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"SUSTAINABLE DEVELOPMENT THROUGH SPORT" BOOKLET

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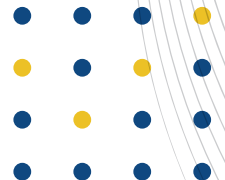


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FOREWORD

Dear Partners & Participants and All Other Beneficiaries,

Warm greetings from Istanbul Culture and Sport Association!

We are thrilled and honored to extend a heartfelt welcome to each and every one of you for our European project, "Sport For Sustainable Societies: Values + Tools Together!" funded by the Turkish National Agency. In the scope of this project, there was a training course held in İstanbul/Türkiye between 17-25 of September 2023 which combines two important agendas in the same week: i. Global Goals Week (19-26th September) and ii. European Week of Sport (23-30th September). We're extremely happy to be the multipliers of both aspects to underline our mission to have an inclusive, green and digital generation with the help of sport as a tool for European grassroots organizations to use it for empowerment.

Sport is considered an important mass education tool and it is a new branch of science that determines the human character, ego, behavioral quality and psychic structure, as well as improves the human body in terms of physical aspects; it's recognized by the UN as a basic human right. Sports methodologies increase their effect day by day on social studies performed as a tool, not a purpose.

As a youth organization established in 2010 that has a direct connection with various target groups, the fact that our youth workers and volunteers, which we consider as the internal capacity of our organization, use sport as a tool for empowerment, especially in the international scale observes the lack of support mechanisms is seen as a major problem. Therefore, we would like to exchange further ideas and practices on how we can combine Education Through Sports activities focusing on the promotion of Sustainable Development Goals and Key competencies.

This project holds a special place in our hearts as it aims to foster a dynamic exchange of knowledge, methodologies, and specific techniques among youth organizations from not only European Program Countries but also Partner Neighboring Countries. Together, we will explore the vast potential that sports and youth work offer in creating sustainable societies.

Once again, welcome to "Sport For Sustainable Societies: Values + Tools Together!". Let's embrace the challenges, embrace each other's unique strengths, and embark on this unforgettable experience of growth and positive change.

Hope all readers will highly benefit and spread it among their community members,

M. Volkan Müderrisoğlu
President of IKOS

ABOUT PROJECT

Our project is created to share the knowledge, methodology and specific techniques of the youth organizations from European Program Countries (Türkiye, Hungary, Lithuania and Poland) and Partner Neighboring Countries (Azerbaijan, Belarus, Georgia and Jordan) respecting their work in the field of sports and youth sector and aims to increase the methodological and operational capacities of youth workers.

Country	Name of the Partner Organization
Türkiye	Istanbul Culture and Sport Association - IKOS
Türkiye	Bayrampaşa Municipality
Azerbaijan	Common Sense Youth Organization - CSYO
Belarus	Belarussian Association of UNESCO Clubs
Georgia	International Centre for Peace and Integration - ICPI
Hungary	Budapest Association for International Sports - BAIS
Jordan	Support Youth Leaders - SYL
Lithuania	Asociacija AKTYVISTAI
Poland	The European Outsourcing Institute Foundation - FEIO

Project Specific Objectives:

- 1) To ensure that experienced youth workers from 8 countries to share their know-how and specific methods in three main subjects as Usage of sport in EU Youth Work, European Values through Sport and Active Citizenship, Volunteering through Sport and Social Change
- 2) Deepening the link between United Nations Sustainable Development Goals (UNSDGs) and sports and creating concrete action plans
- 3) Ensuring the public - civil cooperation, particularly between IKOS and Bayrampaşa Municipality, to emphasize the significance of Sports for Sustainable Development and Sports as a fundamental human right
- 4) With references to SDG 11: Sustainable Cities and Communities and SDG 17: Partnerships for Goals; creating the international support mechanism of “Sport for Sustainable Development” to exchange the good practices after the project life-time

Each partner organization is involved in the consortium according to their expertise in the fields of youth, sport and/or education. Our project is held with the participation of 9 partner organizations from 8 countries and 32 participants between 17-25th of September 2023 in İstanbul/Türkiye. Out of 32 participants, 29 Participants were selected as their connection with youth & sport studies and 3 trainers are involved in leading the program.

Realized Program & Elements:

As the key figures of our project are related to how to use Sport to promote Sustainable Development Goals and Key Competencies to enhance a holistic learning environment for people coming from various backgrounds, the below components are implemented:

- Experiential Learning based Non-Formal Education activities (such as Get to Know Each Other, Ice breakers and Team building activities etc.)
- Thematic Sessions on Experiential Learning Theory, Learning Styles, 8 Key Competencies, Sustainable Development Goals, Sports' Political - Economical and Social Dimensions, Education For/By/Through Sport
- Practical Sessions on how to use Experiential Learning in Sport, Debriefing of Sport Activities etc.
- Cultural and Study Visits in İstanbul (including cultural nights)
- 1 Full Day Seminar and Sport Activities in Bayrampaşa on 22nd of September 2023 for the beginning of European Week of sport

