game system (goalkeeper, defender, midfielder and forward). Except for the goalkeeper, the rest will form their line respectively and must go with their hands held (or held by the waist, if you want to make movement more difficult). The opposing team must do the same and the two teams will be placed interspersed like the players of the table football. A key rule to validate the ball has passed through the 3 lines (defender, midfielder and forward).
- Was it easy for all of them to go together? Does it take effort for a group to work better, when it finds a suitable rhythm for everyone or when everyone goes at their own rhythm?

## Activity 3: The pendulum (15 min)

- In a closed circle, participants touch shoulders. One volunteer is in the middle. The arms of the other participants are stretched towards the center. The goal is for the volunteer to drop down with his/her eyes closed while being supported by all the members of the group.

## SESSION OUTCOMES

- To encourage good relations between participants, and between participants and the educational team

## Materials needed:

football balls



SPEY project social educator with one of the participants.

## WEEK 2

### DAY 3

#### TOPIC OF THE SESSION: DIGGING ON WHO AM I AND WHAT I WANT

#### OBJECTIVES

**To strengthen teamwork and ties between participants**

**Working on self-knowledge:**

- Pointing out individual characteristics and intrapersonal skills
- Reflecting on self-image
- Defining life goals and reflecting on how these goals relate to their values
- Defining the viable life goals of the participants and reflecting on how to reach them

#### ACTIVITIES

##### Activity 1: The border (15 min)

- The facilitator draws a line on the floor. Participants stand on the line. The facilitator asks the participants to position themselves on the right or left of the line based on what the facilitator says. Some examples are:  
Basketball/Football  
Sweet/salty  
More brothers/more sisters  
Migration process/born in the country  
Divorced parents/not divorced parents  
Etc.
- Participants must kick at goal in which they feel recognized

Afterwards, the facilitator will put things in common. The objective is to be able to identify those common things between the members of the group.

##### Activity 2: Feel (15 min)

- Before starting, the participants will write two different things on a post-it. The first will be "things that make me feel good"; in the second place, participants will write "things that make me feel bad".
- The facilitator picks up all post-its while participants form a circle.
- Once the circle is formed, the facilitator will read one of the answers aloud. Participants that feel that they feel the same as the one who wrote must make one step in front. If they don't, then they will stay in the same place. We will continue doing this until we run out of post-its.
- The goal is to identify situations, actions or things that make us feel good or bad, put them in common and, in most of the cases, realize that the members of the group have a lot of things in common.
- As the participants get closer, the facilitator uses this short distance to exemplify what unites us.

### Activity 3: Fears and hopes (20 min)

- Participants must write in a post-it two concerns and two hopes about some situation they have experienced or that they are experiencing. Once they have finished, the facilitator gives the floor to those participants that want to share what they have written down.
- We take the post-its and we stick 4 in the 4 goals. We say the phrase stuck in each goal. Those who have felt the same must shoot the ball to the goal where the post-it is. With the different number of balls, we will see which fears and hopes are more shared with the group.

Recommendations: this is a space to speak precisely about these oppressions that they feel as young people. It is important to maintain this so that the Project goes well. Oppressions and hopes are common throughout the group, and it is important that the project is a safe space for everyone.

### Materials needed:

balls, post-it, cons

## SESSION OUTCOMES

To improve self-awareness, communication skills, intrapersonal skills and agency capacity

## DAY 4

## TOPIC OF THE SESSION: MY SOCIAL SURROUNDINGS

### OBJECTIVES

#### Working on sociability:

- Pointing out what is important for participants and their social atmospheres
- Working on interpersonal skills
- Pointing out social needs in their surroundings
- Improving confidence between the members of the group
- Improving empathy and shared circumstances between participants

#### Analysing injustice and our response to her:

- Reflecting on reactions and behaviour in the game.
- Distinguishing prosocial response to injustice from those that are not.
- Showing different ways to solve conflicts.

### ACTIVITIES

#### Activity 1: 1 vs 2 (20 min)

- We divide the team into two groups. Both the blue and yellow teams will be standing outside the playground. When the coach signals, the two players from one team and one from the other must quickly enter. Players will rotate teams.
- What did you think of the activity? How did the one who had to face 1 vs 2 feel? And the 2 who played against 1? Do you think it is fairly shared? What reactions have you had in front of the injustice?



## Activity 2: Unequal rules (20 min)

- We simulate a sports competition where the rules are unfair for one team, but not for the other. Then we change.
- How did you feel when you were on the injured team? And the one that doesn't? What responses have you identified to the conflict?

**Attention:** this activity needs to be controlled by the facilitators.

## SESSION OUTCOMES

- To improve critical thinking and analytical skills
- To highlight oppressions and privileges within society
- To work on empathy and active listening

## Materials needed:

balls

### 6.1.2 Main outputs individual level

After implementing those activities, the main outputs of the individual level are the following:



**Getting to know each other**



**Creating a safe space**



**Identifying the individual needs**



Artistic transversal activity, mural painting.





## 6.2 Group level: narratives

At the group level, the SPEY program aims to create a safe space and prosocial support networks for participants. After a first stage of determining individual needs and aspirations, it seeks to enhance the group identification, personal significance and provide alternative narratives through the following activities.

### 6.2.1 Establishing Group Culture: Providing Alternative Narratives

The main working questions and working concepts of this stage of the educational path are the following:

#### FROM “WHO ARE WE” TO “WHERE DO WE BELONG”

From day 5 to day 10



WHO AM I



WHERE DO I  
“BELONG”

#### WORKING QUESTIONS

Where do I belong?

What do I/we understand as “us”?

Do I belong to the majority or the minority?

How do I feel about that?

#### WORKING CONCEPTS

- Sense of belongings
- Other-demands
- Group identification
- Sense of certainty and structure
- Desire to matter and feel meaningful
- Role towards my/our peers
- Feeling and level of involvement
- Social aim

## WEEK 3

### DAY 5

## TOPIC OF THE SESSION: INSPIRING LEADERS

### OBJECTIVES

#### Showing prosocial life alternatives:

- Promoting alternative narratives

Presenting inspiring people who go/went through difficult situations and how they overcome them in a prosocial way

### ACTIVITIES

#### Activity inspiring leaders (30 min)

- The group is divided into two teams (approximately 10 people per team). Each team has two objectives, the first is to get as much information about leaders as possible, this is on the field of play, and the second is to try to prevent the other group from getting the information.
- The playing field will be divided into three parts. The first will be the area that we will call S (start) where the educator will be to receive the information given by the participants about the leaders. Then in the middle of the playing field we will find an area called C (cones) where the participants of one team can catch those of the opposing team. And finally, zone I (information) which is where the young people will be able to obtain the information about the leaders.
- So how can you achieve both goals? The first -information- can be obtained because more than half of the team will be able to go to zone I and then return to zone S to give the information to the person who is in that zone and can keep track of the information that it gets. But this objective is not so easy, since between zone S and zone I we find zone C where individuals from the opposing team, if they touch any of the players, they have to return to Zone I without transmitting the information (getting thus the 2nd objective).

After the game, participants present their inspiring leaders and explain why.

After that, the facilitator gives other examples of inspiring leaders and why it is important to take those live stories into consideration.

#### Activity 1: The guide (20 min)

- Facilitator makes a circuit with different objects. Various groups are made, and participant's eyes are closed. The group guides the other participant through the circuit which finishes kicking the ball to the goal. We are going to repeat this after all participants have been guided.
- Then, we are going to ask some questions about the activity: How do you feel when someone helps you? Do you think the presence of the other is important? Why? How did we feel when our partner was guiding us? How do we feel when leading a partner? How can we relate the exercise to the video you have seen this week?

REFLECTION: After the activity we will discuss the importance of allowing oneself to be cared for and guided by others, establishing bonds of trust with colleagues.

## Activity 2: Inspiration lider interview (undefined)

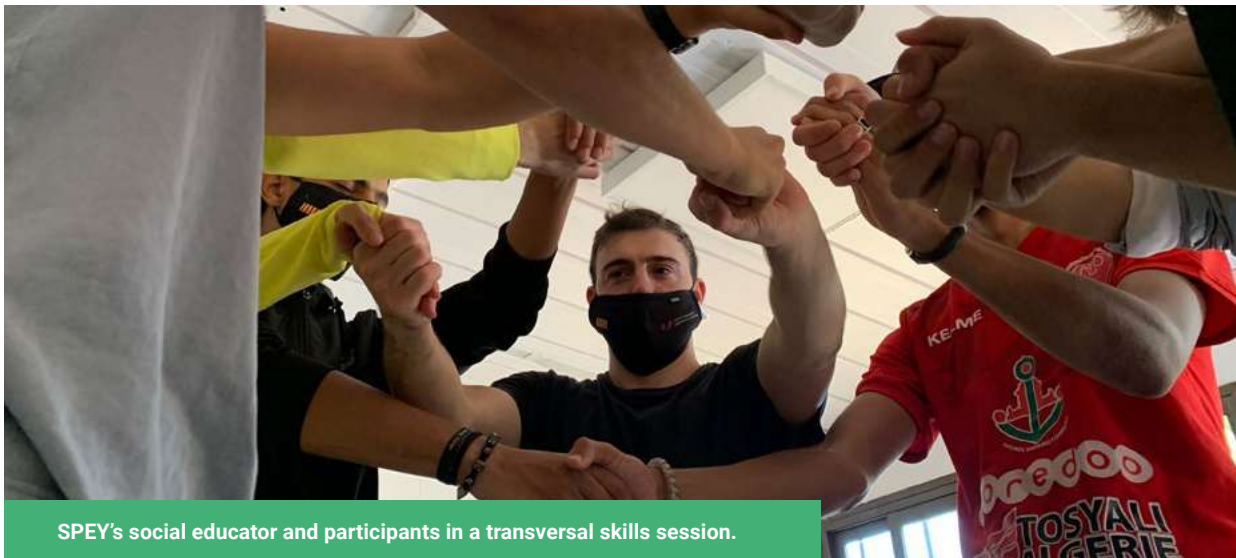
- During the week we are going to prepare questions for one inspiring leader.
- We can meet together online or offline depending on the situation.

