



Co-funded by
the European Union



Ref. Ares(2025)730196 - 30/01/2025



ERASMUS+ CP SMALL SPORT

Sports have no gender - WeSport

We Sport Training Program

Project ID: 1010G0554



Contents

Contents

WE Sport Training Program	3
We Sport – Project Description and Background	3
We Sport – Project Partners.....	4
Training program for the workshops	6
Workshops schedule	7
Day 1 – Gender equality in sport and ETS methodology	7
Day 2 – ETS in practice and ETS applied to gender equality	18
Day 3 – ETS and social inclusion and ETS for racism prevention	33
Day 4 – ETS against Gender Stereotypes in sport and ETS against sexual orientation based discrimination in Sport	48
Disclaimer	69
ANNEXES	70

WE Sport Training Program

We Sport – Project Description and Background

The “prevention of and fight against violence and intolerance” is an issue that is dear to the European Commission since the very beginning. In fact the “White Paper on Sport” (2007) highlights that “Sport involves all citizens regardless of gender, race, age, disability, religion and belief, sexual orientation and social or economic background. The Commission has repeatedly condemned all manifestations of racism and xenophobia, which are incompatible with the values of the EU”. In the “Developing the European Dimension in Sport” (2011) the European Commission clearly indicates will to “support activities aimed at fighting against racism, xenophobia, homophobia and related intolerance in sport”. Gender identity is still cause of discrimination and racism in the Sport sector, while on the contrary, Sport and its values should be a vector of respectful and inclusive behaviours. The European Institute for Gender Equality in its “Gender in Sport” report (2017) underlines how “Sports are predominantly divided into ‘male’ and ‘female’ domains and in many sports mixed gender

participation is not accepted. In many cases, sports governing structures and the media have sent messages that confirm these divisions rather than challenge them. Moreover, the portrayal of women and men athletes by the media reinforces stereotypical perceptions of “gender roles”. Then, focusing

also the attention towards the members of the LGBTQIA+ community, through the results integrated in the report “The relevance of sexual orientation and gender identity in Sport in Europe” (T.Menzel, B. Braumüller, I. Hartmann-Tews, 2019), issued by a survey implemented at EU level, with the abovementioned target group, is it possible to understand why a high percentage of LGBTQIA+ people finds difficult to participate in Sports: “There are two forms of negative experiences which are most prominent: verbal insults (82%) and structural forms of discrimination (75%). The perpetrators behind the negative incidents are most frequently other sport participants (53%) or members of respondents

own team(s)”. #WeSport project main objective is to act as driving force of social



change targeted at micro-realities (i.e. local communities, sport clubs, sport organizations and associations). #WeSport project will initiate an educational process in all Sports aimed at:

- a. Raising awareness regarding gender identity stereotypes in Sports;
- b. Fight gender identity racism and discrimination in Sports phenomena as well as their social consequences;
- c. Promote the concept that “Sports have no gender” and each person should feel comfortable to participate in whichever Sport without being afraid of being labelled, judged or discriminated.

To successfully reach the objective, this Training programme is part of the process. In the training programme are gathered 32 ETS activities divided into 8 curricula to be used during the training course of the project targeted to sport

educators and coaches working with athletes and students to enable gender equality and inclusion education in sport. The curricula are scheduled to 4 working days. For each day, a schedule is provided.

We Sport – Project Partners



ASD Handball Conversano Femminile – Accademia Pallamano Conversano is a female handball club, founded in the Apulian city of Conversano, which plays in the A1 series of the Italian handball championship. It is one of the most titled handball clubs in Europe and the most titled in Italy.



Mine Vaganti NGO—with the several year experiences of its staff members belonging to the Sport Branch in delivering training courses and research activities focused on the ETS methodology, applied to diverse topics of interest





Association for Development, Education and Labour (ADEL)-is an organization which creates opportunities for social engagement of the communities, promoting the respect of EU values among the different age band of the population



The MGS Panserraikos Historical Club, based in Serres, since 1964, has developed great dynamism, in dozens of sports, in its 55 years of operation throughout the Greek territory. Panserraikos club currently counts 14+1 active teams in men and women (football, basketball, swimming, synchronized swimming, water polo, technical swimming, handball, ice hockey, cycling, triathlon, track and field, alpine skiing robotics, e-games) plus 5 active teams for athletes with disabilities.



Mundus Bulgaria is an organization that works in network with Mundus (ES). Association Mundus Bulgaria has been created since its team felt the need to expand its activities across borders and has decided to undertake the creation of a new structure in a way to spread better the EU values and principles among a larger number of individual learners, as well as to consolidate their efforts for working in service of the well-being of society. The ambition is as well to expand the work in network and to involve as much organizations from different countries in order to spread all around the same civic values as they share.



Training program for the workshops

According to the project, each partner has to develop locally a training targeted to the target group (Sport Coaches and Teachers involved in the roundtables) which will then deliver what learnt during local programmes targeted to students and athletes.

The Training proposed should last 4 days. In each day two curricula will be developed. Each curriculum will dive one topic related to the project through theoretical and practical activities aimed at exploit the Education Through Sport methodology to educate sport coaches regards gender equality, social inclusion and discrimination prevention. The topics of the days will be:

- Curriculum 1: Gender Equality in sport
- Curriculum 2: ETS methodology: what is this and how to use it
- Curriculum 3: ETS in practice
- Curriculum 4: ETS applied to gender equality
- Curriculum 5: ETS and social inclusion
- Curriculum 6: ETS and racism prevention
- Curriculum 7: ETS against gender stereotypes in sport
- Curriculum 8: ETS against sexual orientation-based discrimination in sport

Workshop schedule

Day 1 – Gender equality in sport and ETS methodology

The first day will be dedicated to the development of the first and second curriculum. It will be the only day completed dedicated to formal lessons, even if developed in an interactive way.

The morning will be dedicated to the development of the first curriculum, which will provide trainers with knowledge regarding gender identity and discrimination issue in the realm of sport.

The afternoon will be dedicated to the explanation of the Education through sport methodology and its usage to educate students and athletes to project topics, besides the description of the project. The curriculum will be based mainly into theoretical and practical activities, making trainers experience ETS activities and how to manage them

Time	Activity
9:00 – 9:30	Ice breaking
9:30 – 10:15	Theoretical activity: describing the project
10:15 – 11:15	Theoretical activity: Gender equality in sport. Gaps and data
11:15-12:15	Theoretical activity: How to reach Gender equality in sport
12:15-12:45	Debriefing
Lunch	
14:00-15:00	Theoretical part: ETS methodology definition
15:00 – 16:00	Theoretical part: How to develop ETS methodology trainings
16:00-17:00	Theoretical part: ETS and gender equality
17.00-17:30	Debriefing



Activities curriculum 1 – Gender equality in sport

During this curriculum, participants will be involved in formal lessons regarding gender equality and sport. After a description of the project “WeSport”, participants will be taught to the main data and issues that the sport sector faces regarding gender identity, gender equality and the inclusion of LGBTQI+ community members. Then, they will see how sport can become an educational tool not only to improve (under this point of view) the sector itself, but also to create a more inclusive and egalitarian society for all.

Ice Breaking	Names ball	
	ETS methods	/
	Main Aim	<ul style="list-style-type: none"> • Get to know participants • Create a trustworthy and sharing environment
	Tools	<ul style="list-style-type: none"> • A ball
	Materials and preparation	No preparation needed





	Session Description	<p>The Trainer provides a ball for the group.</p> <p>Group members set in a circle and one member has to pass the ball to another one. Every time a participant fetch the ball, they have to introduce themselves providing:</p> <ul style="list-style-type: none"> • Their name • Their gender identity (pronouns) • Their favourite sport <p>Once introduced, the participant has to pass the ball to another one and so on until the last one has introduced themselves</p>
	Learn Check /Debriefing	At the end, the trainer challenges the group asking everybody to repeat one another names.
	Handouts	No handouts needed
	Tips For The Trainer	<p>If someone does not feel at ease expressing their gender identity, the trainer should not ask it twice, but proposing another question</p> <p><i>The activity should be max. 20 min, depending of the number of participants and if they already knew one another.</i></p>

	Describing the project	
	ETS methods	<ul style="list-style-type: none"> • Formal education