Project Results:

- Project booklet to put a spotlight on how we can use Education Through Sport and Sport for SDGs
- Project Video to summarize all process and promote the participants' insights about the methodology
- Implementation of the "Sport for Sustainable Development" Conference in cooperation with Bayrampaşa Municipality
- Local implementations in 8 countries to disseminate the training program and methods shared with international participants

1. INTRODUCTION OF SELECTED METHODOLOGY

1.1 An Educational Approach: Education Through Sport (ETS)

According to the words of Douglas Hartmann¹, sports are extremely powerful tools for development, especially within international communities. This particular chapter of the Manual aims at achieving understanding of what the educational aspect of sport is when used in non-formal learning practice. In order to better understand the concept, we will focus strongly on the pedagogical dimension of sport used in a nonformal educational context to provoke a positive social change.

Since the beginning of the 21st century the priority guidelines of the European model of development include the spirit of innovation, the development of a knowledge-based society and improving economic competitiveness for better social cohesion. In this context, education plays an important role and involves a reflection concerning better complementarities between different educational patterns in order to achieve the objectives set up by the European strategies.

Education needs to offer tailor-made learning forms to citizens in order to enable them to develop new competences; the idea being to explore new educational forms which complement each other, as new qualifications are essential for achieving economic competitiveness.

The concept of lifelong learning is one of the tools for achieving these objectives. The idea of lifelong learning is to have an impact on the development of a knowledge-based society by enabling citizens to improve their knowledge, skills and attitudes. The approach of Education Through Sport (ETS) is fully part of the lifelong learning process.

Through this chapter, a definition of ETS as a concept will be introduced. We answer the question, “What exactly is ETS as an educational/learning approach?” In addition, we will speak about what this pedagogical approach refers to, and what are its benefits. We will explain the key competences ETS could address. Potential learning outcomes of ETS, referring to the key competences established by the EU Commission, will also be stated. In the last part of this chapter a historical and sociological approach of sport and the use of sport as an educational tool will be presented. We will see how sport and physical activity were used in the history in order to educate and develop diverse competences. And, finally, we will examine the question of what ETS is NOT, and this will show a clear difference from other uses of sport that are outside the concept of ETS.

¹ Douglas Hartmann, Professor and Associate Chair, Department of Sociology, University of Minnesota, Minneapolis, MN 55117

1.2 Definition

Many definitions of what ETS can be provided. First of all, we can introduce a definition for the concept of non-formal education, which implicitly includes ETS.

According to the Compass Manual on Human Rights (Council of Europe) “Non-formal education refers to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum. Non-formal education as practised by many youth organisations and groups is:

- voluntary;
- accessible to everyone (ideally);
- an organised process with educational objectives;
- participatory and learner-centred;
- about learning life skills and preparing for active citizenship;
- based on involving both individual and group learning with a collective approach;
- holistic and process-oriented;
- based on experience and action, and starts from the needs of the participants”²

Moreover, the definition given in the AEGEE Book for non-formal education, quite similar to the one in the Compass Manual, states that:

“Non-formal education is an organised educational process which takes place alongside the mainstream systems of education and training and does not typically lead to certification. Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process. Non-formal education gives young people the possibility to develop their values, skills and competencies others than the ones developed in the framework of formal education. Those skills (also called ‘soft skills’) include a wide range of competencies such as interpersonal, team, organisational and conflict management, intercultural awareness, leadership, planning, organising, co-ordination and practical problem solving skills, teamwork, self-confidence, discipline and responsibility.

What is special about non-formal education is that individuals, participants are the actors actively involved in the education/learning process. The methods that are being used aim at giving young people the tools to further develop their skills and attitudes. Learning is the ongoing process, one of its crucial features is learning by doing. “Non-formal” does not imply unstructured, the process of non-formal learning is shared and designed in such a way that it creates an environment in which the learner is the architect of the skills development.”³

We will now introduce four different proposals that try to define ETS. These were developed by participants of Training of Trainers in Education through Sport (International Sport and Culture Association) during the oneyear training course. This was a long term educational program to enable trainers involved in the non-formal educational field and sport coaches to improve their competences in applying ETS. The presented definitions introduce the concept of ETS seen by non-formal educational practitioners in such a context, as well as people involved in sport coaching, all using non-formal learning approaches in their daily work.

² COMPASS, A Manual on Human Rights Education for Young People, Council of Europe, 2002

³ Non Formal Education Book: The impact of Non Formal Education on young people and society, AEGEE Europ

- Definition 1: Education through Sport is a method of developing key competencies in various aspects of life using sport and physical activities.

- Definition 2: Education through Sport is a pedagogical approach that uses sport and physical activity as a vehicle to spread a set of values in order to develop specific competences which can improve different fields in/of life. Education through Sport helps to enhance social, cultural, moral, ethical competencies to provide changes at personal, professional and social levels.

- Definition 3: Education through Sport is a process of learning and teaching using personalised systems to provide skills, knowledge and experience in many aspects of life.