## SESSION OUTCOMES

To improve the desire and confidence of the participants to become inspiring leaders with the aim and the ability to restore social gaps

## Materials needed:

football balls, cons, etc.



SPEY's social educator and participants in a transversal skills session.

## DAY 6

## TOPIC OF THE SESSION: INSPIRING PROJECTS

## OBJECTIVES

**Showing groups of people with prosocial aims projects:**

- Promoting collective alternative narratives

Presenting inspiring projects and their methodology

## ACTIVITIES

### Activity online: Football in thailand<sup>1</sup> (30 min)

- What obstacles can you identify? What did they do to solve their problems? Do you think it was important to all work together? How did people's opinion change? Why do you think it was like this? What positive things do we highlight about the team?

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1 <https://www.youtube.com/watch?v=TrAct8kfVDY>

- How do you feel when you have a place (not only physical) to do something we want? Has it ever happened to us that we had no place to do something? And when does that place constitute a right for us, like a house, school, job? How could it be solved? Do you think that if we do it in a group it could help us? Why? Why not?

### Visit of the project “kicks pel barri” (45 min)

In the case of SPEY, we had a visit from a small but high-impact social project. In this case, it was the visit of #kicks pel barri (#Kicks for the neighborhood), where two young entrepreneurs recycled old sports shoes to give them a second life. The project has drawn attention to the population and to different sports brands that have echoed it. The shoes, repaired and painted, come out with a new life for those who want to take advantage of them. Many families without resources have been beneficiaries of this project.

The project shows SPEY program participants how to turn a social need into an opportunity for prosocial action.

### SESSION OUTCOMES

- To point out the need of interdependence in order to achieve broader goals
- To inspire youths with social projects that could be achieved by them

### Materials needed:

paper, balls, pens...



Football group participants in a transversal skills session.





SPEY's educator and volunteer preparing a transversal skills session.

## WEEK 4

### DAY 7

## EGAMES SESION<sup>2</sup> – GETTING TO KNOW OTHER SPORTS

### OBJECTIVES

#### Working on frustration tolerance while promoting other sports:

- Using different sports to work on frustration tolerance.
- Working on cooperativity through other sports and individually

### ACTIVITIES

Playing basketball, volleyball, table tennis, climbing, etc.

### SESSION OUTCOMES

- To improve frustration tolerance
- To promote other non-hegemonic sports

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2 The restrictions due to the pandemic did not allow the development of egames sessions with the participants of the SPEY project. Despite this, we recommend taking esports into account for the development of possible projects if outdoor activities are restricted either by anticovid measures or by adverse weather conditions. In our case, we decided to promote the practice of other sports.



## TOPIC OF THE SESSION: TREKKING/OUTDOOR ACTIVITY + MID-TIME EVALUATION

### OBJECTIVES

#### Discovering different ways of having fun:

- Introducing new areas, fields and ways of entertainment
- Promoting sports in nature as a healthy, fun and adventurous experience

#### Mid-time evaluation of the project:

- Pointing out general strengths and weaknesses of the project
- Expressing opinions with the aim to improve the activities and the general well-being within the project

### Activity 1: Holding an outdoor outing or sporting event

- One-day trekking within the members of the group

### Activity 2: Mid-time evaluation (30 min)

- Listing strengths and weaknesses of the project while discussing them within the group

### Activity 3: Chest (20 min)

- Everyone writes anonymously in a paper something he/she would like to change and then we will keep it in the chest. We will open the chest in the following session. It will be the basis for the LDJ, the recognition of a problem

### Activity 4: Positive aspects (30 min)

- In a sheet of paper, the facilitator writes in different papers the name of each participant followed by the sentence "X, What I like about you...".
- Participants are in a circle and each of them has its own paper. Each participant also has a pencil or something to write. When the facilitator gives the order, each participant gives the paper to the next participant on its right. The participant that receives the paper (with its sentence) must write something that he/she likes about the person named on the paper. The activity continues until the paper arrives at its owner. Then, each participant has written something they appreciate about each participant.
- Those good aspects about the participant are going to be the base for the next activity, the LDJ, which starts by identifying what is working and positive for each participant and the group to achieve broader goals.

### SESSION OUTCOMES

- To develop the will to discover different and new places
- To work on discipline, effort and perseverance to achieve positive goals
- To use constructive criticism in order to express opinions
- To show that youth participants opinions matters while improving their sense of belonging and personal significance
- To improve active listening and respect for all opinions

## Materials needed:

pencils, paper, chest, mountain material

## WEEK 5

### DAY 9

## TOPIC OF THE SESSION: WHAT I/WE WOULD LIKE TO CHANGE?

### OBJECTIVES

Reflecting on the things that participants would like to change:

- To increase our individual and social well-being
- Improving the ability to point out individual or social discomfort and why
- Improving empathy and listening ability
- Learning to prioritize individual and social demands
- Sharing discomfort or unsatisfied needs and demands within the group members

### ACTIVITIES

#### Activity: Opening the chest (20 min)

Before starting the LDJ we will open the chest where participants have written individually something they would like to change.

#### Activity: Lighting decision jam (60 min)

On a blackboard, a boat is drawn.

- **Starting with what is working:** We are going to write the same outputs on the last session “positive aspects”. That is a way to start pointing out good things in order to increase well-being and positivity in the session. After writing them, participants stick the post-it on the ship’s sail. We must take into consideration that those are the positive things that move us to achieve our goals.
- **Defining problems:** in this case, the facilitator will recuperate the problems written inside the chest, written with a different color of post-it. We will read them all loudly. This is going to be the base of identifying a problem. After that, the facilitator sticks them on the sea in the drawing.
- **Prioritizing problems:** each participant has 3 different color stickers, each color means the priority of the problem. Each participant must stick a color next to the problem that is the most, medium and least important problem. Once this is done, the facilitator orders the problems from most to least voted by the participants.
- **Transforming problems into challenges:** once problems are defined it is time to convert them into challenges. The facilitator writes the most voted problems into questions starting with “How might we...?”

### SESSION OUTCOMES

- To improve critical thinking while promoting prosocial ways to restore social gaps
- To value what participants already have and to define what goals they want to achieve

## TOPIC OF THE SESSION: HOW CAN I/WE ACHIEVE CHANGE?

### OBJECTIVES

Improve teamwork and reflection

Reflect on how to restore the things that participants would like to change:

Improving the ability to design a pathway to action based on specific goals

### ACTIVITIES

#### Activity: Spiderweb (30 min)

- The facilitator asks the participants to form teams of the same number of people and with a rope he/she starts to create a spider web between two sticks or trees. The activity consists in that each member of the team must go through the web, but without repeating the same place and without touching the rope (or they must start over). Those who passed first can help others to pass. But, above there's a secret and you should let the teams figure it out for themselves (they can pass above all of the participants if they want)

The team that spent the least time crossing the web is the winner.

#### Continuation of activity: Lighting decision jam (40–60 min)

- Devising solutions:** each participant has 5 minutes to think about solutions to the current challenge. Each proposal is going to be written in a different color of post-it. Once participants finish, all solutions are stuck on the wall. During the training, the facilitator gathers the post-its and gathers those that are repeated or that give a similar solution to the problem.



Whiteboard with information about a transversal skills session.

- Prioritizing solutions:** To choose which solutions are more interesting, the facilitator organizes them in terms of efficiency. To achieve it, a coordinate axis is drawn on the blackboard. In it, X means "effort" and Y means "impact". Each solution will be stuck on the axis according to these parameters, that is, the effort to put it into practice and its potential effect.
- All participants take part in the discussion. By doing this, solutions will be distributed by their efficiency. Those that are in the upper left margin (high impact-low effort) will be the ones that should be put into practice immediately. The ones on the upper right margin (high impact-high effort) must be considered to elaborate a middle-term project. Those on the bottom left sector (low impact – low effort) must be transformed into tasks. Finally, the ones on the bottom right sector (high effort – low impact) are going to be dismissed for the moment.

**ADAPTATION:** The answers to the problem will be hooked on three different goals. Participants, after reflecting, must choose which goal they bet on, that is, what solution they bet on. They have to all agree, so they have to convince each other and some will have to give in to the majority.

- **IMPORTANT REQUIREMENTS:** The project must be realistic, resolved through cooperative work and with clear goals. If different goals or challenges exist, the group can be divided into small groups.

## SESSION OUTCOMES

- To improve the ability to define strengths, weaknesses, opportunities and threats of a project or an individual
- To learn how to use a LDG as a tool in order to achieve goals in their daily life

## Materials needed:

post-its, balls...



SPEY participants at a theoretic transversal skills session.