Activity N.1	Main Aim	<ul style="list-style-type: none"> Explain participants the We Sport project
	Tools	<ul style="list-style-type: none"> PPT Aprojector Chairs
	Materials and preparation	<ul style="list-style-type: none"> Prepare in advance a PPT explaining the project and the main research developed
	Session Description	<p>The Trainer presents the Project and the ETS methodology, with a particular emphasis on the Erasmus+ programme, detailing project activities, methodology and project expected results.</p> <p>At the end of the first PPT explanation, the Trainer starts a session of QCA, encouraging the participation of the members</p> <p>.</p>
	Learn Check/Debriefing	<ul style="list-style-type: none"> The QCA sessions is a debriefing moment itself, where the trainer has the opportunity to go in depth with the contents of the project and activities
	Handouts	PPT
	Tips For The Trainer	<ul style="list-style-type: none"> The PPT should be larger than 20 slides The PPT explanation should not be longer than 15 minutes each. <p><i>The activity should take 40 minutes</i></p>





	Gender equality in sport. Gaps and data	
	ETS methods	<ul style="list-style-type: none"> Formal education
Activity N.2	Main Aim	<ul style="list-style-type: none"> Provide participants with knowledge and awareness regarding gender identity issues in sports
	Tools	<ul style="list-style-type: none"> PPT A projector Chairs
	Materials and preparation	<ul style="list-style-type: none"> Prepare in advance a PPT explaining data and issues in the EU about gender identity and gender equality in sport
	Session Description	<p>The Trainer presents the PPT and give a lecture on its topic</p> <p>At the end of the PPT explanation, the Trainer starts a session of QCA, encouraging the participation of the members</p>
	Learn Check/Debriefing	The QCA sessions is a debriefing moment itself, where the trainer has the opportunity to go in depth with the contents of the project and activities
	Handouts	PPT
	Tips For The Trainer	<ul style="list-style-type: none"> The PPT should be larger than 20 slides The PPT explanation should not be longer than 15 minutes each. <p><i>The activity should take c0 minutes</i></p>





	How to reach Gender equality in sport	
	ETS methods	<ul style="list-style-type: none"> Formal education
Activity N.3	Main Aim	<ul style="list-style-type: none"> Provide participants with knowledge and awareness about how sport can foster a more inclusive society for women and LGBTQI+ members
	Tools	<ul style="list-style-type: none"> PPT A projector Chairs
	Materials and preparation	<ul style="list-style-type: none"> Prepare in advance a PPT explaining the topic of the activity
	Session Description	<p>The Trainer presents the PPT and give a lecture on its topic</p> <p>At the end of the PPT explanation, the Trainer starts a session of QCA, encouraging the participation of the members</p>
	Learn Check/Debriefing	The QCA sessions is a debriefing moment itself, where the trainer has the opportunity to go in depth with the contents of the project and activities
	Handouts	PPT
	Tips For The Trainer	<ul style="list-style-type: none"> The PPT should be larger than 20 slides The PPT explanation should not be longer than 15 minutes each. <p><i>The activity should take c0 minutes</i></p>

	Debriefing
--	-------------------





Debriefing	Main Aim	<ul style="list-style-type: none">Summarize what learnt though the
	Tools	/
	Session Description	The Trainer asks participants to provide feedback of the activity. What do they learn? The contents were clear? Did they learn something new about gender equality and sport? Participants have to comment one another thoughts enabling discussion
	Tips For The Trainer	Keep the activity at max. 20 minutes



Activities curriculum 2 – ETS Definition

During this curriculum, participants will be involved in formal lessons regarding the ETS methodology. Participants will understand what ETS methodology is, its benefits for learners and its ways of application. Then, they will be taught about how to develop autonomously ETS activities in their own professional settings and how to target them to project topics.

	Describing the ETS methodology	
	ETS methods	<ul style="list-style-type: none"> Formal education
	Main Aim	<ul style="list-style-type: none"> Make participants know ETS methodology
	Tools	<ul style="list-style-type: none"> PPT A projector Chairs
Activity N.1	Materials and preparation	<ul style="list-style-type: none"> Prepare in advance a PPT explaining the ETS methodology and its connection to project topics
	Session Description	<p>The trainer provide a lecture with the PPT, explaining what ETS is and how it can be linked to project topics (gender equality, social inclusion, fight to discrimination).</p> <p>At the end of the second PPT explanation, the Trainer starts a session of QCA, encouraging the participation of the members.</p>



	Learn Check /Debriefing	<ul style="list-style-type: none"> The QCA sessions is a debriefing moment itself, where the trainer has the opportunity to go in depth with the contents of the project and activities
	Handouts	PPT
	Tips For The Trainer	<ul style="list-style-type: none"> The PPT should be larger than 20 slides The PPT explanation should not be longer than 15 minutes each. <p><i>The activity should take c0 minutes</i></p>

	How to develop ETS methodology trainings	
	ETS methods	<ul style="list-style-type: none"> Formal education
	Main Aim	<ul style="list-style-type: none"> Make participants able to develop an ETS workshop
Activity N.2	Tools	<ul style="list-style-type: none"> PPT A projector Chairs
	Materials and preparation	<ul style="list-style-type: none"> Prepare in advance a PPT explaining the ETS methodology and its connection to project topics
	Session Description	<p>The trainer provides a lecture with the PPT, explaining how to develop ETS activities and workshops</p> <p>At the end of the second PPT explanation, the Trainer starts a session of QCA, encouraging the participation of the members.</p>





	Learn Check /Debriefing	The QCA sessions is a debriefing moment itself, where the trainer has the opportunity to go in depth with the contents of the project and activities
	Handouts	PPT
	Tips For The Trainer	<ul style="list-style-type: none"> • The PPT should be larger than 20 slides • The PPT explanation should not be longer than 15 minutes each. <p><i>The activity should take c0 minutes</i></p>

	ETS and gender equality	
	ETS methods	<ul style="list-style-type: none"> • Formal education
	Main Aim	<ul style="list-style-type: none"> • Make participants know the ETS methodology connection with gender topics in the sport sector
	Tools	<ul style="list-style-type: none"> • PPT • A projector





Activity N.3		<ul style="list-style-type: none"> Chairs
	Materials and preparation	<ul style="list-style-type: none"> Prepare in advance a PPT explaining the connection between ETS methodology and project topics
	Session Description	<p>The trainer provides a lecture with the PPT, explaining how ETS can be beneficial to foster education on project topics.</p> <p>At the end of the second PPT explanation, the Trainer starts a session of QCA, encouraging the participation of the members.</p>
	Learn Check/Debriefing	The QCA sessions is a debriefing moment itself, where the trainer has the opportunity to go in depth with the contents of the project and activities
	Handouts	PPT
	Tips For The Trainer	<ul style="list-style-type: none"> The PPT should be larger than 20 slides The PPT explanation should not be longer than 15 minutes each. <p><i>The activity should take c0 minutes</i></p>

Debriefing	Debriefing	
	Main Aim	<ul style="list-style-type: none"> Summarize what learnt though reflective activities
	Tools	/





	Session Description	<p>The Trainer asks participants to provide feedback of the activity. What do they learn? The contents were clear? Did they learn something new about ETS? Do they consider ETS useful as sport trainers?</p> <p>Participants have to comment one another thoughts enabling discussion</p>
	Tips For The Trainer	Keep the activity at max. 20 minutes

Day 2 – ETS in practice and ETS applied to gender equality

During the second day, participants will experiment the third and fourth curricula.

In the first curriculum, participants will understand, practically, what ETS activities are, experimenting them directly and debating with the trainer about how to manage them

Sport and physical activity provide opportunities for addressing discrimination faced by many groups of the society. Girls, women, members of the LGBTQI+ community, are frequently subject to multiple forms of discrimination. The participation in sport and physical activities challenges prejudices and therefore positively contributes to their empowerment. For this reason, through the fourth curriculum, participants will be protagonists of activities based on understanding these social differences based on gender through sport.