- Definition 4: Education through Sport includes a learning process that uses sport and physical activity as a vehicle to implement real life skills and competences for individuals or groups.

These definitions offer diverse aspects and several different perspectives of how ETS could be described. In order to sum up these four definitions we could summarise that:

ETS is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.

1.3. Benefits of practicing ETS

This section will explain the benefits of using sport in a non-formal educational context. Hereby the potential effects of ETS practice will be explained and we will give the reasons why ETS brings added value to the non-formal education sector, as well as to the sector which uses sport practices on a daily basis.

United Nations states that, “By its very nature sport is about participation. It is about inclusion and citizenship. Sport brings individuals and communities together, highlighting commonalities and bridging cultural or ethnic divides. Sport provides a forum to learn skills such as discipline, confidence, and leadership and teaches core principles such as tolerance, cooperation, and respect. Sport teaches the value of effort and how to manage victory as well as defeat. When these positive aspects of sport are emphasized, sport becomes a powerful vehicle through which the United Nations can work towards achieving its goals”⁴

Many non-formal educational practitioners consider sport and physical activity as powerful learning tools and know that ETS could bring strong added value to the sport sector within the non-formal learning context. The sport practice may have a structural impact in terms of education and socialization. Thus it's quite natural that the main actors involved in ETS practice analyse sport beyond its borders in order to build projects in which sport and physical activity become tools for social transformation.

⁴ United Nations Inter-Agency, Hartmann, D.; Kwauk, C. (2011). Sport and Development: An Overview, Critique, and Reconstruction. *Journal of Sport and Social Issues*, 35(3) 284-305

To better understand the context of ETS and its potential effects, it is important to see both the sport and educational sectors separately at first in order to be able to make the link between them and combine them later on.

Considering first the sport component, we refer to many pieces of research which have already been done. It is proven that sport and physical exercise have a variety of positive effects on health. They help people to stay physically fit, to reduce body fat, to control weight, to increase stamina, to strengthen bones and improve balance and flexibility. Engaging in regular physical activity reduces coronary mortality. It also reduces the likelihood of Type 2 Diabetes and Alzheimer's disease in older age. Sport and physical exercises could also help to prevent other chronic diseases including cardiovascular disease, cancer, hypertension and osteoporosis. Regular physical activity could also be helpful when addressing a number of psychological disorders.

Studies have shown that moderate intensity exercise can have a positive influence on depression, anxiety, self-worth, self-esteem and body image. Physical activity reduces stress, improves our mood and helps to form general wellbeing.

On the other hand, non-formal education focuses on the learning needs of every learner, allowing individuals to identify their own needs and to propose solutions. The non-formal educational approach sees learners as a resource and respects their values and contributions. The learners share their experiences so they are able to learn from each other. The approach combines relevant activities which are adapted to the needs of the learners and are aimed at achieving practical outcomes.

In their manual dedicated to non-formal education, Peace Corps provide a very good explanation of non-formal education as an approach to education. It is distinct from formal education by its methods. Participants exercise varying degrees of control over the process, from designing their own learning and using the facilitator as a resource person (for example, in a youth exchange or in a youth initiative), to attending a learning activity where the content is planned in advance. In a nutshell, non-formal education is an approach to education that can be used with adults, youth, or children, within the working room or outside of it. An integral part of non-formal education is that learners participate in the design, development, implementation and evaluation of their own learning.⁵

According to Hartmann and Kwauk's research, besides the visible physical and psychological effects, participation in sport activities could also have positive social and economic effects. Sport is considered as a way to combat poverty, unemployment, to prevent crime and segregation. It is also believed that it can help to enhance empowerment and social connection of young people, especially the ones living in underprivileged environment. Hartmann and Kwauk say that participation in sport and physical exercise improves social behaviour and helps social relationships to be consolidated. It can serve as a vehicle to improve social and professional skills and also as a tool to increase educational attainment.⁶

⁵ Non-formal Education Manual, Peace Corps, 2004, INFORMATION COLLECTION AND EXCHANGE, ICE NO. M0042

⁶ Hartmann, D.; Kwauk, C. (2011). Sport and Development: An Overview, Critique, and Reconstruction. *Journal of Sport and Social Issues*, 35(3) 284-305

EDUCATION FOR SPORT

Many traditional sports clubs are mainly mobilised by sports performance goals as their priority. Here we evoke the concept of Education FOR Sport, which has the main aim of developing competences in terms of sport performance. Education for Sport addresses the improvement of skills related to the sport itself. Thus, its purpose is only to serve the development of individual competences to improve physical performance. Education for Sport is normally related to diverse disciplines of competitive sport. This concept therefore has limited interest in the context of non-formal education.

