

# SPEY

Sport for **P**revention  
of **E**xtrémism in **Y**outh

## TOOLKIT

BARCELONA, 2021  
UFEC



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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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# INTRODUCTION

Research has shown that activities on local level are crucial for prevention and early detection of a young person being at risk of radicalisation and extremism. Front-line professionals such as coaches as well as social and educational intervention professionals play a fundamental role. This implies that sport clubs can play a powerful role in preventing youth from violent extremism.

However, in order to be successful, sport offer must go beyond pure sports activities. Instead, the prevention of crime including violent extremism must be tackled through the lens of social inclusion, cohesion and the development of personal strengths and capacities. Programmes utilising sport and other leisure activities have shown positive results in terms of prevention of violent extremism, when they promote respect for rules and for others, teamwork, tolerance, diversity, hospitality and empathy, among others. By taking this into consideration, they respond and create a sense of belonging. Sport can be an effective tool if respective activities are incorporated into a broader spectrum of activities.

Such activities have a strong educational aspect, which intends to develop an understanding for the levels of our interaction:

1. Who am I? Where do I belong? (Personal needs)
2. Who are we? Where do we belong? (Demands of others)
3. What do I or we want to change and how? (Demands of the world)

The following toolkit is based on a more comprehensive Trainers Manual. It provides an easy-to-use material for coaches and social workers who intend to use sporting activities against extremism among youth. Please refer to the manual if you wish to receive additional information about the SPEY project and about radicalisation and extremism. There you will also find a comprehensive bibliography as well as activities which focus mainly on football.

The activities build on each other. This does not mean that coaches need to start with the first activity and complete the entire programme. Experienced coaches who know their group will select those activities that they consider to be suitable for the targeted outcome.

Covid-19 related lockdowns have led to a series of activities, which the pilot groups conducted online. Nevertheless, coaches may want to use them with participants on site.

Furthermore, the toolkit comprises a number of activities which will encourage a reflection on gender inequalities and on the perception of masculinity in order to reflect upon gender stereotyping.

If you want to find out more about the SPEY project, please visit <https://ufec.cat/spey/the-project>



Football and hockey groups at the Costa Brava trekking training.



# SPECIFIC ACTIVITIES

## 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.



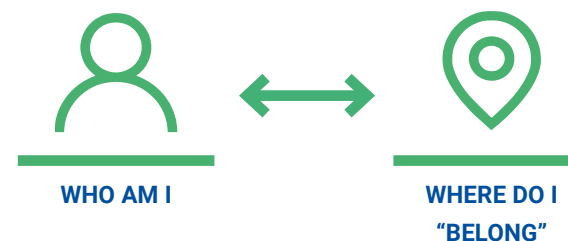
SPEY's participants and educator in a sporting session.

## 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 Session 0 to Session 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?

#### WORKING CONCEPTS

#### 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

# SESSION 0

## 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



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

# SESSION 1

## 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?



Transversal skills session with the football group.

#### 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.



# SESSION 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.

# SESSION 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



# SESSION 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



Group of participants doing the artistic transversal activity of painting a mural.

# WHO AM I? WHERE DO I BELONG? (PERSONAL NEEDS)

## 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

## Group level: narratives

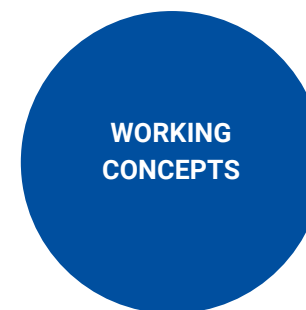
At the group level, the SPEY program aims to create a safe space and prosocial support networks for participants. After a first stage of determining individual needs and aspirations, it seeks to enhance the group identification, personal significance and provide alternative narratives through the following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

## 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 Session 5 to Session 10



- 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

# SESSION 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.



## SESSION 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?
- 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...

<sup>1</sup> <https://www.youtube.com/watch?v=TrACt8kfVDY>

## SESSION 7

### EGAMES SESSION<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

<sup>2</sup> 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.



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

# SESSION 8

## 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



Participants at the Costa Brava trekking training.

### 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

# SESSION 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



Whiteboard with information about a transversal skills session.



# SESSION 10

## 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.
- **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...

# WHO ARE WE? WHERE DO WE BELONG? (DEMANDS OF OTHERS)

## Main outputs group level

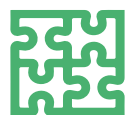
After implementing all the activities, the main expected outputs of the group level are:



**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**

## 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.

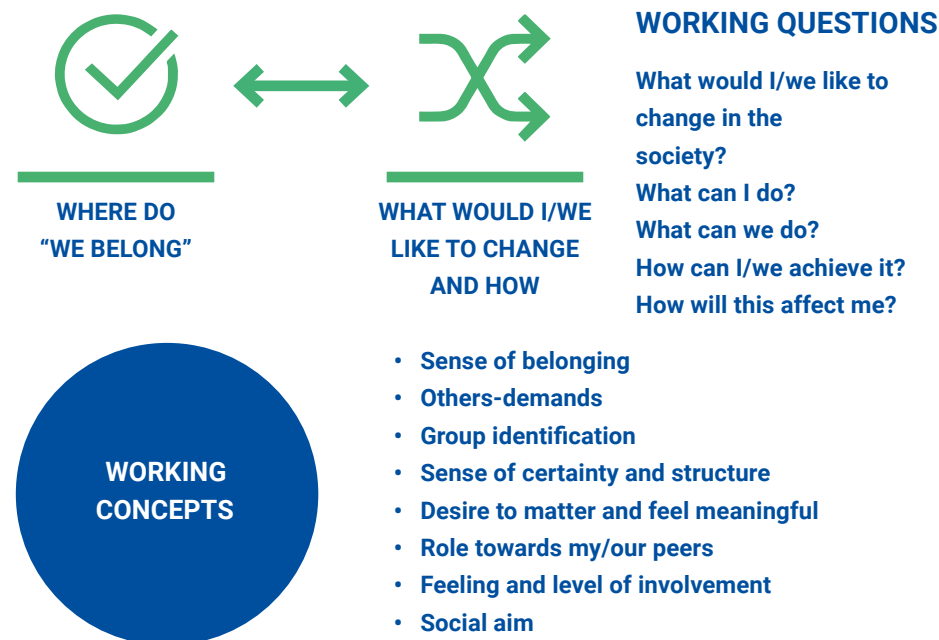
As mentioned at the beginning, this group activity also exerts an influence on the participant's self-concept. In this way, the educational program is a closed circle that begins with the individual, passes through the group to exert an influence on society and this fact ends, again, giving personal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

## 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 Session 11 to Session 16



# SESSION 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



Football group with SPEY's social educator.



# SESSION 12

## 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 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

## SESSION 13

### 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

## SESSION 14

### 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 to create 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

#### Materials needed:

Everything that is needed to carry out the action plan

## SESSION 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

## SESSION 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

# WHAT DO I OR WE WANT TO CHANGE AND HOW? (DEMANDS OF THE WORLD)

## 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**

## 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 OUTPUTS	Identifying the own needs	Creating and establishing group's narratives	Engagement in some activity-movement to achieve significance and improve networks



# SPECIFIC ACTIVITIES OFF THE FIELD

## 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](#)<sup>3</sup>

#### 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** (rapper): [Link](#)<sup>4</sup>

and **Hanna Midan** (tiktok comedian): [Link](#)<sup>5</sup>.

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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<sup>3</sup> <https://www.youtube.com/watch?v=tD0rrWIYQk>

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

<sup>5</sup> [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)

# 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.