Time	Activity
9:00 – 9:30	Ice breaking
9:30 – 10:00	Team building in sport
10:00 – 10:45	Freezing ball
11:15-11:45	Smiling
11:45-12:30	Debriefing



Lunch	
14:00 – 14:30	Ice-breaking
14:30 – 15:00	Limited soccer
15:00 – 16:00	Gender-based basketball
16:00-16:30	Building gender equality through basketball
16:30-17:15	Debriefing

Activities curriculum 3 – ETS in practice

Through this curriculum, participants will experiment some neutral ETS activities to understand, in practice, how they work and how to manage them

Ice Breaking	Quick circles	
	ETS methods	<ul style="list-style-type: none"> • Energizer
	Main Aim	<ul style="list-style-type: none"> • Get to know participants • Team building
	Tools	<ul style="list-style-type: none"> • Stopwatch (or a smartphone with a timer) • Open space
	Materials and preparation	No preparation needed +



	Session Description	The Trainer gathers participants in a circle and explains the activity: Each person introduces themselves with their name and a quick movement or action related to sports (e.g., "I'm Alex, and I love football!" while miming kicking a ball). Everyone in the circle repeats their name and mimics the action.
	Learn Check /Debriefing	At the end the trianer starts short memory game where the group tries to recall previous participants' names and actions.
	Handouts	No handouts needed
	Tips For The Trainer	<p>Keep the pace quick to maintain energy.</p> <p>Encourage enthusiasm and support for each person.</p> <p>Demonstrate a fun action yourself to set the tone.</p> <p><i>The activity should be max. 20 min, depending of the number of participants and if they already knew one another.</i></p>

	Team building in sport	
	ETS methods	<ul style="list-style-type: none"> • Experiential learning
	Main Aim	<ul style="list-style-type: none"> • Develop team-building and communication skills among trainers through experiential sports activities, enhancing their ability to facilitate and lead group sports sessions.
	Tools	<ul style="list-style-type: none"> • Whistle • Stopwatch • Colored vests or armbands for team identification • Flipchart/whiteboard and markers • Post-it notes and pens





Activity N.1	Materials and preparation	<ul style="list-style-type: none"> • Volleyball or a large soft ball • Cones to mark boundaries • Scoreboard or paper for recording • Reflection sheets <p>The trainer sets up the play area with clear boundaries and prepares the rules and objectives for the modified sport. They have to arrange reflection materials in a nearby sitting area for post-activity discussion.</p>
	Session Description	<p>The trainer divides participants into two teams. They have to play volleyball with modified rules to focus on teamwork: for example, each player must touch the ball before it is passed over the net.</p> <p>In this activity, communication is mandatory; failure to call "mine" or "pass" results in losing the point.</p> <p>After every little match (it ends when a time scores 10) roles rotate (e.g., captain, referee) to ensure everyone experiences leadership.</p>
	Learn Check/Debriefing	<p>At the end, the trainer will develop a roundtable of discussion on team working and leadership. Some questions like these might help: How did your communication change throughout the game? What role did leadership play in your team's success or challenges? How can these strategies enhance your role as a trainer?</p>
	Handouts	No Handouts are needed





	Tips For The Trainer	<p>Be proactive in guiding the reflection and linking experiences to coaching principles.</p> <p>Ensure all participants are engaged and feel comfortable contributing. Adapt the activity and debriefing based on group dynamics. Allow participants to suggest rule modifications for the sport. Take notes on behaviors and interactions for a richer debrief.</p> <p><i>The activity should take 50 minutes</i></p>
--	-----------------------------	---





Activity N.2	Freezing ball	
	ETS methods	<ul style="list-style-type: none"> Formal education
	Main Aim	<ul style="list-style-type: none"> Understand practically what an ETS activity is Respect others' space. Build a spirit of collaboration and equality among the participants
	Tools	<ul style="list-style-type: none"> A ball 10 chairs An outdoor or indoor field to work on.
	Materials and preparation	<ul style="list-style-type: none"> Prepare the match field in advance
	Session Description	<p>Participants are split up into two primary teams by the trainer.</p> <p>Every team is required to remain behind the chair line. Every time, a knight is chosen.</p> <p>A ball was placed on the dividing line by the trainer. The Knight of each team rushes to get the ball first when the trainer signals, "GO."</p> <p>The other knight stops when the first one retrieves the ball. After then, everyone rushes into the field. The knight with the ball delivers it to his or her friends once everyone has entered the field (no one is allowed to remain outside).</p> <p>Despite being able to sprint across the field, participants freeze when they try to retrieve the ball. Until they pass the ball, no one is allowed to touch them or be near them.</p> <p>When a player can put the ball beyond his or her team line during a passage, the team wins. Casting the ball</p>





		over the line is not an option. The final one must fall with the ball.) When a team scores a point, the teams return behind the line, and a new knight is used to continue the game.
	Learn Check /Debriefing	The trainer asks participants the meaning of this activity, the importance of respecting one another's space and if they felt uncomfortable in freezing, waiting for others to set them free.
	Handouts	No handouts needed
	Tips For The Trainer	The Trainer should check if someone felt excluded or if some problems have raised. If so, there would be a moment dedicated to overcoming the problem. <i>Each match should last 15 minutes</i>

	Cooperative smiling	
	ETS methods	<ul style="list-style-type: none"> • Cooperative work • Learning through fun
	Main Aim	<ul style="list-style-type: none"> • Team working skills development
	Tools	<ul style="list-style-type: none"> • 32 little balls (tennis, ping-pong, golf balls) • 4 hoola-hops
	Materials and preparation	<ul style="list-style-type: none"> • The trainer will create the field. When he/she will put the balls at the centre.





Activity N.3	Session Description	<p>The group is split up into four small teams by the trainer, and each squad is assigned to a corner of the field or gym.</p> <p>Each member of the group will receive a hoola-hop from the trainer.</p>
		<p>The golf and tennis balls are positioned in the middle of the field/gym ping-pong.</p> <p>One player from each team rushes to the center when the trainer yells, "GO," retrieves a little ball, and begins to smile while hopping.</p> <p>The first person returns to the team after completing his or her work, claps the second person's hand, and so on until the grin is gone (2 balls for the eyes, one for the nose, and 8 for the mouth). The next player is responsible for fixing any balls that slip or fall over the circle due to poor placement. No player may touch the ball more than once.</p> <p>Participants must go to their hoola-hop and encircle it after the smiles are over.</p> <p>Now, the goal is to take as many balls from each other's hoola-hops as you can.</p> <p>Someone must return and start again if they are touched while trying to retrieve the ball.</p> <p>The ball is brought to the team by the person who touches it. The others are powerless.</p> <p>The trainer says "STOP" when the allotted time is up. The side with the most balls wins.</p>
	Learn Check/Debriefing	<p>The Trainer should check if someone felt excluded or if some problems have raised. If so, there would be a moment dedicated to overcoming the problem. The Trainer will push the participants to reflect about how some actions (as bad-placing the balls inside the hoola-hops) undermined the effort of the group.</p>
	Handouts	No handouts needed
	Tips For The Trainer	The activity should last 30 minutes





Debriefing	Debriefing	
	Main Aim	<ul style="list-style-type: none"> Summarize what learnt though the
	Tools	<ul style="list-style-type: none"> Pens and pieces of paper Music and stereo
	Session Description	<p>The Trainer asks participants to write down in a piece of paper the thing they have learnt during the workshop that they considered the most important.</p> <p>Once everybody has wrote them down, the trainer asks them to read them aloud and to explain why.</p> <p>At the end, the trainer encourages others to comment and to discuss.</p>
	Tips For The Trainer	Keep the activity at max. 20 minutes





Activities curriculum 4 – ETS and Gender Equality

ETS can contribute to foster gender equality by creating opportunities for all genders to participate to sport activities and reflect about the importance of sport, creating an environment where sexual differences are useless. ETS can offer girls and women a possibility to challenge traditional gender norms, demonstrating their strength and capabilities on equal footing. By promoting mixed-gender teams and equal access to resources, ETS forces to think about gender stereotypes and promotes a culture of respect, encouraging future generations to value equality in both sports and society.

	Energetic Run	
	ETS methods	<ul style="list-style-type: none"> • Energizer
Ice breaking	Main Aim	<ul style="list-style-type: none"> • Participants will break the ice through this activity
	Tools	<ul style="list-style-type: none"> • 4 balls
	Materials and preparation	/
	Session Description	<p>The group is split up into four queues by the trainer (Group A-B-C-D). The trainer arranges the lines in a circle with four distinct locations.</p> <p>Each team has a little ball. To reach their group and deliver the ball to their buddy, the first person in line must run in a circle.</p> <p>The trainer will instruct participants to sprint like animals to reach their friends at the end of each loop. When every competitor has completed their run, the team that finishes first wins.</p>





	Learn Check /Debriefing	The Trainer should check if someone felt excluded or if some problems have raised. If so, there would be a moment dedicated to overcoming the problem.
	Handouts	Animals' list
	Tips For The Trainer	The trainer has to think about different walking animals to propose to participants. The activity lasts 30 minutes

Limited soccer		
	ETS Methods	Role play
	Main aim	<ul style="list-style-type: none"> • Make participants in the shoes of the discriminated ones • Increase empathy
	Tools	<ul style="list-style-type: none"> • Soccer field • Balls • Role cards
	Materials and preparation	Prepare the field and the cards in advance





Activity N.1	Session Description	<p>Divide players into two teams and set a normal soccer match</p> <p>Provide each participant a “gender role” that restricts their gameplay (e.g., “Women: Can only pass”; “Men: Can’t speak”; “Non-Binary: cannot goal”). Be careful: These roles should not have to reflect their actual identity. Women roles for examples have to be given to men and vice versa.</p> <p>Develop the match making sure participants respect these rules, otherwise they are eliminated.</p> <p>The winner will be the team that makes more goal in the match time (30 minutes) or the one with less eliminations.</p>
	Learn Check/Debriefing	Eventually, the trainer discuss how it felt to be limited in the game and what they think about limitations due to societal expectations. Encourage them to share their experiences
	Handouts	Role cards with stereotypes could be developed.
	Tips For The Trainer	The trainer should ensure that participants understand and respect the role-play.