	Education for Sport	Education By Sport	Education Through Sport
Why?	For the sport itself	For a good cause	For life
Specific Objective	Improve sport competences for competition	Improve public health and wellbeing	Personal development and social learning
Approach	Technical skill-based	Functional	Existential, socio-cultural
Aim	Success and winning	Functioning better	Citizenship
Outcomes	Awards, better technical skills (some added value)	Social Welfare	Empowerment

EDUCATION BY SPORT

The concept of Education BY Sport is more complex process and includes specific objectives such as the aim to address health issues and wellbeing. In this case, the educational goals are not abandoned but they are sometimes relegated to the second plan. The aim is therefore to reconcile the sporting goals and the wellbeing of the society. It uses sport, exercise and physical activity to work towards social causes such as health, wellbeing, public welfare or social inclusion. The new “sport for all” movements are very close to this approach. By playing different sports, it is expected that people learn more about healthy lifestyles and in this way raise their awareness about the mentioned issue in general.

A recent practical example of this approach is the “NowWeMove Campaign”, initiated by the International Sport and Culture Association in 2012. The main aim of this Campaign is to facilitate cross-sector collaboration for promotion of participation in sport and physical activity. Its specific objectives include raising the awareness about the benefits of sport and physical activity among European citizens, increasing accessible opportunities to be active in sport and physical activity by developing new and up-scaling existing initiatives and enabling sustainable and innovative capacity-building through advocacy and open-sourced solutions. MOVE Week is the biggest European sport-for-all event which promotes participation in sports across the continent and targets a broad spectrum of stakeholders such as sport clubs and organisations, cities, communities, institutions and individuals. MOVE Week happens through different community events at a local, national and international level to further participation in sport and physical activity.

EDUCATION THROUGH SPORT (ETS)

The ETS concept is much deeper in terms of its aims and expected outcomes and should be seen from a holistic perspective compared to the other two approaches. The approach of ETS itself consists of the integration and implementation of sport elements to be used for an educational purpose to address a social issue, develop social competences and provoke a lasting social transformation. The whole educational process is planned and prepared, and clear, realistic and measurable outcomes are expected after it happens.

ETS is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.

ETS creates existential learning between people. Through ETS a lasting social change is supposed to happen. It aims to enable empowerment and provoke a sustainable social transformation.

ETS requires many elements which go from using sport and physical exercise in order to provoke a strong lifelong learning outcome such as improving tolerance, solidarity or trust among nations. ETS should be seen more as a plan for reflection than for a field action.

From a methodological perspective, ETS consists of adapting sport and physical activity exercises to the objectives of the planned learning project. It is a matter and a process of adaptation of sport and physical activity, both in terms of their expression and their representation, which characterizes specifically the ETS approach. It does not propose any actions where sport becomes a central objective as/for a carrier solution.

For instance, the practice of a martial arts without any specific project behind it, led only by the desire for technical progress, remains a FOR sport involvement, but it may also develop self-control and respect for others. The important matter here is to conduct a process where sport and physical activities become tools for support to achieve the educational goals first, where the sport itself becomes secondary to the educational purpose.

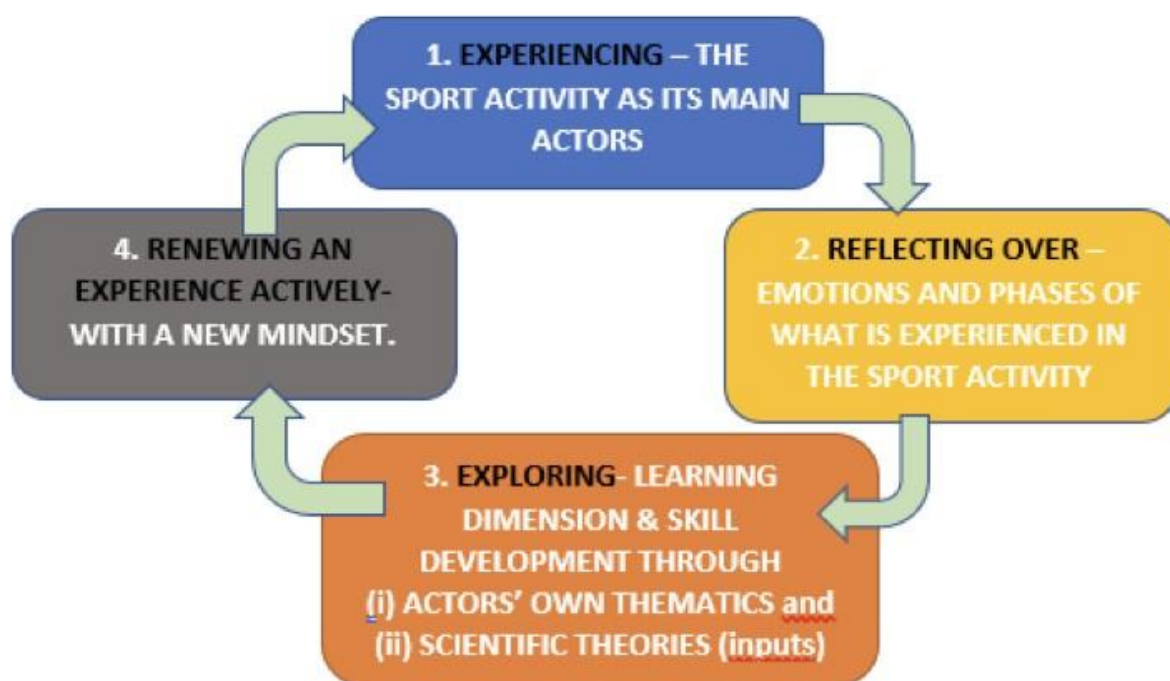
Aiming for a better understanding of this process, we propose to make the link between ETS and Kolb's experiential learning cycle (Kolb, David (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs). In ETS the concrete experience is the sport (or physical) activity that is adapted to the learning objectives of the programme. The participants of the experience reflect together in a guided debriefing process, after which they go through the change themselves and will be able to use the new competencies they have learnt.

