





Preface by Cristina Caprile Scientific Director of the CONI Liguria Regional School of Sports

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Almost no one now denies the formative and inclusive aspect of sporting practice in the panorama of educational processes: it is necessary, however, that the values, planning and skills that distinguish it are in line with the principles that inspire the Italian Olympic Committee and its training courses and that the outcomes of the courses can be evaluated, repeated, and communicated.

The Track & field4all project contains and is characterized by all these aspects, not least that of rendering a "service" to the People who have participated in a continuous co-planning: young people, trainers, and institutional components. Personally, and with the CONI Liguria Regional School of Sports, we immediately shared the values that are ours, as well as the aims and objectives and we consider this initiative a meaningful experience and a "strategic and innovative didactic research" to be repeated in other areas of training that the School itself deals with. The results and fruits of this path are immediately tangible and reflect the real value of the project and its strength: these guys have been able to experiment by doing and some of them already work in the area.

For all these reasons, I thank all the actors in the Project, and I wish the children a good journey and the opportunity to transform themselves from "fruits to seeds" to give others like them the opportunity to live such significant experiences.

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INTRODUCTION

The guidelines are a summary of the real experiences that were from the partners done during the project' implementation. The objective was to develop new approaches and models to increase the participation of the youngsters, coming from disadvantaged background, and have them use sport activities as instrument of inclusion.

To reach the goal the partnership put together new training paths with the collaboration of educational agencies, sport associations and ONGs that work locally.

The street sport educational path tries to teach the trainers how to involve the youngsters in street sport activities, teaching them to love sport and its values. The general idea was to try to evaluate new competencies both in the sport and educational fields. The experience of the project increased the synergy between institution, sport associations and educational agencies.

The partners defined to use questionnaires and interviews for collecting data from the participants of the IO2, partners themselves and local stakeholders. It was also suggested to present the questionnaires to the local Sport Federations. During the project implementation in Italy, it was running another project led by the Athletic Italian Federation that was quite similar to ours, so our Lead partner got in contact with them to make an interview on the matter to understand better the value of the street sport educator as a figure to implement sport and inclusion.



The idea of our project “Track&Field4All” is to try to use sport as a tool to facilitate integration, and also to bring sport on the street so that everyone can reach it. We thought about athletics because it is a very easy sport to practice considering the very few tools that are needed to do it, and also the fact that you can practice it everywhere. The main concept is to involve groups of youngsters from different disadvantaged backgrounds and to offer them the possibility to start practicing sport. To facilitate their participation, we thought about bringing the sport activities to them starting from the concept of street education and evolving it in a sport activity. That is why in our study we did an analysis of both street sport and street education and on how it could be possible to bring them together. The main point is that it is necessary to try to create a new figure, the street sport educator, that has both the competencies of a sport instructor and an educator, so that it is possible to have the direct contact between sport and the streets.

To achieve this, we did two kind of experimentation, one that was a course for street sport educators, that involved coaches, educators, teachers, instructors, and had the idea of creating this new figure. The other that involved groups of youngsters between 6 and 28 years old with whom we tried to evolve the educational path that was created during the training for the trainers.

So, the goal of the guidelines is to offer some indications on how to achieve these results considering the studies and the testing we did during all the Intellectual Output of our project.

1. How to reach the target group of youngsters

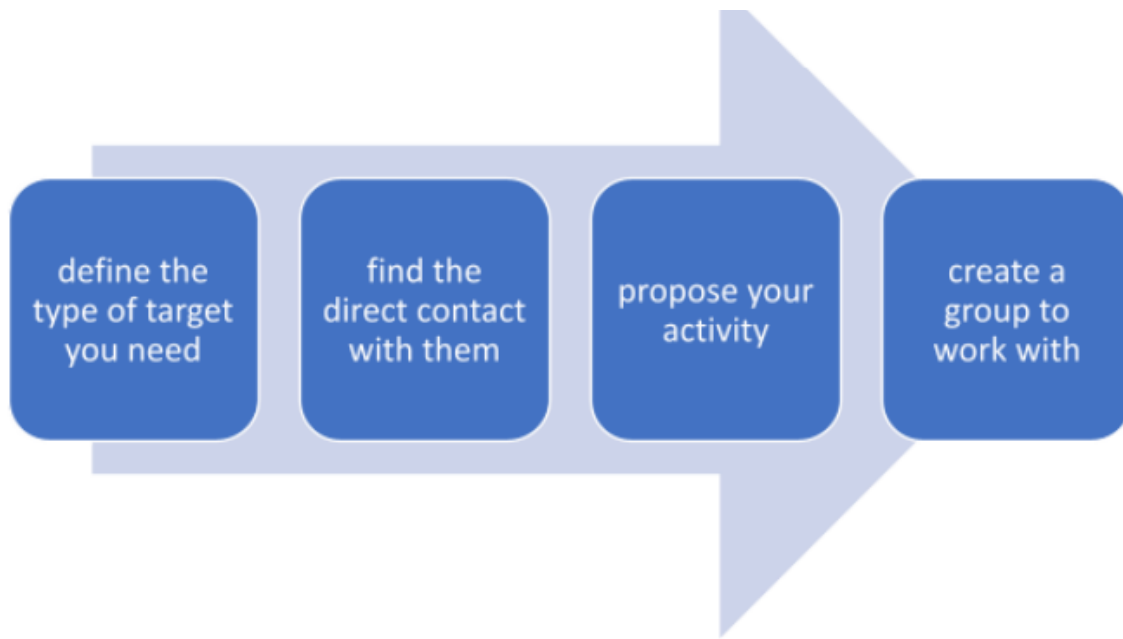
The first step in finding the group of youngsters is to define the characteristics you are looking for in terms of background and age so that you can move in the right direction. Then it is important to find who can be the direct contact with the youngsters in the local communities so that you can be introduced and propose the activity. After that it is also important to create a good group to work with, so that it is possible to improve the interest and the participation.