Role-play basket		
	ETS methods	<ul style="list-style-type: none"> • Role-play in sport
	Main Aim	<ul style="list-style-type: none"> • Examine gender expectations in sports.
	Tools	<ul style="list-style-type: none"> • Basketball • Gender restriction cards.
	Materials and preparation	Prepare the field in advance





**Activity
N.2**

Session Description	<p>Divide players into two teams and set a normal basketball match</p> <p>Provide each participant a “gender role” that restricts their gameplay (e.g., “Women: Can only pass”; “Men: Cannot touch the ball”; “Non-Binary: cannot run”). Be careful: These roles should not have to reflect their actual identity. Women roles for examples have to be given to men and vice versa.</p> <p>Develop the match making sure participants respect these rules, otherwise they are eliminated</p> <p>The winner will be the team that makes more goal in the match time (15 minutes) or the one with less eliminations.</p> <p>After this first match, divide players into other teams and develop a normal basketball match of 15 minutes</p>
Learn Check/Debriefing	<p>The trainers invite to reflect about the differences that participants felt in the two matches, and start a discussion about what could make the difference in real life between discrimination and complete inclusion.</p>
Handouts	<p>Role cards.</p>
Tips For The Trainer	<p>The trainer should ensure a comfortable and judgement-free environment for discussion.</p>





Activity N.3	Building gender equality through basketball	
	ETS methods	<ul style="list-style-type: none"> Team game
	Main Aim	<ul style="list-style-type: none"> Build gender inclusion.
	Tools	Soccer equipment.
	Materials and preparation	<p>Set up the basketball court with clearly marked scoring zones.</p> <p>Prepare a scoring system where different areas on the court offer varying points (e.g., close shots = 1 point, mid-range = 2 points, three-pointers = 3 points).</p>
	Session Description	<p>Divide players into mixed-gender teams.</p> <p>Introduce the scoring rule: For each team, both genders must contribute to the total score equally. For example, if Team A's score is 20, then points made by female players and male players or non-binary players should be equal, or close to equal, at the end of the game.</p> <p>Encourage teams to strategize and pass to teammates regardless of gender, fostering collaboration and support across all players.</p> <p>If a team's score becomes too skewed (e.g., one gender significantly outscoring the other), the team receives a small "penalty" (e.g., they must complete an additional team-building task like 10 group squats) to motivate balanced contribution.</p>
	Learn Check/Debriefing	Discuss how participants felt during the activity and foster comments about equality
	Handouts	/
	Tips For The Trainer	<p>Use real-life analogies during the debriefing moment.</p> <p><i>The match should not be longer than 30 minutes</i></p>





Debriefing	Debriefing	
	Main Aim	<ul style="list-style-type: none"> Summarize what learnt during the workshop
	Tools	/
	Session Description	<p>The trainer should make participants reflect about what they think gender equality means and how sport can play a role in this process.</p> <p>Every participant is asked to share their opinion</p>
	Tips For The Trainer	<p>Ensure that participants feel at ease in their sharing. Keep the debriefing no longer than 20 minutes</p>





Day 3 – ETS and social inclusion and ETS for racism prevention

The third day will be dedicated to the development of the fifth and sixth curricula.

The morning will be dedicated to the development of ETS activities to foster social inclusion in the sport environment through different sports.

The afternoon will be dedicated to the development of the curriculum, which will develop sport-based activity to reflect about racism in sport and how sport can contribute to develop a more inclusive society. The curriculum encompasses sport-based activities and more formal ones.

Time	Activity
9:00 – 9:30	Ice breaking
9:30 – 10:00	Language inclusion in sport
10:00 – 10:45	Inclusive volleyball
11:15-11:45	Inclusive Relay
11:45-12:30	Debriefing
Lunch	
14:00 – 14:15	Ice-breaking
14:15 – 14:45	Racism out of the field
14:45 – 16:30	Blind Dodgeball
16:30-17:00	Unity Hurdles
17:00-17:30	Debriefing





Activities Curriculum 5 – ETS and Social Inclusion

Sport-based education is a potent instrument for promoting social inclusion as it offers a common area where people from all backgrounds may congregate, interact, and work together. Participant appreciation of diversity and the removal of social, cultural, and financial barriers are fostered by sports, which promote cooperation and respect for one another. Sports foster inclusion by giving excluded people a sense of community and belonging, which is crucial for boosting social confidence and self-esteem. Schools and towns may promote an atmosphere of equality and acceptance via organized sports activities, forging connections that go beyond the field and bolstering more cohesive, inclusive societies.

	Balls' Waterfall	
	ETS methods	<ul style="list-style-type: none"> • Energizer
	Main Aim	<ul style="list-style-type: none"> • Break the ice among participants
	Tools	<ul style="list-style-type: none"> • 6 volleyball balls • A net





Ice Breaking	Materials and preparation	The trainer has to prepare the net in advance and the fields when they are not marked.
	Session Description	<p>The participants are split up into two groups by the trainer. The teams are separated by a net. Each team has three balls.</p> <p>Each team must simultaneously toss the balls over the net, and the other teams must retrieve them before they fall.</p> <p>The team that cast the ball wins the point when it hits the ground.</p> <p>Three is the highest possible score. The game restarts and the teams switch fields after all three balls have fallen.</p> <p>To complete the task, a team must win a minimum of three games.</p>
	Learn Check /Debriefing	/
	Handouts	/
	Tips For The Trainer	Keep it no longer than 15 minutes

	Language Inclusion in Sport	
	ETS methods	<ul style="list-style-type: none"> Competitive game
	Main Aim	<ul style="list-style-type: none"> Explore inclusive language through teamwork.





	Tools	<ul style="list-style-type: none"> • Paper • Markers
Activity N.1		<ul style="list-style-type: none"> • Word list
	Materials and preparation	/
	Session Description	<p>The trainer divides the group into little teams (3-4 people each) and give to each group a list of words like “Respect,” “Diversity,” “Stranger” and “LGBTQ+”.</p> <p>Every group has to develop a speech using only inclusive vocabulary to describe the words to the others that have to guess the word through the definition provided.</p> <p>After each round, discuss interpretations and connections to inclusivity will take place.</p>
	Learn Check/Debriefing	The trainer will encourage participants to share perceptions of each term and discuss inclusive language
	Handouts	Word lists.
	Tips For The Trainer	<p>Encourage creativity without stereotypes</p> <p><i>The activity should not be longer than 30 minutes</i></p>

	Inclusive Volleyball	
	ETS methods	<ul style="list-style-type: none"> • Cooperative game





	Main Aim	<ul style="list-style-type: none"> Encourage appreciation of diversity, collaboration, and teamwork
	Tools	<ul style="list-style-type: none"> Volleyball Cones to mark court zones
Activity N.2		<ul style="list-style-type: none"> Score sheet Timer.
	Materials and preparation	<p>Set up a volleyball court, marking different zones for specific tasks (e.g., serve area, receive area, net area).</p> <p>Create a scoring system that rewards teamwork and inclusivity. For example, points can be awarded not just for scoring but also for good teamwork actions like effective passes or involving all team members</p>
	Session Description	<p>Divide participants into mixed-gender teams and explain the modified scoring system. Points will be given not only for traditional volleyball scoring but also for actions that involve and benefit the entire team.</p> <p>Examples of inclusive scoring could include:</p> <ul style="list-style-type: none"> 1 point if every team member touches the ball before it goes over the net. 1 point for effective communication between players (e.g., calling out the ball, offering encouragement). 1 point for including a player who may not typically be involved in gameplay (e.g., newer players or those who might be less confident). <p>Play several rounds with the inclusive scoring system, allowing teams to strategize ways to support each other and value everyone's participation.</p>