The expression of a will is not enough to design and implement a learning process which is based on ETS. It is needed to prepare a realistic project based on feasible and evaluable objectives, that educational intention is present in it, as well as built on specific priorities of the addressed working field.

Specifically, professionals leading such processes for the implementation of the educational and social function of sport, design non-formal learning programs focused on social issues, such as employability, social integration, fight against racism and many others. This is the first part of the learning cycle, when the trainer proposes the experience to the learners.

1.4. Kolb's Experiential learning cycle linked with ETS

The formalisation of learning intentions is not enough to ensure the educational and social function of sport. The education act must be continuous in time. This continuity aims to construct and implement reflections enabling the achievement of the main educational goal. This is the second and third stage of the Kolb's learning cycle. The specific objectives of each stage must serve the main aim of the planned learning process and be realistic to evaluate. It is the coherence of the different stages or phases of this process and their relationship with its overall aim, which will ensure the continuity of the educational aspect in it. On the other hand, the continuity and also sustainability of the educational process using sport and physical activity, consists also in time in order to observe changes in the behaviour and the attitude of people.



Hartmann and Kwauk's article explains: "We distinguish between two different, ideal types that appear in the field: a dominant vision, in which sport essentially functions to maintain and reproduce established social relations, and a more radical interventionist approach, in which sport is intended to contribute to fundamental changes and transformations in social life." This could be considered as different explanation of Education BY and THROUGH Sport. The differences between the three different concepts are already explicit, but the aim of this chapter is to present ETS in a very detailed way so that its use and purpose are not misunderstood.

Thus the question of evaluation is important and rises naturally at that point. The implementation of the educational function of sport of course involves an evaluation process. From the perspective of methodology and according to different criteria, attitudes and behaviours are not measured in the same manner or with the same indicators as athletic performances. Indeed, it is not always easy for a sport club to define indicators of sociability and socialisation, or even less in the context of a preventive approach, for example.

If the notion of a child who plays sports is possibly definable and measurable, the one of »raising awareness« for a teenager of the dangers of alcohol and tobacco, for example, is more difficult to establish. It is also difficult to measure the real impact of educational action carried out in the field of sport. It is equally difficult to determine the place and role played by the sport in the process. This difficulty should not compromise the commitment of the sports movement in its willingness to contribute to the education of those which it gathers. Actually, the question is: How do you evaluate the actions from the educational angle, with reference to specific and realistic educational goals?

This is where the development of key competences, which are achievable through an ETS approach, become relevant. We introduce them below in a chart referring to the document “Basic Concepts and core competencies for education for democratic citizenship”⁷, published by Council of Europe, as well as to the “Key competences for lifelong learning” introduced by the EU Commission.

According to those references, the key competences present a combination of skills, knowledge and attitudes which are needed by individuals in the society in order to achieve personal development, to be active democratic citizens and to respect human rights. It is meant that the development of each individual’s competences contributes to the achievement of a sustainable social change – for example, combating unemployment, discrimination and racism, social exclusion or poverty and marginalisation. In the chart below the competences are clearly stated, as well as which sport and physical activities could develop potential learning outcomes in order to achieve social transformation and a lasting change of attitudes among the individuals or communities. Through these competences the evaluation of a non-formal educational impact using ETS is realistic and measurable even though it refers to self-evaluation.

⁷ Hartmann, D.; Kwauk, C. (2011). Sport and Development: An Overview, Critique, and Reconstruction. Journal of Sport and Social Issues, 35(3) 284-305 *COUNCIL FOR CULTURAL CO-OPERATION (CDCC) PROJECT “EDUCATION FOR DEMOCRATIC CITIZENSHIP”, DGIV/EDU/CIT (2000) 23, Strasbourg, 26 June 2000, Council of Europe