If you are a sport association you can find an educational center that does activities on your territory, or a community that reach immigrants, unaccompanied minors, women victims of violence, and work with them to propose the best activity possible also considering the background of the people involved. It could also be useful to work in a strict synergy with the people that work in education during all the period of the activities because they can be helpful in the approach with the groups, especially if they are not always exactly the same people involved.

If you are an NGO that works with young people with disadvantaged backgrounds, you can find some sport associations that are open to propose their activity in a non-formal way, doing a readaptation of what sport is in the official facility to be able to offer it to the youngsters on the streets.

In our cases, all the partners that did the experimentation with the youngsters were able to find direct contact with the local communities and so to create a good synergy to work with the groups of disadvantaged young people, and so they also were able to have a structured proposal for the participants.

If you can't find the direct contact, a useful tool to reach the target groups could be to contact the official institution that put together all the associations that operate in the specific area you are looking for so that they can help you in reaching who you are looking for, and in proposing your idea of activity to them.

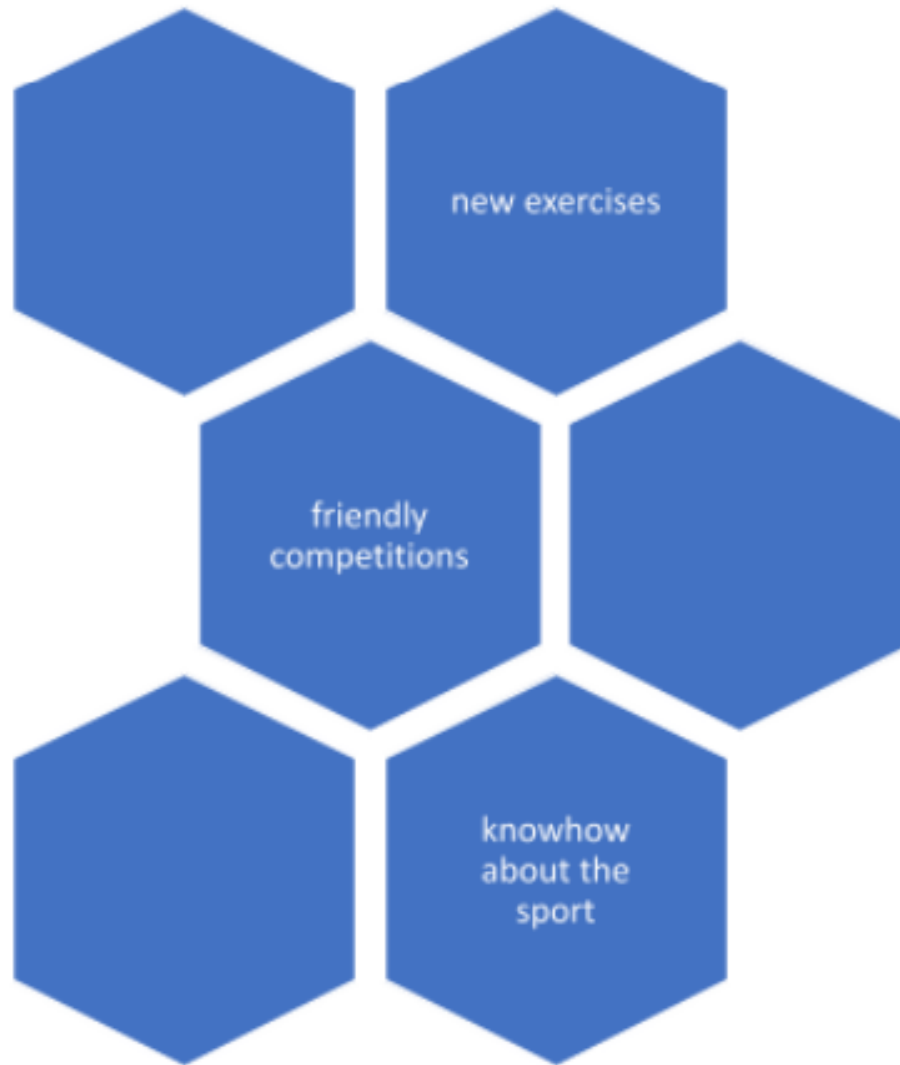


2. How to approach them in an effective way