### 6.2.2 Main outputs group level

After implementing all the activities, the main expected outputs of the group level are:



**Establishing group's identity**



**Learning from other's demands**



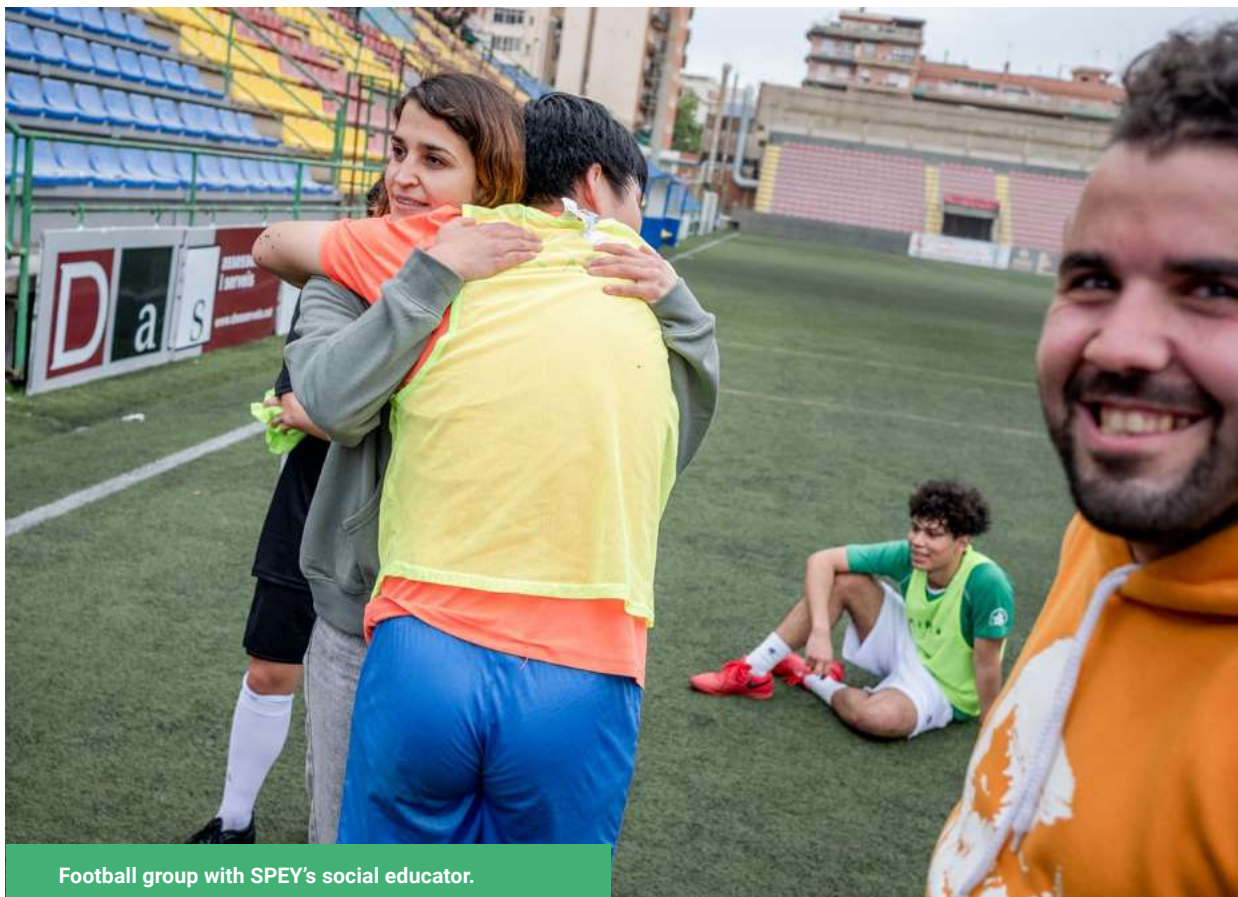
**Learning how to work with diversity and ambiguity**



**Sensing of brother/sisterhood**



**Creating and establishing group's narratives**



Football group with SPEY's social educator.



## 6.3 Socio-structural level: networks

The last part of this educational program is intended to offer participants an engagement in some prosocial activity, be it an ongoing one or a new one created by the participants themselves. By doing this, SPEY program expects to increase the prosocial network of the participants.

In this aspect, after going through an analysis of the needs and ambitions of the individual, a creation of a group conscience through the establishment of own narratives, this third phase seeks to move from discussion to the path to action. This action is conditioned by what the group considers a social need that they can face through the development of activities. In the case of SPEY, some of the projects developed have been a mural in a sports center that expresses the differences between people and the union for sport. Also, the organization of a soccer tournament open to all residents by the participants to show the difficulties of access to sports for vulnerable groups.

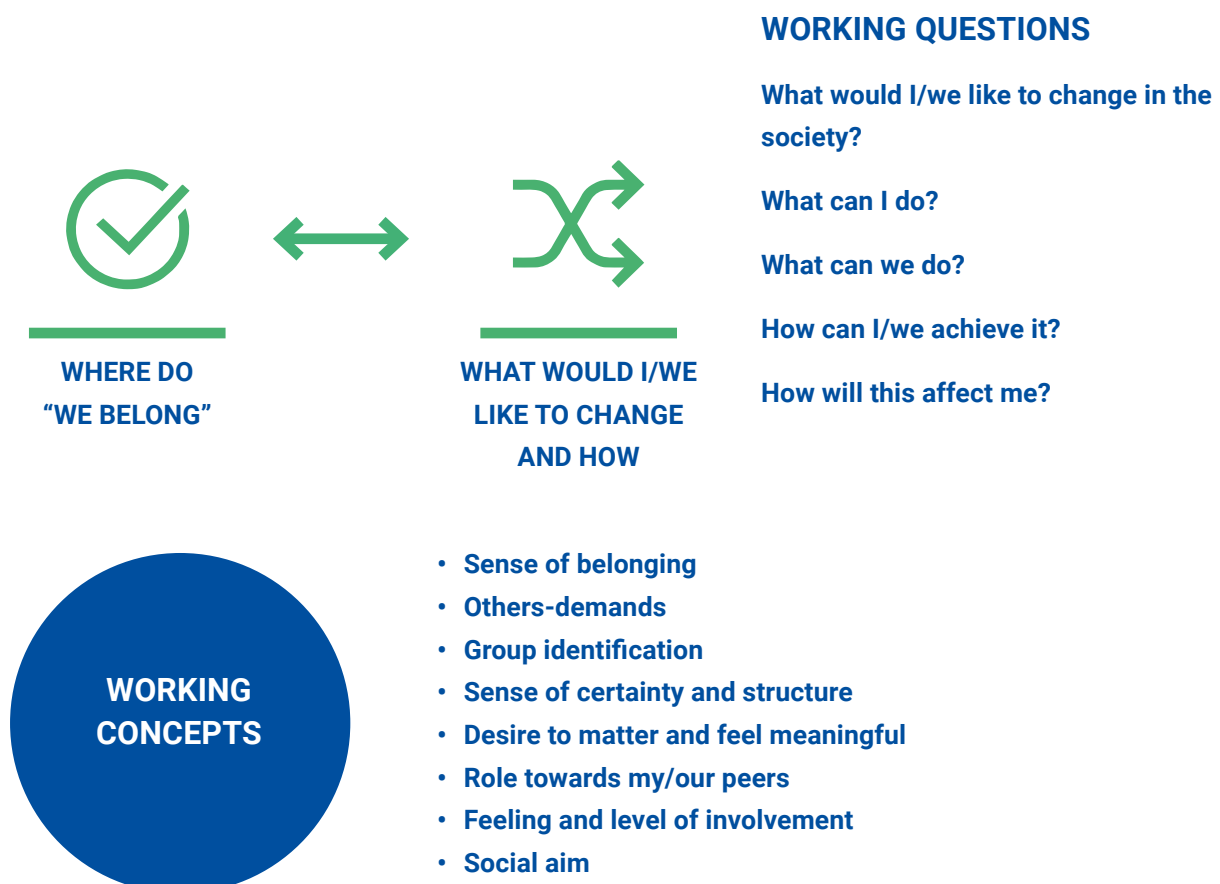
As mentioned at the beginning, this group activity also exerts an influence on the participant's self-concept. In this way, the educational program is a closed circle that begins with the individual, passes through the group to exert an influence on society and this fact ends, again, giving personal significance to the individual.

### 6.3.1 From the Self to the World: Creating and Improving Networks

The main working questions and working concepts of this stage of the educational path are the following:

#### FROM "WHO AM I" TO "WHERE DO I BELONG"

From day 11 to day 16



## WEEK 6

### DAY 11

## TOPIC OF THE SESSION: DESIGNING PATHWAY TO ACTION

### OBJECTIVES

#### Designing a pathway to action:

- Identifying and planning the steps to follow in order to achieve goals
- Identifying necessary skills in order to achieve goals

### ACTIVITIES

#### Activity 1: Pathway to action design (60 min)

Sharing the same challenge, maybe solutions will be diverse. In that case, the groups are going to split.

- **Requirements to remind the participants:** once the goal is measurable, clear and concise and all different strategies are taken into consideration, it is time for the participants to decide the tactics.
- **Tactics must be** a list of tasks according to strategies and the timing. Tactics show the way that we can achieve goals. Tasks must be specific and detailed with starting and finishing dates.