Category of lifelong learning competences	Sports through which it is achievable	Potential learning outcomes
Communication in mother tongue/ foreign language	All kinds of collective sports, physical exercises played in team, especially activities which need an establishment of a strategy	Ability to understand a message given by another person and to respond accordingly ; ability to explain and to be understood. This refers also to the category of the cognitive competences presented by CoE such as ability to take part in a public debate or the ability to cooperate with others as it sometimes involves a communication in foreign language.
Learning to learn	All sports and physical activities without any exception	This competence refers to each individual's awareness of their own learning process and style. This means that every sport practice and physical activity could develop this competence, of course, to a different extent depending on the different practices. Nevertheless it is the most important potential learning outcome as it involves motivation and being able to reflect critically in terms of attitudes, which are extremely important in achieving a successful learning process.
Social and civic competences	Mostly collectively played sports but also some individual sport practices such as swimming, hiking or extreme sports	The potential outcome in terms of skills is the ability to cope with stress and frustration or also to create confidence and to feel empathy. In terms of attitudes it involves the assertiveness, collaboration and integrity. Potential outcome could be also some conflict transformation/ resolution skills. The social and civic competences could be seen from another perspective. The potential learning outcomes involve also some ethic competences and values in terms of attitudes such as freedom, solidarity, tolerance, equity and sense of belonging, democratic participatory attitude as well as team work and cooperation.
Cultural awareness	Collectively played sports and physical activities exercised in a team, traditional national sports, martial arts	The potential learning outcomes concerning the competence of cultural awareness involve understanding and respect of each one's cultural background, also implies self-respect and respect for others, as well as different opinions and points of view, acceptance of differences and diversity, respect for human rights, tolerance, equity as well as overcoming stereotypes and prejudices.
Digital competences	Sport practices which requires strategy	Potential educational aspects are the ability to elaborate strategy as well as creative, innovative and critical thinking, active participation, ability to reflect on the direction and limits of possible action.
Mathematical, scientific and technological competences	Chess and strategic outdoor sport practices	These types of sports could develop trust as well as rational way of thinking. In terms of skills, ability for applying mathematical and science principles could arise. In terms of attitudes a potential for curiosity as well as interest and respect for safety, sustainability could be observed.

Sense of initiative and entrepreneurship

Individual sports as well as team sport practices

The potential educational outcomes involve abilities for planning and organisation and ability to work individually as well as in a team. The attitudes which characterise the potential learning outcomes of such practices consist of innovation, pro-active attitude, independence and determination to achieve planned aims.

Development of mutual respect, solidarity and tolerance are educational objectives that sport could address by a specific sport or physical activity task. Motor performance must not be prioritised exclusively in this case. It should be placed in a mixed system in order to allow the evaluation of the social and behavioural performance indicators, prior to the ones of the motor performance. It is in fact necessary to measure all aspects in order to perceive the indicators for the level of solidarity and mutual aid.

1.5. Historical aspect of the use of sport - a scientific approach from a sociological point of view.

Sport occupies a primary place in today's society that promotes the pursuit of wellbeing and body worship. Sociology, which studies the social facts as a whole, is only interested in the highest point of the »sports system« and we can not call it a total social fact. This is to encourage the reader to watch sport with a critical eye and to provide references which allow him or her to deepen their knowledge.

Sport is a generic term covering a range of activities (leisure, entertainment, competition, education) and various representations. These activities have historical roots. Many sociologists define sport as a total social fact. According to Norbert Elias, a German Sociologist, sport is a privileged laboratory for reflecting on social relations and evolution. Georges Hebert, a French sociologist, explains that "Sport is all kinds of exercises and physical activities designed for the execution of performance and whose execution is essentially based on the idea of the fight against a defined element such as a distance, a duration, an obstacle, a practical difficulty, a danger, an animal, an opponent, an by extension against oneself."⁸

According to an article explaining sport practices from a sociological point of view from the nineteenth century to the mid-twentieth century, the use of sport has been set out in terms of a »fight against the degeneration of the race“ , preparation of the workers or soldiers, pacification and control of violence. By examining historical research we can determine that two modalities for physical exercise exist in Ancient Times: sport in the education of young aristocratic warriors and professional athletes. The young Greek aimed to become Adonis through sport.

Sport was valued to cultivate the body and the mind. Athletes were paid to defend their cities in wars. In the Middle Ages, the caste of knights was created. They mainly participated in the departure for wars but later became elite figures. Courtesy and bravery formed their mindset. The tournaments were practices for war. In research, physical activities appear in the ancient times and the Middle Ages as elite trainings.

Sport officially takes an important role in England during the 19th century when countrymen organised combats of boxing to settle domestic conflicts. The Olympics promoted the success

⁸ [Http://bernard.lefort.pagesperso-orange.fr/cours_staps_m_marot/sociologie_du_sport.pdf](http://bernard.lefort.pagesperso-orange.fr/cours_staps_m_marot/sociologie_du_sport.pdf)

of sport in 20th century while television proclaims the advent of sports entertainment. Nowadays, the focus of sport shifts more to health, personal development, access to culture and citizenship. From this perspective, sports practices are closely connected with Coubertin's Olympic values today.

The definition of sport has also evolved with technological progress. Hence, the idea of risk-taking, braveness and courage is also present in many sport practices.

1.6. What is Not Education through Sport?

This section aims to raise the question of what ETS is not so, it is not misunderstood or used in a wrong way. The objective is to clarify where confusion could be made and suggest how to avoid it.