The best way to approach a group of youngsters with a new proposal is to introduce it in the most interesting and funny way possible, so that they are able to see that they can have fun in doing a constructive activity. A good practice could also be to participate in it with them, so for example doing the exercises proposed with them, and also sometimes create little competitions or games between them so that they are always stimulated in doing better and improving their abilities.

In some cases, it could also be useful to have them see some videos of professional athletes so that they can have clear vision about what is possible to achieve, and also to propose them to come to the facilities so that they can see other young people doing sport in a formal way and maybe they can be stimulated in moving forward. It could also be interesting to organize a friendly competition involving them and the athletes in two different ways: one against the other and/or in mixed teams.

Creativity is the best way to keep the youngsters interested in what you are proposing to them, because it keeps them always stimulated in a good way. If there is a case in which it is not possible to have a street sport educator, the best way to keep the activity going is to have a direct cooperation between the sport instructor and the educators, so that their competencies together can create the figure needed to create the group of youngsters to work with.

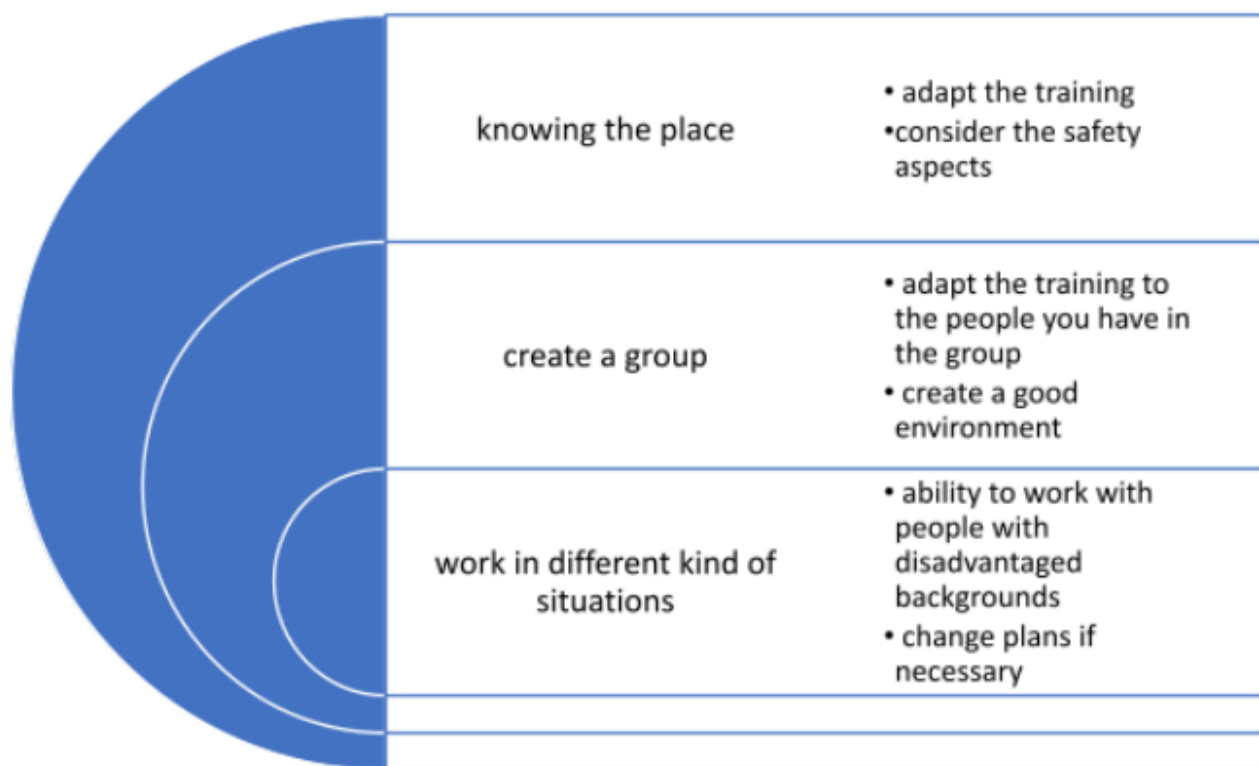


3. Description of the aspects of the street education that are applicable

Considering the fact that we want to go on the streets to offer our sport activities, it is important to consider how to operate in this environment. That is why we started from the concept of street education, and we tried to find the concepts that are more likely applicable in our idea of street sport education.