- Participants are going to define:

**Priorities**

**Activities**

**Timing**

**Resources and materials**

**Responsibilities**

**Evaluation method**

**WHILE FACILITATORS ARE DOING ACTION PLAN, THE PARTICIPANTS ARE HAVING SOME SNACKS.**

IN CASE OF SPEY:

- Freestyle: the boys created songs from the needs / hopes and fears of the group and the values of the sport. The exercise was a creative thinking way to brainstorm ideas for the mural with the artists.
- Later the idea of the mural was developed with the collaborating artists. They were divided into groups and tasks were distributed (buying paint, mural design, execution by scheduled times, etc.)
- For the organization of the SPEY Tournament, the participants are divided by commissions and set objectives. The following were created: Commission for teams, hourly commission and distribution of matches, supply commission, awards commission and audiovisual commission.

### SESSION OUTCOMES

- To learn how to plan their actions in order to achieve goals
- To understand the importance of cultivating resilience and response to crisis in any context

## TOPIC OF THE SESSION: HANDS ON: CREATING AND IMPROVING NETWORKS

### OBJECTIVES

#### Putting into practice the pathway to action program:

- Engaging youths to lead their own programs and activities
- Linking participants with other social ongoing activities chosen by themselves

### ACTIVITIES

(Developed at the same time as the “pathway to action”)

#### Activity 1: Blind counting

To improve teamwork, we will do this exercise. All the participants make a circle. The main objective is that they will have to count up to 20. There is no established order, everyone can say the number that follows the series whenever they want to.

Of course, two people cannot say it at the same time. If there are two people at the same time they must start over. It is important to look at yourself and non-verbal language for this, since you can only speak in order to say the number.

#### Activity 2: Strengths

We will highlight the strengths of each person in an unforeseen situation. For it:

- We indicate four positions, one in each corner of the field of play. In each corner there will be a different play. We will divide the group into four equal teams (A, B, C, D) as follows: First, we will divide the



SPEY participants and social educator at an artistic transversal activity.

players who change places several times to separate them from their best friends. Afterwards, we will form four teams and ask their members to stay together and follow the coach as we explain the plays they will have to perform at each corner of the field.

- Each team will start from a different corner. The tests are as follow (each activity will last 5 minutes maximum):
- **Corner 1:** Speed. Players must run, one by one, to the field. We will calculate the score by adding the best time marks achieved by each player.
- **Corner 2:** Power. Depending on the size of the team, we will determine the number of players who will perform each of the following exercises.
  - a) Jump rope as many times as you can.
  - b) Do as many push-ups as you can.
  - c) Spin the hoop around the waist as many times as possible.We will calculate the score by adding the records of all the team members.
- **Corner 3:** Intellect. Within 2 minutes, the players have to find as many sport-related words as possible in the word search found on the instruction cards and write them down. *Eg. In their notebook.* There are 12 in total and each word discovered sums one point.
- **Corner 4:** Perseverance. Players must balance on top of a small stone or piece of wood. The best mark achieved will be recorded. One of the players in the group is responsible for recording the results on the scoreboard at the end of each test.
- The facilitator writes down the classification of each team for each event (1 to 4) and, in the last column, the sum of the different classifications. The team with the lowest number at the end wins.

## SESSION OUTCOMES

- To demonstrate the ability of youths in order to restore social gaps
- To improve agency capacity of participants
- To keep participants attached to other social resources

## Materials needed:

List of participant's requirements



## TOPIC OF THE SESSION: HANDS ON: CREATING AND IMPROVING NETWORKS

### OBJECTIVES

#### Putting into practice the pathway to action program:

- Engaging youths to lead their own programs and activities
- Linking participants with other social ongoing activities chosen by themselves
- Reinforce the group with some games.

### ACTIVITIES

#### Activity 1: Creating and improving networks

- Participants are going to put into practice the activities that they have designed themselves. Those who prefer to engage in some other ongoing activities rather than creating a new one, are going to receive the support from the educators.
- Participants must remember not to lose sight of the objective. They must learn how to manage time and compromise with the objective.

### SESSION OUTCOMES

- To demonstrate the ability of youths in order to restore social gaps
- To improve agency capacity of participants
- To keep participants attached to other social resources





## TOPIC OF THE SESSION: HANDS ON: CREATING AND IMPROVING NETWORKS

### OBJECTIVES

#### Putting into practice the pathway to action program:

- Engaging youths to lead their own programs and activities
- Linking participants with other social ongoing activities chosen by themselves
- Reinforce the group with some games.

### ACTIVITIES

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- Participants must remember not to lose sight of the objective. They must learn how to manage time and compromise with the objective.

### SESSION OUTCOMES

- To demonstrate the ability of youths in order to restore social gaps
- To improve agency capacity of participants
- To keep participants attached to other social resources

#### Materials needed:

Everything that is needed to carry out the action plan

## WEEK 8

### DAY 15

#### TOPIC OF THE SESSION: EVALUATION OF PARTICIPANTS' PROJECTS

##### OBJECTIVES

###### Learning self-compromise and self-evaluation:

- Evaluating weaknesses and strengths of each participant
- Improving self-criticism
- Learning skills to achieve goals
- Understanding the importance of making effort to achieve goals

##### ACTIVITIES

###### Activity 2: What can we do better next time? (30 min)

On a big sheet of paper, the facilitator draws a target with a bullseye in the center. Each participant has a post-it. The objective is to stick the post-it on to the different parts of the target in relation to the achieved or non-achieved goal. The closer to the center the more the participants feel they have achieved their goal. Some examples are:

- Have I tried hard to achieve my goal?
- Do I think I can do better?
- Did I feel comfortable with the members of the group?
- Etc.

##### SESSION OUTCOMES

- To demonstrate the ability of youths in order to restore social gaps
- To improve agency capacity of participants
- To show to the participants how to plan, to put into practice and to evaluate a goal
- To show themselves that they can do it

### DAY 16

#### TOPIC OF THE SESSION: TREKKING/OUTDOOR ACTIVITY + FINAL EVALUATION

##### OBJECTIVES

###### Discovering different ways of having fun:

- Introducing new areas, fields and ways of entertainment
- Promoting sports in nature as a healthy, fun and adventurous experience

###### Final evaluation of the project:

- Pointing out general strengths and weaknesses of the project
- Expressing opinions with the aim to improve the activities and the general well-being within the project

## ACTIVITIES

### Activity 1: Holding an outdoor outing or sporting event and final party of the project

- One-day trekking within the members of the group

### Activity 2: Final Evaluation

- Listing strengths and weaknesses of the project while discussing them within the group
- Completing the final evaluation survey of the program

## SESSION OUTCOMES

- To develop the will to discover different and new places
- To work on discipline, effort and perseverance to achieve positive goals
- To use constructive criticism in order to express opinions
- To show that youth participants opinions matter while improving their sense of belonging and personal significance
- To improve active listening and respect for all opinions

### Materials needed:

final evaluation of the program

## 6.3.2 Main Outputs Socio-Structural Level

After implementing the activities, the main expected outputs of the socio-structural level are:



**Critical thinking**



**Identifying privileges and oppressions in social structures**



**Seeking out a variety of ways to achieve a goal**



**Engagement in some activity-movement to achieve significance and improve networks**



**Ability to identify and to re-establish social cracks**



**Understanding the individual and the group as social anchors/references**

## 6.4 To sum up

	INDIVIDUAL LEVEL NEEDS	GROUP LEVEL NARRATIVES	SOCIO-STRUCTURAL LEVEL NETWORKS
STAGE OF THE PROCESS	Who am I? Where I belong?	Who “we” are? Where we belong?	What would do I/we like to change and how?
WORKING QUESTIONS	Who am I? What do I want? What do I like? What do I need	Where do I belong? What do I/we understand as “us”? Do I feel that my group is under threat? ...	What would I/we like to change in the society? What can we do? How can I/we achieve it? ...
WORKING CONCEPTS	Identity Self-demands Meaning in life Sacred values ...	Sense of belonging Role towards my/our peers Social aim ...	World threats Oppressions and privileges Transnational identities ...
MAIN OUT- PUTS	Identifying the own needs	Creating and establishing group’s narratives	Engagement in some activity-movement to achieve significance and improve networks

## 7. Main Results of the SPEY Program

As it has been mentioned in previous sections, the SPEY program was thoroughly assessed using quantitative measures in order to obtain impact indicators. Regarding the results, we found relevant effects of the program in the variables established as relevant by the 3N model of radicalization (needs, narratives, and networks). These results were found either when comparing the group who received the intervention (N = 82 participants) with a control group (N = 97 participants) or when looking at differences through time within the intervention group. These results are summarized below.

**Needs** were assessed through two indicators, motivation and search for meaning:

- The intervention group reported a higher **motivation towards sports** than the control group. This did not change through time.
- The intervention group reported more **search for meaning** than the control group. This did not change through time.

**Narratives** were assessed through two indicators, moral disinhibition and support for political violence:

- We did not find differences between groups regarding **moral disengagement**. However, we found that, for the intervention group, moral disengagement decreased over time during the program.
- Control group showed more **support for political violence** than the intervention group. For the control group support for violence increased while for the intervention group it remained stable.

**Networks** were assessed through two indicators, **social support** and deviant peers:

- The control group presented more social support than the intervention group. However, we found that the intervention group's social support increased over time during the program.
- We did not find differences in terms of any of the groups engaging in more negative social relationships or having more **deviant peers**. However, for the control group the influence of deviant peers increased while for the intervention group it remained stable.