We all educate various people starting from our child to participate in sport. But there are different dimensions of how we use sport for an educational purpose. We cannot evoke ETS when educational objectives such as the development of social skills, health, nutrition and citizenship are relegated to the sole purpose of the sport performance itself. Many consider the sports club in its primary sense enough to fulfill an educational act. The fact that a youngster does regular sport does not necessarily mean that it is a good educational process with positive impacts on his/her development as a citizen. In general, the requirements of the technical staff are focused primarily on the initiation and progression of sport performances and physical skills. This process does not involve ETS. Many other skills could be brought in when sport practice happens. In ETS it is needed to conduct and bring an educational dimension to a sport or physical action. It is often a matter of socialization, integration or rehabilitation.

Furthermore, we should not ignore the fact that competition in sports could limit learning efficiency in ETS. "Youth often feel excessive pressure to win, perceive themselves as having poor abilities, feel unattached to their teams, and feel vulnerable in the presence of team mates. Experiences such as these have led youth to experience low self confidence and low self-esteem."⁹

In case competition becomes a priority, this could have some controversial effect on the educational outcomes. Moreover, acts of violence and aggression could become common in youth sport settings. In a recent study of perceived sport aggression, Gardner and Janelle (2002) found that such kinds of attitudes and behaviours started to become acceptable and legitimate within the sport environment. This is totally against the values of ETS so the practitioners should be aware to pay attention to these aspects and be careful of such effects when implementing activities in the context of ETS.

We recommend, though, that for effective development, the activities should take place in a fair environment, must take place over a long enough period of time in order to allow everyone to feel comfortable and confident, and must also involve long-term reciprocal relationships.

⁹ Wankel & Kreisel, 1985; Martens, 1993

2. SPORT FOR SUSTAINABLE DEVELOPMENT GOALS

2.1. Introduction of how Sustainable Development Goals can contribute to Sport

The United Nations have long recognized, advocated for and supported the important contributions of sport to development and peace, with a significant record of General Assembly and Human Rights Council resolutions, UN treaties, Secretary-General's reports and other guiding documents highlighting the unique potential of sport.

The processes and milestones which led to the historic adoption of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) in 2015 were followed by the Sport for Development and Peace community with strong interest and a commitment to continue using sport as a unique tool to support this new global plan of action. As a result of joint efforts, particularly including UN Member States' support to recognize the contribution of sport to the SDGs, Heads of State and Government and High Representatives declared in the Political Declaration for the new Agenda:

"Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives"¹⁰

This unprecedented recognition offers a compelling incentive and an unmissable opportunity for further joint efforts and action in the field Sport for Development and Peace. With the aspiration of leaving no one behind and maximizing the contribution of sport for a better and peaceful world, sport will continue advancing development as a powerful enabler of the SDGs, as it did for the preceding MDGs.

Sport's potential should therefore be revisited in view of the new framework for sustainable development in order to promote synergy, coherence and harmonization of programmes for the implementation of the SDGs. Overall, the global reach and appeal of sport is an extraordinary tool at our disposal for promoting a global outlook on sport at the service of advancing the achievement the SDGs.

The contributions of sport to the SDGs outlined in this overview reflect the expertise, experiences and welcome input of various SDP players, including UN entities and sport and development organizations, which have used sport and recognized its value as a flexible tool for enabling development and peace outcomes.

Drawing from that experience, this overview addresses sport's role and potential in relation to all 17 SDGs, being mindful of the importance of each goal. While doing so, it however discerns between the SDGs where greater evidence and practice with regard to the contributions of sport were identified – marked with the SDG wheel symbol - and those SDGs where sport has a more limited or indirect potential.

¹⁰ 2030 Agenda for Sustainable Development A/RES/70/1, paragraph 37

Ultimately, the present overview aims at informing, inspiring, encouraging and supporting sport's contributions to the SDGs by relevant stakeholders including States, entities of the United Nations system, sport-related organizations, sport federations and associations, foundations, nongovernmental organizations, athletes, the media, civil society, academia and the private sector.

In the scope of this contribution of the sport and its contribution to Global Agenda, we have selected 5 SDGs in our project to combine them with Erasmus+ Key Competences. These SDGs are;

SDG 4 - Quality in Education

SDG 5 - Gender Equality

SDG 8 - Economic Growth & Decent Work

SDG 10 - Reducing Inequalities

SDG 16 - Peace, Justice and Strong Institutions

2.2 Connection of Selected SDGs within our project and Sport

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- The right to education and equal rights of women and girls in the field of education form the basis of this goal. Inclusive sport activities have long been used to foster education and have therefore been identified as a tool to advance those rights.
- Sport can encourage inclusion and the equal participation of women and girls, people with disabilities, and other vulnerable or underrepresented groups and individuals. S
- takeholders in sport and education can cooperate to promote tolerance, diversity and non-discrimination in school programmes.
- Joint programmes with schools offer additional and alternative physical education and physical activities to support the full learning process and deliver holistic education.
- Sport can improve learning outcomes by fostering academic performance and achievement, leadership abilities, and concentration and focus capabilities.
- Sport-based programmes offer education opportunities and life skills to be used beyond school including the workplace.
- Sport, physical education, physical activity and play can motivate children and youth to attend school and engage with formal and informal education.
- Sport programmes for girls, including in refugee camps, can be used as an incentive to stay in school Sport can raise awareness about sustainability through designing sustainable educational curriculums and greening schools and universities