After the study and the experimentation, we found that the aspects of street education more useful in our case could be: the capability of creating a group, the capability of proposing activities in a non-formal way, the ability to work with a lot of different situations, the ability to create contact with young people with disadvantaged backgrounds, the ability to change the ideas fast if the one you had didn't work, the possibility to adapt the training to the people you are working with.

Another important aspect you have to take into consideration is the safety one, because when you do street sport you have to readapt what you normally propose in the sport facilities considering the space you have at your disposal to propose the activity. So, another fundamental point that we took from street education is the necessity to know the place where you will operate so you can prepare as best as possible, considering also the fact that athletics, that was our starting sport, give you the possibility to practice a lot of different disciplines.



Following a table with more specific details about the competencies.

Street Educator Competencies

ENTERING

- Basic **knowledge and interest regarding non-formal education.**
- **Interacting Well with children/youth**
- **Positive attitude** towards working with disadvantaged young people. **Critical understanding**
- **Aware of the most recent technological trends**
- Believe in **empowering street education to youngsters**

OUTCOME

- Sports activities to be easily instructed and followed **on the outside and in not conventional sports terrain**
- **Planning, organising, and evaluating non-formal education activities based on athletics**
- To insert athletics tools in street education.
- Demonstrates good comprehension of all the **platforms/tools and methodologies**
- **Capability to act autonomously and adjust**
- To **plan and organize various sessions of a training** with the particularities of a **multi-ethnic group** of participants.
- Builds a **relationship with youngsters**: mutual trust, commitment to personal growth
- **Motivating and building self-efficacy and trust**
- Explain and teach the **basic principles, rules, safety procedures, and technical language of a sport.**
- **Carrying certain aspects of the training in an alternate manner electronically or through other mediums**: phone, a tablet
- Describe the **role of nutrition**, regular exercise for improving or maintaining health and quality of life
- Describe the principles and methods of **body composition assessment, weight management methods**
- Describe current guidelines for proper **hydration**

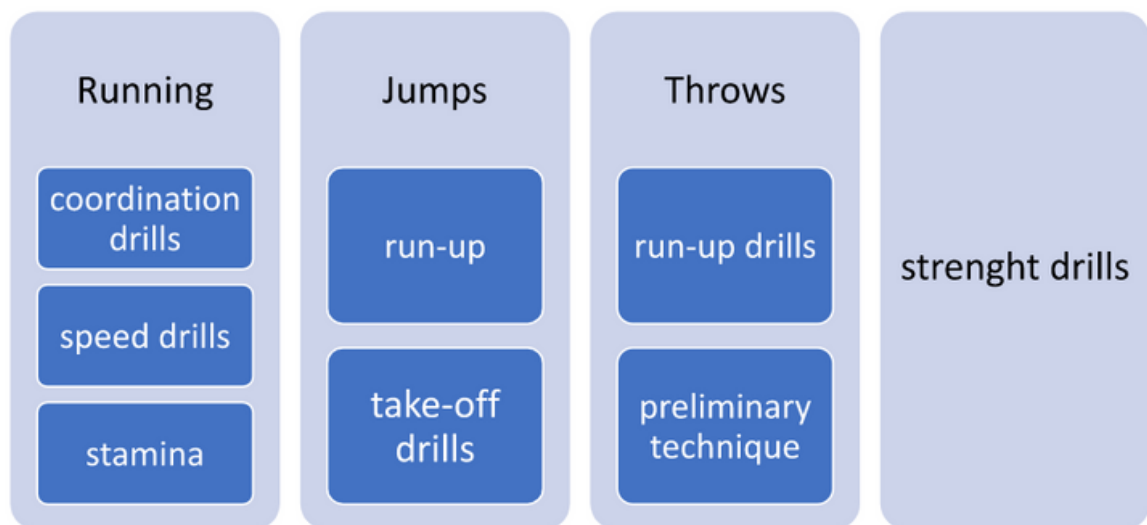
4. Description of the sport aspects that are possible to transfer on the street

The starting idea of the project was to try to use athletics as a tool for integration on the street, so that was our proposal to the local communities during the experimentation. The big advantage of athletics is the fact that it doesn't need a lot of material to be practiced, especially as a beginner, so most of the disciplines are replicable on the streets. The other interesting element is that to practice street athletic you can use what the territory has to offer you as a tool or some disciplines; for examples benches are useful as hurdles or as a kind of starting block, fences also as hurdles or as kind of reference to start some high jump preliminary, grass as a long jump pit, steps to do some running preliminary or some speed drills.