	Learn Check/Debriefing	<p>After the game, gather the players for reflection. Ask questions like: “How did the modified scoring impact your teamwork and strategies?”; “Did you notice any difference in the way you approached the game when you focused on including everyone?”; “How does an inclusive mindset in sports relate to other areas of life?”</p> <p>Conclude by highlighting the value of inclusion in all team activities, and discuss how respecting everyone’s contributions can strengthen group dynamics.</p>
--	-------------------------------	---





	Handouts	/
	Tips For The Trainer	<p>The trainer is free to create its own scoring system based on the number and characteristics of the group. Remember to:</p> <p>Emphasize that this is a team-building activity rather than a competitive game, aiming to promote an inclusive approach.</p> <p>Encourage all participants to actively support and involve each other, building a supportive and respectful atmosphere.</p> <p>After the game, acknowledge positive behaviors observed, such as effective communication and collaborative plays, to reinforce the activity's focus.</p> <p><i>Keep it no longer than 40 minutes</i></p>

	Inclusive Relay	
	ETS methods	<ul style="list-style-type: none"> Cooperative game
	Main Aim	<ul style="list-style-type: none"> Develop teamwork and role respect Develop supportive behaviors for all
	Tools	<ul style="list-style-type: none"> Relay batons Role cards.
	Materials and preparation	/





Activity N.3	Session Description	<p>The trainer develops a relay involving some participants as “athletes” and explain them the rules of the relay.</p> <p>Then they give other roles to others like “Observer” or “Encourager,” that have to contribute to the related success.</p> <p>Then the trainer mix up the roles until everybody has experimented all roles</p>
	Learn Check/Debriefing	After the activity, the trainer invites participants to reflect on how every role contributes to team achievements and how everybody contributes to make possible life achievements of others.
	Handouts	Role cards
	Tips For The Trainer	<p>Make sure that “supportive roles” are respected</p> <p><i>The activity should last 30 minutes</i></p>

Debriefing	Debriefing	
	Main Aim	<ul style="list-style-type: none"> Summarize what learnt in workshop 3
	Tools	/
	Session Description	The trainers invites participants to think about the concept of inclusion and to make comparison between the activities done with real case scenarios they have lived
	Tips For The Trainer	<p>Encourage active participation.</p> <p>The activity should not be longer than 30 minutes</p>



Activities Curriculum 6 – ETS and Racism Prevention

Sport turns education into a potent tool for combating prejudice and promoting tolerance and understanding across various communities. Sports inherently bring people from different backgrounds together, fostering respect and cooperation as they strive for shared objectives. Participants learn to value one another's individual abilities and confront any ingrained prejudices in a setting where teamwork is crucial. Sports programs foster a sense of oneness that transcends the game by putting an emphasis on empathy, respect, and a common goal. This lessens prejudice and creates enduring relationships. By fostering tolerance, these relationships lay the groundwork for a society that is more accepting and kind.

Ice Breaking	Common steps	
	Main Aim	<ul style="list-style-type: none"> • Promote understanding, empathy, and unity • Boost collaboration • Improve one another knowledge
	Tools	<ul style="list-style-type: none"> • A ball (any type suitable for passing, like a soccer or basketball) • Open space where participants can stand in a circle
	Materials and preparation	/



	Session Description	<p>The trainer explains that participants will toss the ball to someone else in the circle after identifying a “common ground” with them, something they have in common despite any visible or cultural differences.</p> <p>(The goal is to emphasize that we all have shared experiences and values that unite us)</p> <p>Begin by tossing the ball to someone across the circle, saying, “I pass to [Name] because we both like [common interest or trait].”</p> <p>The trainer encourages participants to get creative and think about both obvious and less obvious connections (e.g., “We both play soccer,” “We both enjoy cooking,” or “We both have siblings”).</p> <p>Once the person catches the ball, they pass it to someone new, finding a different commonality.</p>
	Learn Check /Debriefing	<p>The trainer facilitates a short discussion on how sports, like this exercise, allow people from diverse backgrounds to work together. The trainer might ask questions like: “What surprised you about what you had in common with others?”; “How did it feel to find and appreciate our differences?”; “How can we use sports to build inclusivity and prevent discrimination?”</p>
	Handouts	/
	Tips For The Trainer	<i>The activity should last 15 minutes</i>

	Racism out of the field	
	ETS methods	<ul style="list-style-type: none"> Cooperative learning
	Main Aim	<ul style="list-style-type: none"> Highlight the importance of respectful behavior in sport





Activity N.1	Tools	<ul style="list-style-type: none"> Videos
		<ul style="list-style-type: none"> Projector
	Materials and preparation	/
	Session Description	The trainer makes participants see a video (in Handouts) showing racism behaviors and hate speech in sport environments and fosters discussion
	Learn Check/Debriefing	The trainer ask participants to share their point of view and to discuss real facts they have lived. After, the trainer ask them the opposite, if some racism speech have been stopped thanks to sport activities.
	Handouts	<p>Video:</p> <p>https://www.youtube.com/watch?v=LaGQ8Q9u_fY</p> <p>Other videos to develop debriefing:</p> <p>https://www.youtube.com/watch?v=ia4wAgksPi8</p> <p>https://www.youtube.com/watch?v=1nvINc9H8vk</p>
	Tips For The Trainer	<p>Reinforce positive behaviors and take notes about participants thoughts and experiences</p> <p>The activity should last 20 minutes</p>





	Blind Dodgeball	
	ETS methods	<ul style="list-style-type: none"> • Cooperative learning • Embodiment
Activity N.2	Main Aim	<ul style="list-style-type: none"> • Increase awareness of discrimination • Foster empathy, teamwork, and mutual support.
	Tools	<ul style="list-style-type: none"> • Soft dodgeballs • Blindfolds • Cones to mark boundaries • A whistle.
	Materials and preparation	<p>Set up a dodgeball field with clear boundaries.</p> <p>Provide blindfolds for half of the participants, with enough extras if players rotate.</p> <p>Arrange dodgeballs in the centre of the field.</p>





	Session Description	<p>Divide participants into two mixed-gender teams, but explain that each team will include both blindfolded and sighted players.</p> <p>Explain the rules: sighted players must help guide their blindfolded teammates, alerting them when to dodge, where to move, or when to throw a ball.</p> <p>The game proceeds with sighted players communicating strategically with blindfolded teammates to avoid getting hit. The focus is on teamwork and mutual support rather than competition.</p> <p>After a few rounds (10 minutes each round), switch roles so that sighted players experience playing while blindfolded and must rely on others for guidance.</p>
	Learn Check/Debriefing	<p>After the game, gather participants to reflect on their experience. Ask questions like: “What did it feel like to rely on someone else’s support or guidance”; “How</p>
		<p>did it change your perspective to see what others might experience when they lack certain abilities or information?”; “How does this apply to situations in daily life where people may have different levels of visibility, privilege, or support?”</p> <p>Discuss how building awareness of each person’s unique perspective helps prevent discrimination and supports empathy and inclusion.</p>
	Handouts	/





	Tips For The Trainer	<p>Encourage open communication and foster an environment where participants feel safe asking for help and supporting one another.</p> <p>Observe interactions and note positive examples of communication and cooperation to reinforce these during the debrief.</p> <p>Highlight that just as players needed support in the game, we may also have “blind spots” in our perceptions and attitudes that can unintentionally lead to discrimination in real-life situations.</p>
--	-----------------------------	--

	Unity Hurdles	
	ETS methods	<ul style="list-style-type: none"> • Cooperative game • Competitive game
	Main Aim	<ul style="list-style-type: none"> • Showcase the importance of unity.
		<ul style="list-style-type: none"> • Overcome differences
	Tools	<ul style="list-style-type: none"> • Hurdles
	Materials and preparation	Prepare a Hurdles run field





Activity N.3	Session Description	<p>The trainer should create peers made of different members (e.g. a man and a woman, the older and the younger of the group, the taller and the shorter and so on) and set really high hurdles.</p> <p>They have to run skipping the hurdles finding a collaborative way to do it. Each hurdle has to be skipped one at time by the member of the peers.</p> <p>If an hurdle falls, they have to start over the race.</p> <p>The winning peers will be the one that, respecting the roles, achieves the end first</p>
	Learn Check/Debriefing	Discuss how teamwork enhances success and how each peer developed a strategy to overcome differences.
	Handouts	/
	Tips For The Trainer	<p>Reinforce teamwork throughout support and help to peers.</p> <p><i>The activity will be no longer than 25 minutes</i></p>

Debriefing activity		
Main Aim	<ul style="list-style-type: none"> Summarize what learnt throughout the workshop 	
Tools	<ul style="list-style-type: none"> Sticky notes Pens White poster 	





Debriefing	Session Description	Each participant is invited to write down in a sticky note the “elements” they think discrimination is made on and collect them into a poster. Once the poster is completed, participants will have a full understanding of what discrimination is made of. Then, the trainer invites to reflect about every single piece.
	Tips For The Trainer	<i>The activity should last 20 minutes</i>

Day 4 – ETS against Gender Stereotypes in sport and ETS against sexual orientation based discrimination in Sport

The fourth day will be dedicated to the development of the seventh and eighth curricula.