Overall, the results showed a positive effect of the intervention. On the one hand, moral disengagement decreased and social support increased in the intervention group compared to the control group. On the other hand, support for political violence and deviant peers worsened in the control group but remained unchanged in the intervention group.

Besides, we asked participants (N = 82) about their opinions and feedback on the implementation of the program. Overall, they provided positive feedback about their participation in the program, mentioning that it was fun, interesting and that the contents would be useful for their lives in the present and future. Participants also reported that they liked the activities and educators, that they understood the contents and that the number of sessions was appropriate. Some of them even mentioned that they would have liked the program to have been longer.

In a program of these characteristics, the referents – professionals and family members – who work and live daily with the young participants even before the program started are an essential piece. Therefore, inquiring the referents of the intervention group about the changes they perceived in the participants was another essential part of the evaluation. Utilizing a questionnaire with open ended questions, we asked referents (N = 34 participants) about their opinions about how participating in the program had changed the participants behaviors, beliefs and life in general in the areas we studied through the program. The results are summarized below:



- Referents did not perceive important changes in the participants' **motivation towards sports**, as the majority of them already showed big interest in sports – in football specifically – and that did not change.
- **Search for meaning** did show an improvement, based on the referent's responses. The participants had presumably clearer goals in life and were more motivated to continue studying, finding a job, among others.
- Referents did not report changes in **moral disengagement**. We found mixed results in terms of participants justifying violence, especially when legitimized by frustration and anger, and participants who were mentioned to be empathetic.
- **Support for political violence** did not change, based on the referent's responses. This was overall low for both groups both in pre and post test, although higher in students compared to the participants.
- **Social support** improved in general, as perceived by the referents. Belonging to a group and the improvement of transferable skills helped increase participant's social networks and with overall integration. Yet some referents reported participants still living under complex social circumstances that did not change regardless.
- In terms of **positive and negative social models**, we also found different results based on the responses given by the referents. While some commented that participants did not have negative social models, they pointed out that they did have a but also a lack of positive references. Nevertheless, most referents reported that participants have a great deal of positive referents among friends, family members, and educators, especially.

All the above indicators should be interpreted with caution, due to the limited sample and the complexity of evaluating intervention programs of this type. Although some differences were found between the changes perceived by the referents and the changes assessed in the participants, results should be considered as a whole. The outcomes are promising and suggest a moderate effect of the intervention, mainly affecting the narrative and the social network of the participants in positive terms. Evidence is presented on the possible transferability of this prevention program to other contexts, taking into account the limitations and characteristics of each context. Results of this evaluation will be published in a scientific paper explaining the methodological and analytical details as well as the most relevant findings and theoretical implications.



Diploma awarding at a volleyball's transversal activity.

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## 9. Annexes

### 9.1 Sport activities (football)



## Activity 1: Coordinating technical circuit

### Educational goals:

Collaboration between teammates

### Sport goals:

1. Management of the ball and shooting to the goal
2. Coordination and pass
3. Jump and header

**Time:** 20 minutes.

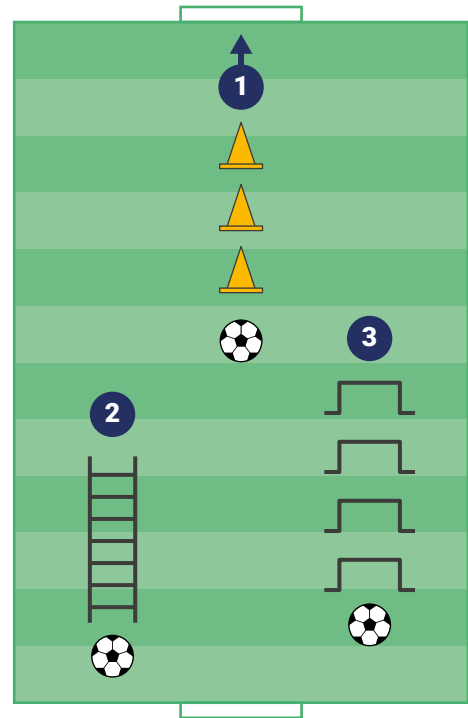
**Participants:** 6–24

### Description:

The circuit is divided into 3 stations:

1. The participant must do some management of the ball skipping some cones and then shoot to the goal.
2. The participant must cross a coordinate ladder and then he receives the ball with short passes.
3. Jump the hurdles and header.

**Equipment:** Balls, cones, hurdle and ladder.



## Activity 2: Pass box

### Educational goals:

Teamwork

### Sport goals:

- Short passes
- Medium passes
- Reception
- Mobility and agility.

**Time:** 12 minutes.

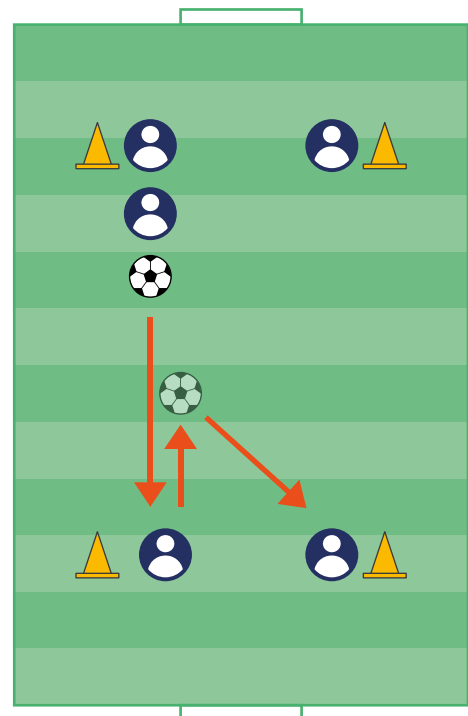
**Participants:** 5 participants for each box

### Description:

Participants lay making a box. The aim of the exercise is that participants receive and pass the ball making a rotation.

This activity has difficulties. Participants must pass the ball and the trainer gradually introduces another ball, making them have to give fewer passes to obtain the aim and do some changes in the orientation of the passes and rotations. Participants will do this exercise in both directions.

**Equipment:** Cones and balls.



## Activity 3: Braid

### Educational goals:

Teamwork

### Sport goals:

- Pass to an area
- Mobility and agility
- Definition

**Time:** 15 minutes.

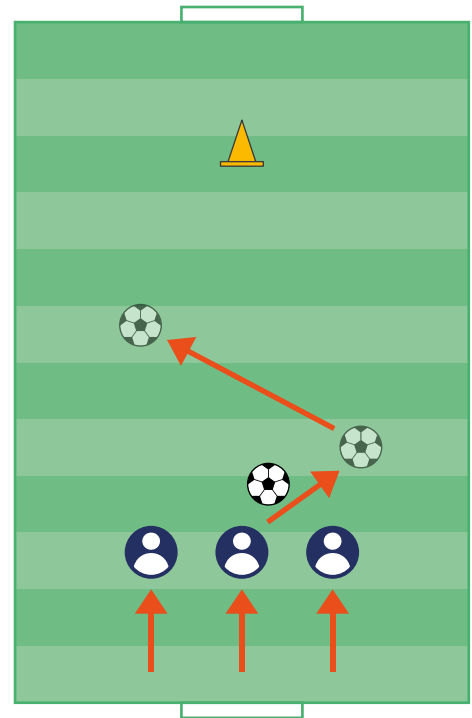
**Participants:** at least 4 people.

### Description:

People are divided into groups of 3. And the principal objective is to arrive at the finishing zone, where they will have to shoot the goal. They must obtain the aim of making diagonal passes.

Participants will rotate to the space where they direct their pass, forming a braid during the tour.

**Equipment:** Balls and cones.



## Activity 4: Technical games

### Educational goals:

- Teamwork
- Trust between teammates
- Recognition of strengths

### Sport goals:

- Short passes
- Long passes
- Shoot the goal
- Head passes
- Head shot
- Precision
- Ball driving

**Time:** 6 minutes per station.

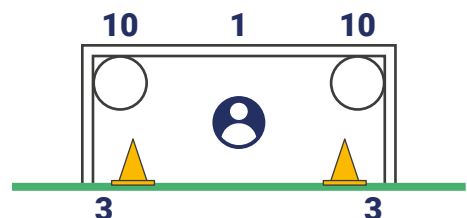
**Participants:** 4 or 6 per each game

### Description:

In each station there will be a different game, in which the red teams will face the yellow ones. Participants rotate to all the stations and at the end the trainer will count the total score achieved for each team.

**A. Precision:** Participants must shoot at a goal marked with different scores inside. The winner is whoever scored more points at the goal.

A.



**B. Football-tennis:** Athletes must pass the ball to the opposite pitch (delimited by a small tennis net) using any part of their bodies except hands.

**C. Reduced football:** Participants must play a match 2 vs 2 or 3 vs 3 in a small football pitch.

**D. Headers:** Athletes must pass the ball and try to score in the opposing goal but only using the head.

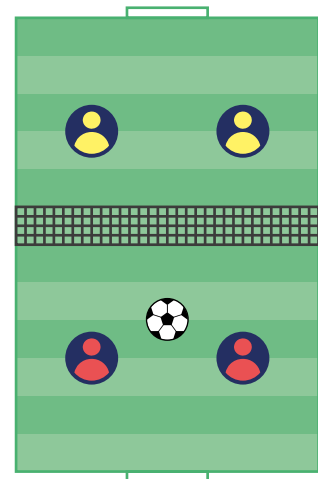
**E. Foot-bowling:** Each team must do a circuit of cones driving the ball and then shoot to knock down as many pins as possible. The winner is whoever knocked down the major number of pins at the end of the station time.