Considering instead the formal training of athletics, it is possible to transfer on the street everything that is linked to running, for example all the preliminary drills to work on coordination and speed, such as all the kinds of skip (fast, slow, high knees, low knees...), butt kicks. Then it is possible to propose all kind of acceleration exercises, and speed test on different lengths, and also some work on long distances, to improve the resistance of the athlete. If you have the possibility in the space you are using it is also good to try some preliminary exercises linked to the hurdles, such as how to pass them in a correct way with both legs and arms, that help with the mobility and the strength.

You can also transfer on the street all the preliminary exercises linked to jumps and throws, such as all the details about the pull off and the run-up of long, triple and high jump (position, strength, coordination), all the movements and the specific preliminaries required (rotation, translation, run-up) in the different kind of throws of athletics, discus, hammer, javelin throw and shot put.

Another important pool of exercise that is transferable on the street is the one that includes all the strength aspects, such as all the kind of activities that improves the strength of an athlete in consideration of his/her characteristics. For this kind of exercises, it is also useful to use the territory as a gym so that the proposal can always change and become interesting and more productive.



Following a table with more specific details about the competencies.

Athletic Instructor Competencies
<p>ENTERING</p> <ul style="list-style-type: none"> - Sports practice - To know athletic world - keeping in tune with the cultural specificities and the environmental circumstances - Capable of identifying and adequately addressing social challenges, regarding physical activity and wellbeing, with the purpose of equipping them with attitude in order to become more capable of elevating themselves out of their situation - Gradually enchaning a behavior and a mindset of fairness in sports and life in: <u>promote fair play</u> - To be sport friendly. - Basic knowledge related to hygiene, healthy lifestyle, anatomy, athletics
<p>OUTCOME</p> <ul style="list-style-type: none"> - Set of athletic exercises, variety of different sports activities - Organization and planning of sports training. - Coordination of sports training; - Plan and execute teaching and training sessions. - Organization friendly competitions with other teams. - Training of athletes for competitions; - To know how to improve specific skills. - Set of different equipment which are needed to perform exercises - Instruct a participant regarding the workout exercises: role of exercise in maintaining a healthy lifestyle and preventing chronic disease. - Summarize the general principles of health maintenance - Develop healthcare educational programming
<ul style="list-style-type: none"> - Knowledge of legal and security issues related to sport - To acquire basic first aid skills - Identify modifiable/non-modifiable risk factors and mechanisms for injury and illness. - Monitoring sports training, workout tests to assess a participant physical - Hunt for new talents: selection of athletes for practicing performance sports;

5. Description on how to put together sport and education

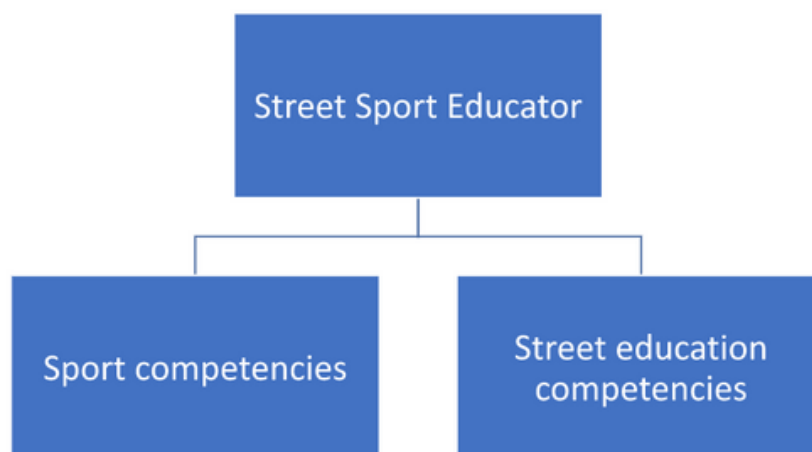
Considering the starting idea of the project of bringing athletics on the streets near the communities and to use street education to do it, one of the main goals of our study and experimentation was to try to find a way to put together sport elements and educational ones, so that the people involved as trainers can be the most adequate possible to the necessities of the communities and associations involved. To achieve this goal we found the main characteristics that are needed to be a good street educator and a good sport instructor and we tried to put them together so that we could have a new figure with mixed competencies.