The morning will be dedicated to the development of ETS activities to understand how gender stereotypes are present in sport and how sport can able a reflection about gender stereotypes in general in society.

The afternoon will be dedicated to the development of the last curriculum, which will develop sport-based educational activities to understand LGBTQI+ members inclusion in sport activities. Through embodiment techniques and videos analysis, participants will understand the difficulties faced by this community in the sport environment

Time	Activity
9:00 – 9:10	Ice breaking
9:10 – 10:00	Sports “for boys” and Sports “for girls”
10:00 – 10:30	Get the stereotype down



10:30-11:45	Playing basketball with stereotypes
11:45-12:30	Debriefing
Lunch	
14:00 – 14:15	Ice-breaking
14:15 – 14:45	Dodgeball of Respect
14:45 – 16:10	Identity Football
16:10-16:50	Human Knot of Identity
16:50-17:15	Debriefing

Activities curriculum 7 – ETS against Gender stereotypes in Sport

By showing that abilities, tenacity, and collaboration are not limited to any one gender, sports education may be a potent weapon for dispelling gender stereotypes. Preconceived ideas about who may excel in these activities are dispelled when educational programs encourage all participants to participate in sports that are usually dominated by one gender, such as football for females or gymnastics for guys. Sports education encourages respect for one another and dispels constricting preconceptions by creating an atmosphere where boys and girls may compete, work together, and succeed together. This inclusive approach promotes gender equality in sports and other fields by teaching that ability and potential are personal qualities.

	The wind blows	
	ETS methods	<ul style="list-style-type: none"> • Energizer
	Main Aim	<ul style="list-style-type: none"> • Break the ice and improve one another knowledge
	Tools	/
	Materials and preparation	/



Ice Breaking	Session Description	<p>Gather participants in a large open space, such as a meeting room or outdoor area.</p> <p>Make sure everyone stands in a circle, facing inwards.</p> <p>When the facilitator says: ‘The wind blows for...’ followed by a characteristic or trait (e.g. ‘The wind blows for everyone who wears blue’, ‘The wind blows for everyone who has a pet’).</p> <p>Participants matching the trait must quickly find a new place in the circle. There should always be one place less than the number of participants, creating a race for places.</p> <p>The participant left without a place becomes the new facilitator and starts the next round.</p>
	Learn Check /Debriefing	/
	Handouts	/
	Tips For The Trainer	<p>Make sure no one is left behind and that the details are not too personal.</p> <p><i>Keep the ice-breaking up to 10 minutes</i></p>

	Sports “for boys” and Sports “for girls”	
	ETS methods	<ul style="list-style-type: none"> Formal lesson and group discussion
	Main Aim	<ul style="list-style-type: none"> Reflect about the role of stereotype in sport and the role of sport in communicate stereotype





	Tools	<ul style="list-style-type: none"> • Video List • Projector • Wi-fi • Chairs
Activity N.1	Materials and preparation	/
	Session Description	<p>First, the trainer will make participants see a video describing gender stereotypes in sport and allow discussion among participants.</p> <p>The second video, telling the story of a girl playing rugby, will explain the struggles women face in playing “traditionally men-based sport” and vice versa the third video will tell the story of a boy dancing.</p> <p>At the end, the trainer will ask participants how sport can build identity regardless of stereotype and how sport can encourage society to overcome them.</p>
	Learn Check/Debriefing	After every video the trainer provides 10 minutes of group discussion
	Handouts	<p>Video 1: https://www.youtube.com/watch?v=ONEb6rs9aQ8</p> <p>Video 2: https://www.youtube.com/watch?v=Jy-iGjWZpZ8</p> <p>Video 3: https://www.youtube.com/watch?v=rjCPn_DHxfA</p>
	Tips For The Trainer	<p>The trainer should be careful in not to provoke reaction or confirm, even if unintentionally, stereotypes.</p> <p><i>The activity will last 50 minutes more or less</i></p>





	Get the stereotype down	
	ETS methods	<ul style="list-style-type: none"> Agility path
	Main Aim	<ul style="list-style-type: none"> Dispel stereotypes about gender-based physical abilities by promoting teamwork and recognizing everyone's unique contributions, regardless of gender.
Activity N.2		recognizing everyone's unique contributions, regardless of gender.
	Tools	<ul style="list-style-type: none"> Relay batons Cones to mark the race track Stopwatch.
	Materials and preparation	/
	Session Description	<p>Divide participants into mixed-gender teams, ensuring each team has a balance of different abilities.</p> <p>Set up a relay course that includes a mix of running, agility, and coordination tasks, such as sprinting, weaving through cones, and a balancing challenge.</p> <p>Emphasize that each section of the course requires a different skill, highlighting the need for diverse strengths.</p> <p>Teams strategize to assign each relay segment to members based on individual strengths and skills rather than gender. For example, if someone is a great sprinter, they may take the sprinting leg, regardless of whether they're male or female.</p> <p>Teams complete the course, with each member's contribution timed to ensure they work together efficiently.</p>





	Learn Check /Debriefing	<ul style="list-style-type: none"> • After the relay, discuss how teamwork and focusing on individual strengths led to success. • Ask questions like: “Did gender play a role in how you decided who should complete each task?” and “How did focusing on abilities rather than gender impact the team’s performance?” • Conclude by discussing how stereotypes about gender abilities can limit individuals and how valuing diverse skills strengthens teams in sports and life.
	Handouts	<ul style="list-style-type: none"> • /
	Tips For The Trainer	<p>Emphasize that the objective is collaboration, not speed, to ensure a safe and supportive environment.</p> <p>Acknowledge examples of teamwork and encourage participants to recognize each person’s unique abilities and how they contribute to the team’s success.</p> <p><i>The activity should be of 30 minutes</i></p>





Activity N.3	Playing Basket with stereotypes	
	ETS methods	<ul style="list-style-type: none"> • Embodiment
	Main Aim	<ul style="list-style-type: none"> • Challenge traditional gender • Foster a discussion on individual abilities and the harm of rigid gender expectations.
	Tools	<ul style="list-style-type: none"> • Basketball • Cones for court boundaries • Role cards with stereotypical labels.
	Materials and preparation	<ul style="list-style-type: none"> • Prepare role cards with different gendered stereotypes (e.g., “Tough Guy,” “Dainty Girl,” “Unathletic Nerd”) • Set up a standard basketball court area with cones to mark boundaries
	Session Description	<p>Divide participants into teams and hand each player a “stereotype role card.”</p> <p>Before beginning the game, instruct players to embody their assigned stereotypes (e.g., “Tough Guy” plays aggressively, “Dainty Girl” hesitates to shoot).</p> <p>After a few minutes, pause the game and discuss with players how embodying these stereotypes felt.</p> <ul style="list-style-type: none"> • Then, remove the cards and encourage participants to play without any limitations or stereotypes. Continue the game, allowing participants to showcase their authentic skills and play styles.





	Learn Check /Debriefing	<p>Gather participants to discuss the differences between playing with and without the stereotypes.</p> <p>Ask questions like: “How did it feel to embody a stereotype?” “Did anyone feel limited or uncomfortable?” and “How do stereotypes affect how we see ourselves and others?”</p> <ul style="list-style-type: none"> Conclude with a discussion on breaking down stereotypes and embracing individual abilities and strengths.
	Handouts	<ul style="list-style-type: none"> Role cards with stereotypical traits.
	Tips For The Trainer	<p>Create a safe and supportive environment, and let participants know they can adjust their role if it becomes too uncomfortable.</p> <p>Emphasize that stereotypes are only used as a learning tool in this activity to raise awareness about limitations society imposes.</p> <p>Encourage open reflection and support all insights shared, whether humorous, thoughtful, or challenging.</p> <ul style="list-style-type: none"> The activity will last 50 minutes





Debriefing	Debriefing	
	Main Aim	<ul style="list-style-type: none"> Summarize what learnt during the workshop 5
	Tools	<ul style="list-style-type: none"> Self-phones Shared Google drive folder
	Session Description	<p>Every participant will record a video of them playing 2 minutes of their favourite sport and explaining why they like it and how they empower them.</p> <p>Then the trainer collects all the files in a shared folder and makes them see to the group, encouraging group discussion</p>
	Tips For The Trainer	The trainer should make everyone comfortable with the recording process and guarantee a judgement free environment



Activities Curriculum 8 – ETS against sexual orientation based discrimination in Sport

By encouraging inclusion, respect, and understanding among participants, sports education may be a potent weapon for combating prejudice based on sexual orientation. Sports programs that deliberately promote virtues like respect, empathy, and collaboration foster cultures that celebrate diversity and dispel preconceptions. Players are encouraged to view one another as teammates through inclusive sports education, which refocuses attention from individual differences to group objectives and mutual abilities. In order to promote a culture that values people for their accomplishments and character rather than their sexual orientation, sports education may help mainstream acceptance, lessen prejudices, and create safer places for LGBTQ+ individuals in sports by putting an emphasis on fair play and mutual respect.