**F. Bucket:** The aim is introducing the ball into the bucket, but they have to do at least 1 head each before scouring the ball.

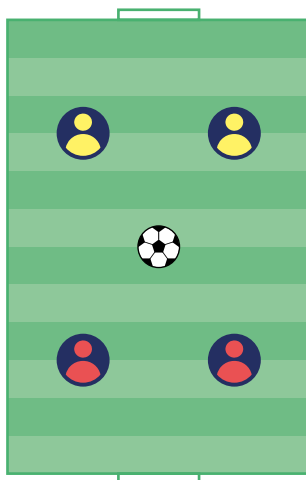
**G. Shoot the goal:** Athletes must make a long-distance entry with the main aim of entering the ball on delimited surfaces that have different scores.

**Equipment:** Balls, cones, goals, football-tennis net, hoop, bucket and training bibs

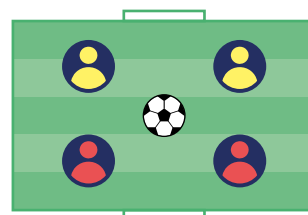
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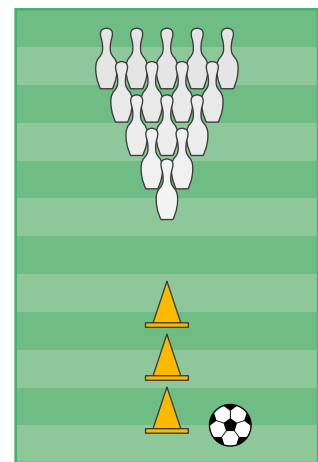
**C.**



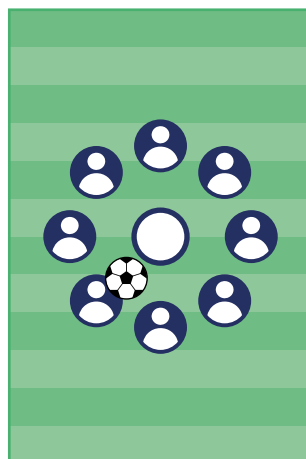
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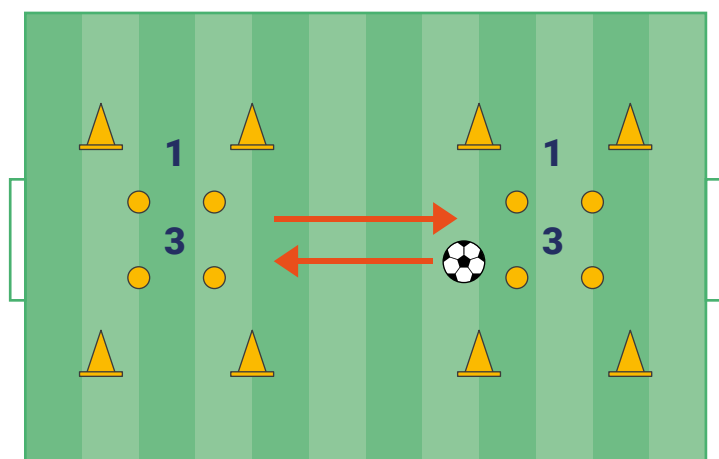
**E.**



**F.**



**G.**





## Activity 5: Three colors

### Educational goals:

- Teamwork
- Communication

### Sport goals:

- Pass
- Control
- Slip
- Definition
- Tactical location
- Attack
- Team defense

**Time:** 20 minutes

**Participants:** 20–29

### Description:

The football field will be distributed in three parts. Each part will be occupied by one team, forming three teams (yellow, red and blue). The central part of the game (in this case the red team) will be a transition game; there's only one team that can enter this zone and have possession of the ball. During the activity the team of the central part of the football field must attack one of the football goals. The defender team must gain the ball, catch the middle of the field and start the attack.

**Equipment:** Training bibs, balls and cones.



## Activity 6: 3 vs 3

### Educational goals:

- Cooperation
- Communication
- Collective effort

### Sport goals:

- Passing
- Dribbling
- Definition
- Defense
- Attack

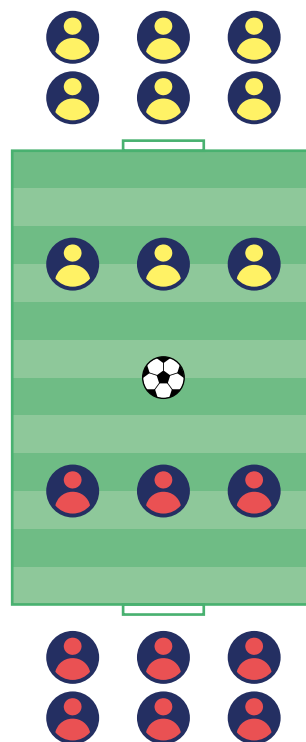
**Time:** 20 minutes

**Participants:** at least 14

### Description:

Three players of the red team will attack in a row to the three defenders of the yellow team. The field will be formed by two goals. The intention is that the two teams can attack and defend.

**Equipment:** Training bibs and balls.



## Activity 7: Reduced with helpers

### Educational goals:

- Teamwork
- Communication
- Recognition
- Respect of the rules

### Sport goals:

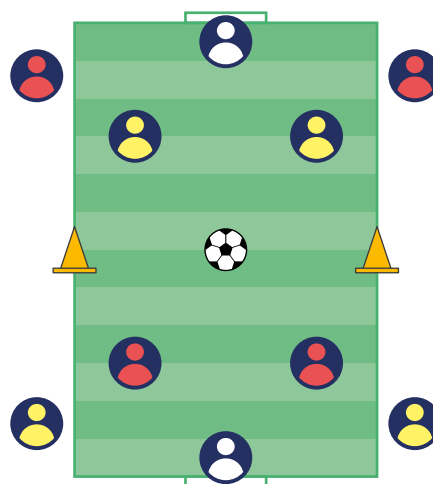
- Short passing
- Dribbling
- Lose the marker
- Mobility
- Definition
- Crossing

**Time:** 20 minutes

**Participants:** 10–16

**Description:** The teams will play a match in a reduced field. Each team will have 2 or 4 teammates outside of the field limits. These players will participate like a support and cannot steal the ball from them. The players that are outside of the field limits will do crossing passes to the teammates that are inside the field to score the maximum goals possible. The roles will be inverted during the activity.

**Equipment:** Training bibs, balls and cones.



## Activity 8: Finishing waves

### Educational goals:

- Teamwork
- Communication

### Sport goals:

- Ball control
- Passing
- Reception of the ball
- One-two passing
- Crossing passes
- Definition

**Time:** 20 minutes

**Participants:** at least 4

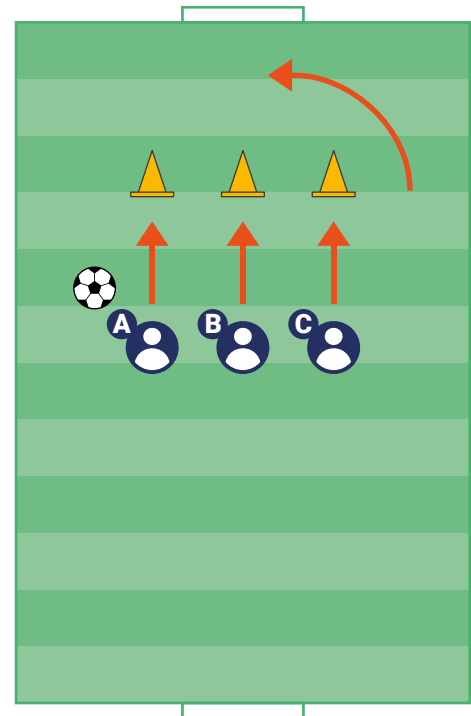
### Description:

The activity will be taken by trios. The player A will control the ball until a checkpoint, where he/she will have to dribble and kick the ball to the net. Then A will receive a pass of the player B, producing a one-two passing for the definition of the player B.

Finally, player A and B will wait in the middle of C, which previously did a one-two with player B.

Once the entire movement, the players will alternate the roles, passing by A, B and C.

**Equipment:** Balls and cones.





## Activity 9: Attack – defense

### Educational goals:

- Teamwork
- Communication
- Collective effort

### Sport goals:

- Attack
- Defense
- Positioning
- Lose the marker
- Mobility
- Passing
- Definition

**Time:** 20 minutes

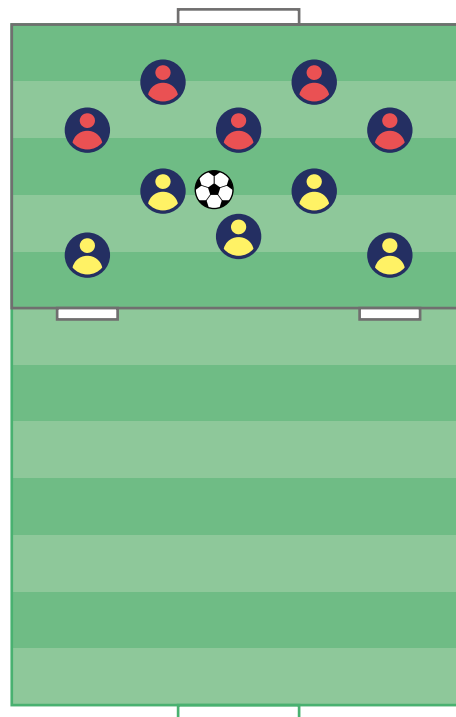
**Participants:** 11–15

### Description:

The activity consists of a match in a reduced football field. One team will attack to the big goal. The other team will do the same but in the two small goals located into the end of the field.