On the basis of all the work done by all the partners indicating the competencies, we created a structure for a course to form a street sport educator that has all the main characteristics we considered important for this figure starting from the ability to structure a training starting from a regular sport and adapting it to the street situation, to imagine all the different kind of exercises that could be proposed considering place of practice, age and abilities of the participants, to identify which discipline is best for each of the participant and try to give them the best orientation possible in that direction, the capability to change the program if needed due to different kind of needs (weather, safety, efficiency of the athlete...). And adding all the characteristics that are necessary to be a good educator so that his/her work is efficient in the direction of creating a group of young people that practice street sport. So it is important to add the capability of creating a group, the capability of being strict but also emphatic with the youngsters, to work in a non-formal way, to readapt to every new situation created by the location in which you are working in and the people that are participating to the activity, to evaluate all the risk due to the fact that you are not in a formal sport environment, to be able to reach out to the groups and communities on the territory and ask for help if needed to face difficult situations.

The idea of the course we created with all these aspects was tested by some of the partners that were able to do two phases of testing: one was the training for the trainers that involved sport instructors, educators, teachers, in which every partner proposed what was considered useful in their specific situation; the second was the educational path with the youngsters in which was tested what the trainers learned during the course. So, with this experimentation we were able to evaluate if what we created could be effective and useful in the direction, we want to go with the creation of the street sport educator.

Another important aspect to consider is the safety during the activities, considering that you are doing them in a NON formal environment. The best tool we used, was to make an insurance for each athlete specific for sport activities.



Following a table with more specific details about the competencies.

Transversal/Soft Competencies

ENTERING

- Competences of leadership in a group: **able to collaborate** and work well in a team, to **build synergies**, to be a **motivator**, goal oriented, **flexibility, adaptability**
- Have **honesty**, sense of **responsibility, patience**, compassion, **empathy, respect**, assertive, positively oriented,
- **Management, mediation, conflict resolution** skills.
- **communication** skills,
- **Autonomous, long time learning** skills
- **Analytical and critical thinking** skill.
- **Openness to cultural otherness**
- basic knowledge of social medias
- Be **creative and resourceful**
- **Comply with the codes of ethics**

OUTCOME

- **Communication skills.** - Listening and observing skills
- Ability of communicating to his group (individually and collectively) via all popularised **social media platforms**.
- **Lifelong learning** habits
- **Patience**
- **Manage group complex situations**
- Ensuring that participants train and perform to a high level of health and safety at all times
- Management as physical therapists, doctors, and nutritionists
- Respect
- **Cooperation** skills
- **Conflict management** skills
- **Creativity**
- **Enthusiasm**
- **Confidence**
- **Dedication**
- **Organisation**
- Highly **motivational skills**: encourage participants to obtain and develop skills, knowledge and techniques
- Working to a high legal and ethical standard at all times
- Child protection and health and safety requirements.
- **Assess** strengths and weaknesses in a participant's performance and identify areas for further development
- **Evaluate** performance and provide appropriate feedback,
- Work with IT-based resources to monitor and measure performance

6. How to form a street sport educator

As was said before in our study we got to the conclusion that a good street sport educator has to be a mix of sport competencies and educational ones, due to the characteristics of the work he/she has to do. Here we will propose our idea of modules to create a good course to form one taking into consideration the different necessity that the reader can have.

TRAINING PROGRAM FOR STREET COACHES

Learning unit n.	title	objectives	Resources and methods	duration	Partner responsible for the module development
1	Overall Methodology	To know about the distinction between formal and non-formal training; To know one's own learner profile;	-Kolb's 4 step cycle leaflet -4-step-definitions -checklist -powerpoint presentation - The learning Styles Quiz	4	Izgem
			- Kolb Educational Role Profiles - Kolb learning style questionnaire		
1	Organisation and Planning of Sport Training	To develop competences on planning training sessions Planning, organising, managing non-formal education activities based on athletics	. frontal lesson (45') Exercise/tutorial (75') Implementation (90') Power point, videos, working sheets	4	TL/Izgem
2	Sport activities outdoor	- Variety of different sports activities that have the capacity to be easily instructed and followed on the outside and in a not conventional sports terrain (grass rout sport). - To use the street as a track&field arena. - To insert athletics tools in street education.	. frontal lesson (45') Exercise/tutorial (75') Implementation (90') Power point, videos, working sheets, athletics tools	4	ADV
3	Have fun: challenges and wow factor	understand how to add fun surprising and exhausting participants	frontal lesson (20') Exercise/tutorial (30') Implementation (40') Power point, videos, working sheets, equipment	1,5	ADV