Say it louder!		
	ETS methods	<ul style="list-style-type: none"> • Energizer
	Main Aim	<ul style="list-style-type: none"> • Break the ice • Developing self-esteem • Building relationships among participants
	Tools	/
	Materials and preparation	/



Ice Breaking	Session Description	<p>The players are split up into two teams, which has to be mixed (boys and girls). A few players must be inside a circle without a ball, while the others, some with and some without, form a circle. The players in the middle run to someone who has a ball. When the call is made for the ball, the player gets it, passes it to someone who doesn't have a ball, goes back to the middle, and then begins again.</p> <p>When the ball is passed to them, they have to say something positive about themselves, like "I am smart," and congratulate the passer, like "You are strong." After passing the ball to an unarmed person in the outer circle, they go back to the center and do it again.</p> <p>This exercise highlights the fact that players must ask for the ball verbally in order to get it. Players can use different body parts, such as the head, chest, or thigh, to control the ball, adding a technical challenge.</p> <p>Players are challenged to use their head, chest, and thighs to remove the ball from the air.</p>
	Learn Check /Debriefing	/
	Handouts	/
	Tips For The Trainer	<i>The activity should take 15 minutes max.</i>





Activity N.1	Dodgeball of Respect	
	ETS methods	<ul style="list-style-type: none"> Competitive game
	Main Aim	<ul style="list-style-type: none"> Address sexual orientation discrimination in a safe environment.
	Tools	<ul style="list-style-type: none"> Dodgeballs, cards with stereotype labels on the balls
	Materials and preparation	/
	Session Description	<p>Participants play dodgeball, with balls labelled with discriminatory words (e.g., “Weak,” “Different”, “Strange”). Each time a player is hit, they pick up the ball, read the label aloud, and briefly reflect on its impact.</p> <p>The person that “survives” read aloud all the labels of the ball once again</p>
	Learn Check/Debriefing	At the end, the trainer invites participants to discuss feelings of being “targeted” and relate it to real-life discrimination through group discussion.
	Handouts	Label cards for balls.
	Tips For The Trainer	<p>The trainer has to monitor participant comfort closely.</p> <p><i>The activity should not last more than 30 minutes</i></p>





Activity N.2	Identity Football	
	ETS methods	<ul style="list-style-type: none"> • Role-play
	Main Aim	<ul style="list-style-type: none"> • Address discrimination based on sexual orientation.
	Tools	<ul style="list-style-type: none"> • Soccer field • Identity cards.
	Materials and preparation	/
	Session Description	<p>Participants play soccer with restrictions based on assigned sexual orientation identities (e.g., “Lesbians” players face limitations on movement, “asexual” cannot use the right hand, “straight people” cannot speak). Each round rotates roles for perspective.</p> <p>Each person is labelled with a role independently of their true sexual orientation</p>
	Learn Check/Debriefing	The trainers invites participants to reflect on assumptions, equality and labels asking how labels can undermine our performances and lives. In particular, the conversation will include sexual orientation and if and how sport can play a role in the integration of LGBTQI+ members
	Handouts	Identity cards to be labelled on the balls
	Tips For The Trainer	<p>Stress respect during play and discussion</p> <p><i>The activity should last 20 minutes</i></p>





Human Knot of Identity		
	ETS methods	<ul style="list-style-type: none"> Groupwork
	Main Aim	<ul style="list-style-type: none"> Build empathy for the LGBTQI+ Members Fostering inclusion
	Tools	<ul style="list-style-type: none"> Space for movement
	Materials and preparation	No additional tools are required—just an open space large enough to accommodate all participants.





Activity N.3	Session Description	<p>The trainer must divide participants into groups of 6– 10 people for the best results.</p> <p>The trainer asks each group to stand in a tight circle, shoulder-to-shoulder, and have each participant extend their hands into the circle. The trainer instructs participants to take the hand of two different people who are not standing directly next to them. The result should be a “human knot”—a tangle of intertwined arms and hands.</p> <p>Once the knot is formed, each group’s goal is to untangle themselves back into a circle without letting go of any hands. The challenge requires participants to communicate, listen, and adjust their positions, sometimes needing to twist, step over, or duck under each other’s arms.</p> <p>The trainer has to encourage all participants to be mindful of everyone’s ideas and physical limitations. Emphasize that they should avoid making assumptions about each other’s abilities (e.g., who might be stronger or more flexible) based on gender or appearance. Each person should have the chance to suggest moves or take the lead at different points.</p> <p>As the facilitator observes the groups, gently reminding participants to ensure everyone’s voice is heard and to avoid assumptions about who should lead or move first. If a group becomes overly reliant on</p>
-------------------------	----------------------------	--





		one person, encourage them to shift leadership or seek input from other.
	Learn Check/Debriefing	<p>After the activity, the trainer brings the groups together for a reflection discussion with questions like: “How did you decide who should lead or suggest moves?”;</p> <p>“Did you notice any assumptions you or others made about who should take on specific roles based on physicality or gender?”; “How did it feel to rely on everyone equally, regardless of gender or physical ability?”; “What can this activity teach us about working together in diverse groups?”</p> <p>The Trainer can conclude with a discussion on how stereotyping based on sexual orientation can impact group dynamics in sport and limit potential.</p>
	Handouts	/
	Tips For The Trainer	<i>The activity should last 40 minutes</i>

Debriefing	Debriefing	
	Main Aim	<ul style="list-style-type: none"> Summarize what learnt in Workshop 6
	Tools	/
	Session Description	<p>The Trainer makes a circle asking everybody to share their opinions about the activities and what they have learnt.</p> <p>Then, they are called to share their experience with sexual orientation discrimination in their sport environment (whatever they were victims or witnesses).</p>





	Tips For The Trainer	<p>Make sure that listening is ensured to everybody by everybody and build a trustworthy environment</p> <p><i>The activity should last 20 minutes</i></p>
--	-----------------------------	--



Self-evaluation

Here an ex-ante and an ex-post evaluation questionnaire is proposed to be delivered to participants to check their achievements.

You can Find the google form here for the Ex ante questionnaire:
(<https://forms.gle/WLYbcyD9ZTQJ5nVcA>)

And here for the Ex-post one: (<https://forms.gle/TizPq8HBXuU4KNJp7>)

Ex ante Questionnaire

- 1) How would you rate your level of knowledge of the topic of gender equality in sport?
 - 1 (I know nothing about it)
 - 2
 - 3
 - 4
 - 5 (I consider myself an expert of the topic)
- 2) Have you ever experienced or seen discrimination in the sport environment based on gender?

Yes

No
- 3) How would you rate your level of knowledge of the topic of LGBTQI+ discrimination in sport?
 - 1 (I know nothing about it)
 - 2
 - 3
 - 4
 - 5 (I consider myself an expert of the topic)
- 4) Have you ever experienced or seen discrimination in the sport environment based on sexual orientation?

Yes

No



5) D
o





you know ETS methodology?

Yes

No

I heard about it, but I never experienced it

- 6) Have you ever been involved in sport trainings targeted to gender equality and discriminations?

Yes

No

I have participated in some courses on the topic, but not using sport as an educational tool

- 7) As a trainer, have you ever developed some trainings targeted to address project topics in your sport environment for your students/athletes?

Yes

No

Yes, but not in the sport environment

- 8) Are your students/athletes aware of gender and sexual orientation discriminations in the sport sector? Have they ever asked for information/help?

Yes, they are aware and asked for information/help about them

Yes, they are aware, but they have never asked for information/help about them No,
they are not aware

- 9) In a scale form 1 to 10, How much do you consider a priority gender equality and LGBTQI+ people inclusion in sports?