Then the roles will be turned.

**Equipment:** Cones, training bibs and balls.



## Activity 10: Duel

### Educational goals:

- Listen
- Effort
- Creativity

### Sport goals:

- Dribbling
- Attack
- Defense
- Definition

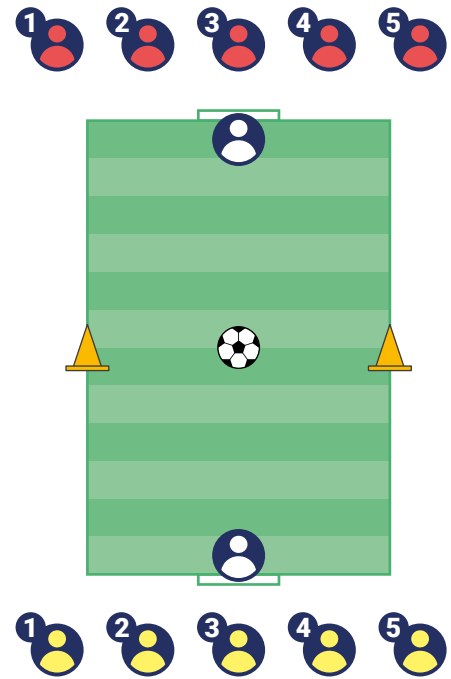
**Time:** 20 minutes.

**Participants:** at least 8

### Description:

The players of twice teams will be stopped in line into the line field near their goals. Will take part in a 1 vs 1 when the coach will shout the identification number of each team. Then the coach will throw the ball into the football field.

**Equipment:** Training bibs, balls and cones.



## Activity 11: Toque counting

### Educational goals:

- Teamwork
- Cooperation

### Sport goals:

- Passing the ball with the team
- Passing
- Reception of the ball
- Mobility
- Pressure

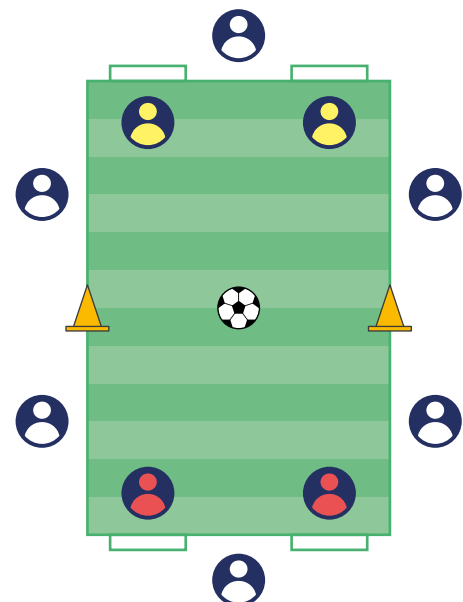
**Time:** 15 minutes

**Participants:** at least 9

### Description:

During the activity there will be three teams inside of a reduced field. Two teams have to pass the ball to avoid the third team catching the ball. Then the roles will be turned and the team that will steal more balls will win

**Equipment:** Training bibs, cones and balls.





## Activity 12: 2 vs 2+4

### Educational goals:

- Teamwork
- Communication

### Sport goals:

- Short passing
- Dribbling
- Lose the marker
- Mobility
- Oriented control of the ball
- Precision

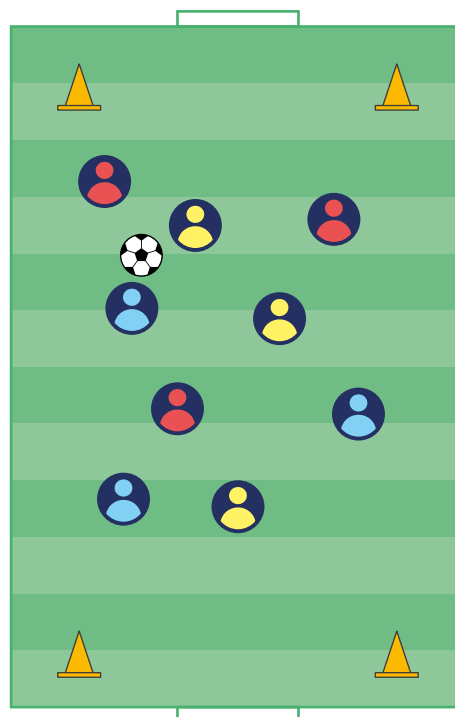
**Time:** 20 minutes

**Participants:** 8

### Description:

We will create a real situation of a match in reduced areas. The teams will attack to two goals and defend other different two goals. Out of the field limits will be 4 people that will fit the support role. This people will participate passively during the game (The supporters only can pass the ball to the team that made the pass back to him/her)

**Equipment:** Balls, cones and training bibs



## Activity 13: Multi goals

### Educational goals:

Teamwork, communication and trust between colleagues.

### Sport goals:

Ball possession, mobility, passing, reception and precision.

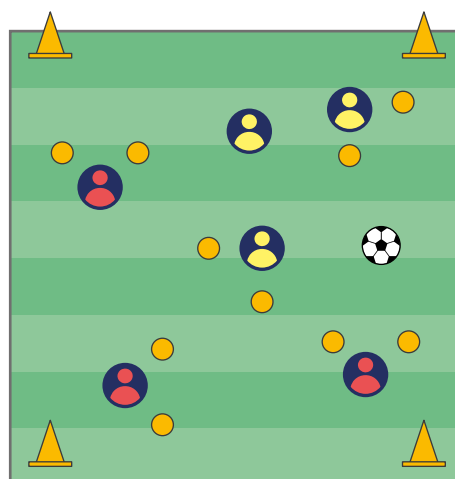
**Time:** 20 minutes.

**Participants:** 6–10

### Description:

Both teams will play a game on a field with reduced space that will contain a series of mini goals made up of cones. For the goal to be valid it is necessary that the ball passes into the goal and that a teammate receives the ball behind it.

**Materials:** Cones, bibs and balls.



## Activity 14: Orientation changes

### Educational goals:

Communication, teamwork and collective effort.

### Sport goals:

Orientation changes, ball possession, mobility, passing, pressure and marking.

**Time:** 20 minutes

**Participants:** 9–18.

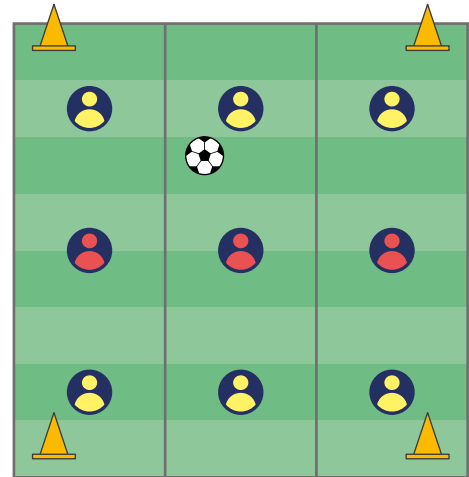
### Description:

The playing field will be divided vertically into three zones (left, central and right), within which there will be two defensive players and one offensive player.

The offensive team must ensure that the ball passes through the three areas of the field without being intercepted by the defenders. Each time a complete orientation change is achieved, a point will be scored.

All game participants must respect the spaces without leaving their assigned area.

**Materials:** Cones, balls and bibs



## Activity 15: Free space play

### Educational goals:

Communication, teamwork and strategic thinking.

### Sport goals:

Ball possession, pass, reception, mobility and unmarking.

**Time:** 20 minutes

**Participants:** 6–9.

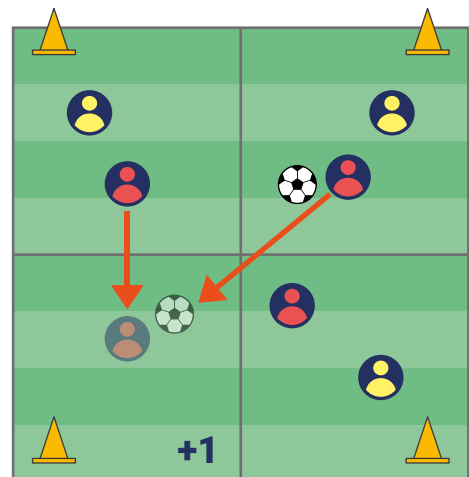
### Description:

Two teams made up of three players each must maintain possession of the ball in a reduced playing field divided into four sectors.

The teams will score a point when they execute a pass to the sector of the field that is empty and the ball is received by a teammate.

If nine players participate, there will be two teams on the field and the other will be located on the margins fulfilling the role of support (they can only return the ball to the team that passes it to them).

**Materials:** Balls, cones and breastplates.



## Activity 16: 1 vs 1 with support

### Educational goals:

Creativity, effort and teamwork.

### Sport goals:

Dribble, pass and uncheck.