4	Be creative with exercise	To encourage the individual to use their own creativity Be creative with exercises: Learn what equipment/aids/gadgets can be used	Lesson/videos (30') Problem Solving (30') VideosWorking sheets, equipment	1	ADV
5	Friendly competition: Aware and Equipped	How to organise a friendly competition giving more specific elements on training equipment and managing strategies	Frontal lesson (45') Exercise (45') Implementation (60') Videos, powerpoints, examples, case study, sport equipment and facilities Lecture notes for all the participants	3	TL
6	Improve the performance	Being able to coordinate physical sessions to improve the performance of the participants	Videos (1 h) Training on the field (2 h)	3	TL
7	Hunt for new talents	Knowing how to recognise the abilities; being able to move the athlete in the correct direction by choosing the correct discipline; knowing how to develop the specific technical competencies of the athlete.	Examples, video, case study Lecture notes for all the participants	1,5	TL
8	Relationships and intervention in case of problems	How to build a good relationship between street educator and attendees; learn strategies and protocol how to act in case of problems (appropriate behaviour): techniques and strategies to overcome conflict	Frontal lesson (45') Exercise: simulations, role plays (90') Implementatio (75') Power point, videos, working sheets	4	ADV/EFA
9	Platforms/tools and methods: technological capabilities	General comprehension of all the platforms/tools and methodologies for carrying out the trainings planned	Tutorial, exercise, electronic devices	3	IIT
10	Structure of the Athletic System	To give knowledge on how the athletic system works	Frontale lesson 40' Assessment 20' Videos, powerpoints, examples. Lecture notes for all the participants	1	TL

11	Rules, principles and safety procedures	<ul style="list-style-type: none"> - Enhance the education and awareness knowledge concerning safety precautions and potential injury - Caring for injured athletes and requesting necessary medical assistance 	<p>Visual material including videos, powerpoints, and guidelines.</p> <p>A mixture of informational and practical approaches with visual material including videos, powerpoints, and practical demonstrations (first aid) and guidelines.</p>	4	MP
12	Injury prevention model	Identify modifiable/non-modifiable risk factors & mechanisms for injury and illness	Visual material including videos, powerpoints, and guidelines on track fields and related playgrounds.	2	MP
13	Precaution & Risk Factor	Precaution & Risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities and diseases.	A more theoretical approach with visual material including videos, powerpoints, and guidelines.	2	MP
14	Child protection, health & safety requirements	To ensure the healthy development of children and young people by encouraging a positive relationship between partaking in sports and psychosocial development, and teaching children about key values such as honesty, teamwork and respect.	A mixture of informational and practical approaches with visual material including videos, powerpoints, and practical demonstrations (first aid) and guidelines.	2	MP
15	Healthy lifestyle promotion and health prevention	Give basic knowledge about healthy lifestyle, prevention, healthy eating to improve the quality of life	Activity sheets, Charts and images, Training course module content, Flash cards, etc.	4	GESEME
16	Evaluation	<ul style="list-style-type: none"> - evaluating a street-education project based on athletics - Evaluating the performance of the participants 	Power point, activity sheets, guidelines, equipment	4	TL/EFA/IZGEM
					48

7. Conclusions

Considering all the study we did in the IO2 and all the experimentations both with the trainers and with the youngsters, we observed that this idea it could be useful from different point of views, and it could also have a good impact on the community involved in the activities.

We also did a brief confrontation with the local stakeholders, the Federations, the Olympic Committee and the people that participates to our experimental activities and the general feedback was that this new figure of the “street sport educator” could be interesting to improve in the general context of local communities working with people with disadvantaged backgrounds (NGO, Educational Centers, Communities in general...) because it gave the possibility to offer something new and different to the youngsters and it can give also good inspiration to them or to the workers to create a good environment in which they grow up and that can help the people integrate, feel more included and also learn something new.

From the point of view of the sport subjects it is easier to reach out to more people considering that in our idea we bring the sport near the communities. Also, it could be useful to involve new people into the movement in different capacities, athletes or collaborators, so that it is possible to have the sport environment grow and find new people. It also can be a different way to find talents, because you have a bigger public to work with, that is also coming from very different backgrounds.

We found a great interest in this concept of bringing the sport near the communities to give easier access, so we think it is a good way to try to move forward and evolve the concept of recruitment that since now we had in mind.

So, our idea is that these guidelines could be useful to both sport and social workers in the idea that sport could be a good tool to facilitate inclusion and involvement in the society, and the figure of the “street sport educator” could be a good tool because it put together different kind of skills.

Street sport educator is an innovative professional figure that responds to a concrete social need: to help youngsters with disadvantaged background to be included in integration paths to become responsible and active citizens. The importance of this figure has become bigger after the war in Ukraine, that involved all other countries in inclusive activities to help all refugees coming from there.

Appendix 1

Here you can find some examples of games that can be used in the activities with the youngsters.