1 (I do not consider them as priorities of the sport sector at all)

2

3

4

5

6

7

8

9

10 (I strongly consider them urgent priorities of the sector)



10) Do you think that sport can be a useful tool in combating discriminations also in the every-day life of your students/athletes?

Yes

No

Sport can play only a little part

Expost Questionnaire

1) How would you rate your level of knowledge of the topic of gender equality in sport?

1 (I know nothing about it) 2

3

4

5 (I consider myself an expert of the topic)

2) How would you rate your level of knowledge of the topic of LGBTQI+ discrimination in sport?

1 (I know nothing about it) 2

3

4

5 (I consider myself an expert of the topic)

3) After this training, would you be able to react properly in case you are witness of gender or sexual discrimination in sport?

Yes

No

The training has changed nothing in my behavior towards these facts

4) How much do you know ETS methodology now?

1 (I know little about it)

2

3

4

5 (I consider myself an expert of the topic)



- 5) Do you think that EST methodology is useful? Would you consider it to be used in your trainings?
- Yes, it is useful, and I will use it
- Yes, it is useful, but I think I will not use it
- No
- 6) As a trainer, would you recommend this methodology to your colleagues?
- Yes
- No
- 7) Do you think that ETS methodology would be useful to address gender and sexual discrimination in sport among your students/athletes?
- Yes
- No
- 8) In a scale form 1 to 5, How much do you consider a priority gender equality and LGBTQI+ people inclusion in sports, now?
- 1 (I do not consider them as priorities of the sport sector at all) 2
- 3
- 4
- 5 (I strongly consider them urgent priorities of the sector)
- 9) Do you think that sport can be a useful tool in combating discriminations also in the every-day life of your students/athletes?
- Yes
- No
- Sport can play only a little part
- 10) After this training, will you develop some trainings targeted to address project topics in your sport environment for your students/athletes?
- Yes
- No
- Maybe



- 11) Do you think that this training has helped you in making your students/athletes more aware of gender and sexual orientation discriminations in the sport sector?
- Yes
No
- 12) Are you satisfied with the level of knowledge provided by the training?
- Yes
No
- 13) Are you satisfied with the competences (ability to develop ETS activities based on project topics) provided by the training
- Yes
No
- 14) Are you satisfied with the trainer?
- Yes
No
- 15) Did you enjoy the time spent with other participants?
- Yes
No
- 16) How would you score this training from 1 to 10?
- 17) Please, provide more feedback if you like

Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union



ANNEXES



Handout 0 – Template for developing ETS activities for students and athletes / We Sport Training Programme

Here there are the template to develop ETS activities for students and athletes addressing project topics. Each Curriculum/Workshop (the mix of practical and theoretical activities) has to encompass an ice-breaker, 3 ETS activities, and a Debriefing moment. You can use the following template to develop your activities:

Ice Breaking	Title	
	ETS methods	<ul style="list-style-type: none"> Energizer
	Main Aim	<ul style="list-style-type: none"> (What you want to achieve)
	Tools	<ul style="list-style-type: none"> (What you need)
	Materials and preparation	(How and when to prepare the activities)
	Session Description	(Step-by-step description of the rules of the activity)
	Learn Check /Debriefing	(How will you check the learning outcomes of the activity)



	Handouts	(If needed, describe which handouts are needed in the development of the activity)
	Tips For The Trainer	(What can be suggested to the trainer + the overseen time of the activity)



Activity N.1	Title	
	ETS methods	<ul style="list-style-type: none"> (Competitive game, cooperative game, role-play, theoretical activity, team game...)
	Main Aim	<ul style="list-style-type: none"> (What you want to achieve)
	Tools	<ul style="list-style-type: none"> (What you need)
	Materials and preparation	(How and when to prepare the activities)
	Session Description	(Step-by-step description of the rules of the activity)
	Learn Check / Debriefing	(How will you check the learning outcomes of the activity)
	Handouts	(If needed, describe which handouts are needed in the development of the activity)
	Tips For The Trainer	(What can be suggested to the trainer + the overseen time of the activity)

Activity N.2	Title	
	ETS methods	<ul style="list-style-type: none"> (Competitive game, cooperative game, role-play, theoretical activity, team game...)
	Main Aim	<ul style="list-style-type: none"> (What you want to achieve)
	Tools	<ul style="list-style-type: none"> (What you need)
	Materials and preparation	(How and when to prepare the activities)
	Session Description	(Step-by-step description of the rules of the activity)
	Learn Check /Debriefing	(How will you check the learning outcomes of the activity)
	Handouts	(If needed, describe which handouts are needed in the development of the activity)
	Tips For The Trainer	(What can be suggested to the trainer + the overseen time of the activity)

Title		
Activity N.3	ETS methods	<ul style="list-style-type: none"> (Competitive game, cooperative game, role- play, theoretical activity, team game...)
	Main Aim	<ul style="list-style-type: none"> (What you want to achieve)
	Tools	<ul style="list-style-type: none"> (What you need)
	Materials and preparation	(How and when to prepare the activities)
	Session Description	(Step-by-step description of the rules of the activity)
	Learn Check/Debriefing	(How will you check the learning outcomes of the activity)
	Handouts	(If needed, describe which handouts are needed in the development of the activity)
	Tips For The Trainer	(What can be suggested to the trainer + the overseen time of the activity)

	Debriefing	
	Main Aim	<ul style="list-style-type: none"> (What you want to achieve)
	Tools	<ul style="list-style-type: none"> (What you need)

Debriefing	Session Description	<ul style="list-style-type: none"> (Step-by-step description of the rules of the activity)
	Tips For The Trainer	<ul style="list-style-type: none"> (What can be suggested to the trainer + the overseen time of the activity)

Handout Ice breaker Activity – Curriculum 2 / We Sport Training Programme

Here there is the list of “animals walking” needed to complete the activity. Add or delete as many animals you want based on the participation at the workshop:

Walk like...

- An elephant
- A tiger
- A horse
- A monkey
- A bird
- An eagle
- A snake
- An ant
- A giraffe
- A frog
- A fish
- A gorilla
- ...

Handout for the activities “Limited soccer” – “Gender-based basketball” - “Identity football”/ We Sport Training Programme

Here there are the Gender Role cards to be used in different activities with different aims during the training. Here the list is provided. Then, you have to cut the labels and provide to participants.

Women cannot speak

**Men cannot pass the ball to
women and gay men**

Gay men walk on one leg

**Lesbians play with an arm
behind their back**

**Asexual people cannot touch
the ball with their hands**

**Bisexual people shout instead
of talking**

Trans people cannot score

Queer people cannot run

Intersexual people cannot jump

**Straight people jump instead of
walking**

Handout for the activities “Language inclusion in sport” / **We Sport Training Programme**

Here there is the List of Inclusive words to provide to the groups. Provide 5/6 words to each group.
Add or delete words if needed.

- Group 1
 - Peace
 - Respect
 - Power
 - Strength
 - Women
 - Support
- Group 2
 - Love
 - LGBTQI+
 - Boundaries
 - Intimacy
 - Silence
 - Equality
- Group 3
 - Consensus
 - Colors
 - Playful
 - Problem-solving
 - Don't worry
 - Relax
- Group 4
 - It's up to me
 - Family
 - Friends
 - Smile
 - Joy
 - Sp



Handout for the activities “Inclusive Relay” / **WeSport Training Programme**

Here there are the Role cards to be used in the activity “Inclusive Relay” and to be delivered to participants:

Athlete

Athlete

Athlete

Athlete

Athlete

Athlete

Supporter

Supporter

Cheerleader

Cheerleader

Encourager

Encourager

Handout for the activity “Dodgball of respect”/ **We Sport Training Programme**

Here there are the Handball cards to be pasted on the balls for the activity “Dodgball of respect”

You suck!

Weak!

Queen!

Idiot!

You are not a men!

You are a bad person!

Go home, You can't

Sissy

Tomboy

Fat

Disgusting

Useless

You are a monster!

It is all your fault

This is not your place

You are different!

I don't want to play with you!

Get out of here!

Go away!

Shut up!

Handout for the activity “Playing basketball with stereotypes” / **WeSport Training Programme**

Here there are the stereotypes card to be used in the activity “Playing basketball with stereotypes”. Here the list is provided. Then, you have to cut the labels and provide them to participants. If participants are more you can provide more copies of the same labels

Women are stupid

**Women were born to make
children**

**Men do not have to show their
feelings**

Gay men are lazy

Lesbians are confused

Asexual people do not exist

Bisexual people are fake gay

**Trans people are a freak of
nature**

Queer people are vicious

**Intersexual people are
monsters**

Straight people are boring