**Time:** 15 minutes

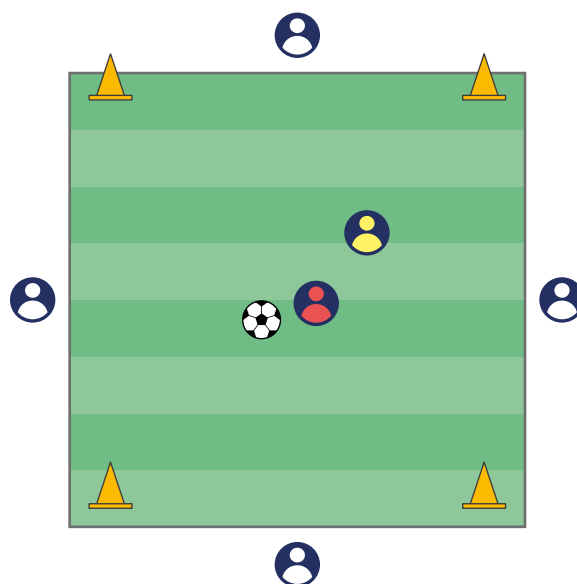
**Participants:** 4–6.

### Description:

Located within a square, two athletes will play a 1 vs 1 with the possibility of passing the ball to the supports that will be found on the margins of the field.

Each participant will score a point when they have had possession of the ball for one minute or have made five consecutive passes with their supports.

**Materials:** Balls, cones, and breastplates.



Football group from SPEY project participating in a transversal activity.

## 9.2 Online activities

### TOPIC OF THE SESSION: ON-LINE ACTIVITIES

#### OBJECTIVES

##### **Start getting to know the participants:**

- Presenting the educators of the project
- Presenting participants

##### **Enabling compromise:**

- Explaining and signing a formal agreement of participation
- Clarifying doubts concerning the project

##### **Working on resilience:**

- Presenting the word and its meaning
- Developing resilience between participants and its importance in life

##### **Understanding the importance of sport practice:**

- Working about myths and legends of sports practice
- Pointing out the importance of establishing healthy habits

##### **Learning more about sports culture with a game:**

- Awakening in the participants desire to know.
- Teaching success stories of athletes.

##### **Focusing on the value of providing a creative answer to the perceived oppression:**

- Presenting other ways of giving response to xenophobia or racism.
- Identifying other ways to respond to hate outside of violence.

#### ACTIVITIES

##### **Activity 1: Group meeting (60 min)**

Introducing participants themselves. Participants must say three phrases, two of them are true, one is a lie. The other participants must guess which of them is a lie.

##### **Activity 2: Search for it**

Participants have 60 seconds to find an object according to educator's instructions

##### **Activity 3: Self-improvement, Messi's life (30 min)**

Participants are going to watch a video regarding Leo Messi's life and its troubles. After doing it, they have to send a video, an audio or a text answering these questions:

- What obstacles do you identify in Messi's life? How does he act to face them?
- Which are your challenges? How do you face them? What do you think you need in order to overcome them? What happens if at any time we cannot get what we want?
- Which are your dreams when you become older? How do you think you can achieve them? What would you sacrifice for it? [Link Video](https://www.youtube.com/watch?v=tD0rrWIYOqk)<sup>3</sup>

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3 <https://www.youtube.com/watch?v=tD0rrWIYOqk>

### Activity 4: Kahoot, why is important to practise sport? (20 min)

### Activity 5: Kahoot sports leaders (20 min)

### Activity 6: Miss Raisa and Hanan Midan:

### How to respond to the language of hate creatively (30 min)

We present two women influencers:

Miss Raisa<sup>4</sup> (rapper) and Hanna Midan<sup>5</sup> (tiktok comedian). And we are going to comment on the videos.

- What do you think about these two girls?
- What do you think about the lyrics of Miss Raisa's song? Is there any part of her that you would like to highlight?
- About Hanna's video. ¿Have you ever had the experience of being told "For crying better in your country"?
- Do you know any other artists or influencers who do something similar?

### SESSION OUTCOMES

- To establish a relationship of trust and commitment between the participants and the educators of the project
- To start designing each individual pathway to action
- To inspire participants through sportspeople's experiences which require resilience.

### Materials needed:

Notebook, prints of formal agreement (16), internet access, PC, mobile phones, etc.

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4 <https://www.youtube.com/watch?v=Btex0pDjpAU>

5 [https://www.tiktok.com/@hanan\\_midan/video/6838654617765661957?sender\\_device=pc&sender\\_web\\_id=6921964981282752005&is\\_from\\_webapp=v2&is\\_copy\\_url=0](https://www.tiktok.com/@hanan_midan/video/6838654617765661957?sender_device=pc&sender_web_id=6921964981282752005&is_from_webapp=v2&is_copy_url=0)



## 9.3 Gender training

### TOPIC OF THE SESSION: GENDER TRAINING

#### OBJECTIVES

- Reflect on gender inequalities and the role of masculinity in them
- Work on the different perceptions of masculinity and their implications
- Put into relevance those avoidance attitudes linked to established gender roles

#### ACTIVITIES

##### Activity 1: Gender training

Here you have 4 different activities to do. Choose one and do it properly.

##### Social network activity

Each participant will have to do one race on their own. The race will be divided into three stations:

1. Zig-Zag cones.
2. Make 5 individual touches and then make 5 passes with the coach or other teammate.
3. Do a mini-sprint and kick the ball into the goal.

At the end of each activity the participants will find a paper on the floor where they will be asked different questions related to social media, once they have answered it (if they can write, they write it, otherwise, they can answer orally), they can move on to the next station.

##### Questions:

- a. What is social media for you?
- b. What do you use social media for?
- c. Put a positive and a negative aspect of social media and social networks.
- d. Although it is a crime, it is common for girls to be abused and to endure derogatory comments on social media. Why is it like that?
- e. That makes you think these words: Offensive comments from someone you don't know. Pornographic videos. Viral videos laughing at others.
- f. If you were given a private photo/video, would you upload it to the internet? How would you feel if they did it to you?
- g. Do you have resources to report this type of content on the networks?

Last question is asked when everyone has finished, before making the final reflection.

##### Final reflection:

Compilation of all the things that have been written on the papers and make them aware of what social media is used for and how painful those uses can be for others. Also relate it to the digital print (trace that we leave when we are browsing and interacting with the network). See that this digital print does not reflect our personality.

## Emotion & Fragility activity

The facilitator says a sentence and the participants have to run to one side if the answer is YES and to the other side if the answer is NO.

- I've heard "act like a man" or "are you a man or a mouse?" when I've shown fear or been upset.
- It's hard to be sad amongst other guys.
- I'm a different person with my friends than I am with my family.
- I can be vulnerable in front of people I don't know.
- If I go to the movies with a male friend, I can cry at the movie without feeling ashamed.
- I've gone along with a certain type of talking/jargon that I don't really feel OK with.
- Now and then I get stressed over things, but I don't talk to anyone about it.
- Sometimes I'm unable to cry, even though I want to.
- It's easier to be open about my thoughts and feelings online than it is offline.

## Love, sex & consent, harassment & Abuse activity

Participants make a circle and their aim is to pass the ball to another participant. If one of them has the ball when the facilitator says: STOP, this person has to answer one of these questions below:

- Have you ever been in love with/had a crush on someone?
  - a) Possible follow-up question: If yes, how did it feel?
- Can you name a few examples of words or actions that could harm a relationship?
- Have you ever felt the social pressure of having a relationship?
  - a) Possible follow-up question: If yes, do you think it's common to experience that sort of pressure?
- How would you define a good relationship?
- What are your thoughts on a couple's norm?
- What exactly is sex (for example, masturbation, oral sex, intercourse).
- Do you think there is a pressure on having sex?
  - a) Possible follow-up question: If yes – why do you think that is?
  - b) Possible follow-up question: According to you, how does that pressure show (for example, do people make fun of virgins)?
- Can you turn to your guy friends with questions or concerns about sex?
  - a) Possible follow-up question: Why/why not?
- In some countries, there is a sexual consent law which means that anything other than a yes is a no.
  - a) Have you spoken about consent in your sports club?
  - b) Have you spoken about it in other contexts (for example with parents/guardians, siblings, friends, etc.)?
  - c) If you want to flirt/kiss/touch someone – how do you make sure the other person wants to do this too?
  - d) Can consent feel difficult and if so, how?
  - e) Some norms say that guys should be proactive, take the initiative and just do what they want – do you think those norms can affect consent, and if so, how?
  - f) Why do you think it's important not to flirt with/kiss/touch someone who doesn't want to?
- Porn is not sex. But sometimes these two are mixed up.
  - a) What would you say is the difference between sex and porn?
  - b) Do you think that porn can affect our view of sex? In which ways?

## Avoidance & Alcohol and partying

Participants will be in a circle. In the middle of them there will be different images. One for each person (or repeated), they will first be asked: **when do you have a problem do you face it or do you avoid it?** Then when they answer the question, the facilitators can ask for the **why and when**. When these questions are complete, they have to watch different pictures in the middle of the circle and take the image that best represents their method of avoidance.

Once they have the image, they will be made a reflection.

**Reflection:** They can have an avoidance strategy but they must face the problem because it can be directly negative (alcohol) or indirectly (do something else and think the problem will be solved alone).

At the end of the activity the facilitator can ask the participants about: **how do you think people around you can feel when they see you badly and you don't tell them why?** The finality of that question is to show participants that they aren't alone with their decisions.

### SESSION OUTCOMES:

- improve understanding of the social construction of gender roles
- discuss, together with the group, the role of youth in perpetuating gender inequality



SPEY educator explaining to participants, the transversal skills session.

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