CIRCULAR RELAY RACE

Instructions

- The participants form two teams
- The trainers form a big (30-40m) circle
- The first players of team A and team B starts running in a safe distance to each other
- Each player runs a tour and passes the flag to another teammate
- The first team to finish wins

Equipment

- Cones, chalk or tape

Note: The distance between the teams should be set properly in order to avoid crush and injuries



COOPERATION GAME WITH THE WOODEN HOOP

Instructions

- The participants form two teams
- Each player stands within the personal wooden hoop and one empty wooden hoop is left on the ground at the back of each team
- The player standing on the back of the group picks up the empty wooden hoop and hands it over to the one standing in front until to the very first player in the front
- When the player in the front line receives the wooden hoop s/he puts it down and jump into it
- The rest of the players will follow the lead and every player jumps one step for the wooden hoop in front

- The wooden hoop at the end is now empty again and the player at the back will start by picking it.
- In order to win the game the wooden hoop in the front should reach to the finish line and the team to reach the line will be the winner

Equipment

- Wooden hoops exceeding the number of participants
- Tape or chanks to draw the start and finish lines



DOUBLE LEG JUMP GAME

Instructions

- The participants form two teams
- The first player of the team performs a double leg jump
- The following player of the same team performs a double leg jump from the point where the previous player has jumped
- All the team jumps and the team to go further wins

Note: The area to play this game should be flat and free from any stones or objects in order to avoid any injuries

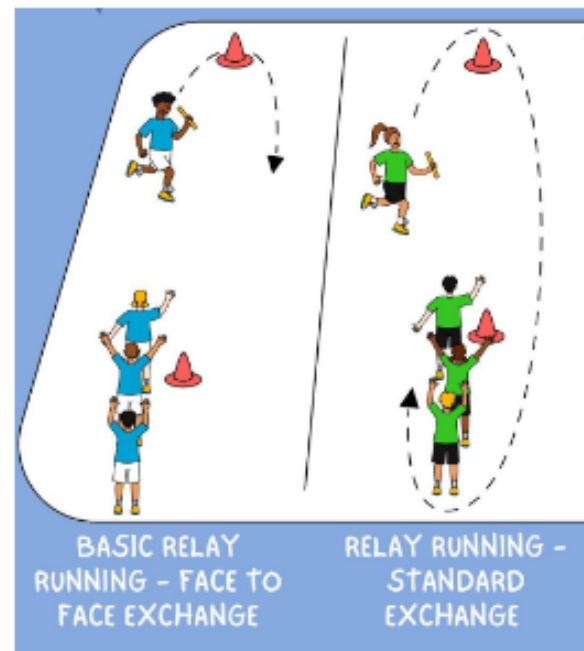
RELAY RACE

Instructions

- The participants form two teams
- The trainers set two turning points
- The first players of team A and team B starts running in a safe distance to each other
- Each player runs a tour and passes the flag to another teammate
- The first team to finish wins

Equipment

- Cones, slalom sticks



RUN IN COORDINATION

Instructions

- The participants form two teams
- The trainers set different tracks
- Each player of a team takes one track and the second player takes the second track once the player 1 finishes
- The team to finish all the tracks first wins
- Equipment
- Balls, rackets, slalom sticks and cone

PTUG OF WAR

Instructions

- The participants form two teams
- The trainers draw a line in the middle
- The teams hold the rope and try to pull the opponent team to the other side of the line

Note: The rope should be thick enough so that it will now break. The players should be warned not to free the rope at once and each player should wear a glove in order to avoid any injuries.

Equipment

- Rope, gloves
- Chalk or tape





Appendix 2

Here you can find the interview and the questionnaires we used with the Institutions (Federations, local stakeholders...) and with the participants to put together useful data to improve our study.

Questionnaire for Federations etc.:

1. Did you already know about the figure of the street sport educator?

YES

NO

2. Are you interested in knowing it better?

YES

NO

3. Do you think it could be useful for the system you work in?

Yes, because.....

No, because

4. Are you interested in knowing the guidelines that the project will create to understand if the experience is replicable in your reality?

Yes, because.....

No, because

5. If you could give a suggestion on the structure of the guidelines, what do you propose?

.....

6. The project will organise a final moment of confrontation, are you interested in attending?

YES

NO



Questionnaire for target groups:

1.How did you learn about the course?

I heard about it

I found it on the internet

I had contact with the organization

Other

2.Did you find the course interesting?

A lot – enough – a little – not at all

3.Was it useful?

Yes

No

4.What are the aspects that interested you more?

.....

5.Do you think that in the future it will be possible to evolve the figure of the street sport educator?

Yes

No

6.Do you have any suggestions to improve the course?

Yes,

No