Goal 5: Achieve gender equality and empower all women and girls

- Sport can be a powerful platform for advocacy and awareness raising for gender equality. It can contribute to abolish all forms of discrimination against women and girls; human rights based rules of a sport can help to replace culturally discriminative norms that exclude women and girls from sport.
- While women and girls' rights to participate in sport as athletes or spectators are not respected in many countries, sport can help to foster gender equality in countries and regions where women are discriminated.
- Addressing current gender inequalities across participation, performance and leadership in sport can make a valuable contribution to this Goal.
- Sport and sport-based community programmes in particular can, if designed inclusively, cause positive shifts in gender norms and promote gender equality.
- Sport can foster increased self-esteem and confidence of women and girls, empower them and develop skills needed to become equal participants and leaders in their communities. ,,
- Through sport-based programmes, women and girls can be equipped with knowledge and skills on health, on how to live a healthy and active lifestyle, on how to act in case they experience violence, on employability, and with leadership skills needed to progress in society.
- Sport can provide safe and fair environments for women and girls. A safe playing area for girls is especially essential, for instance in refugee camps.
- Sport can raise awareness and address abuse and gender-based violence within sport

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work

- The growing scale of the sport industry, and its links with other sectors, offer opportunities for economic growth and decent employment.
- Stakeholders in sport that base their activity on the respect of human rights can spur to positively impact local and regional business.
- Sport goods and equipment should be produced in line with labour standards and in particular free from forced and child labour and discriminations of all forms.
- Sport programmes can foster increased employability for women, people with disabilities and other vulnerable groups, thus contributing to inclusive economic growth.
- Sport-based educational programmes provide skills for employability and opportunities to enter the labour market for youth.

- Sport-based employment and entrepreneurship can contribute to create decent jobs for all by complying with labour standards throughout their value chain & in line with businesses policies practices.
- Sport can generate enhanced overall community involvement, and it can motivate mobilization of the wider community and growth of economic activities associated with sport.
- Sport events can have long lasting effects on the population if they involve the population for their legacy, to be in line with human rights and labour standards, and to be sustainable.
- Sport organizations, if they adopt adequate policies and procedures, can be an opportunity for capacity building, creating jobs, and for economic, social and environmental sustainable development in general

Goal 10: Reduce inequality within and among countries

- The right to equality and non-discrimination is a cornerstone of international law. Sport can promote equality and can serve as a platform to promote the value of diversity. Stakeholders in sport can amplify the message of equality and respect for diversity.
- Sport, including sport events, can be used to celebrate and value diversity. Stakeholders in sport can promote mutual understanding and address discriminatory practices and various forms of discrimination. Sport stadia that serve as stages for human behaviour can become platforms for human rights based inclusiveness and respect for diversity.
- Sport is recognized as a contributor to the empowerment of individuals, such as women and young people, and communities. Participation in sport offers opportunities for the empowerment of people with disabilities; it showcases ability, not disability, thus raising awareness and promoting respect. Sport can therefore be effectively used for the inclusion of all irrespective of age, sex, race, ethnicity, origin, sexual orientation, gender identity, religion or economic or other status.
- Equal opportunities can be achieved in and through sport by raising awareness towards existent inequalities and establishing sport-related policies and programmes aimed at reducing them.
- The popularity of, and positive attitude towards sport make it a suitable tool for tackling inequality in areas and populations that are difficult to reach. It can also tackle prejudice and intolerance by promoting tolerance and pro-social behaviour instead.

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

- Sport can help to rebuild post-conflict societies and uplift affected communities and individuals by fostering the respect, protection and implementation of human rights. Sport can amplify important human rights messages, such as the value of inclusion, respect for diversity and non-discrimination.
- Sport provides a powerful communication platform that can be used to disseminate solidarity and reconciliation messages and to promote a culture of peace. Sport events can provide opportunities for advocating and realizing peace, as notably the Olympic truce has allowed since ancient history.
- Role models in sport can promote peace and human rights and foster dialogue and social cohesion.
- Sport activities can help to address war-related trauma and promote healing by providing safe spaces for activities that enable victims of war to regain a sense of security and normalcy.
- Sport can serve as a tool for supporting demobilization and disarmament efforts as well as supporting the reintegration of excombatants, particularly former child soldiers, into their communities.
- Sport can support the rapprochement and integration of divided communities and cultures through friendly games. The universal popularity of sport offers an important means of engaging communities that are hard to reach and socially excluded groups, for example via sport programmes for refugees or indigenous peoples.
- Respect, equality and fair-play, some of the core values in sport are also fundamental principles for peaceful and inclusive societies thus sport programmes that emphasize these values can contribute to the realization of such societies.

3. TRAINING PROGRAM

In the light of Education Through/For/By Sport methodologies with Sustainable Development Goals approach, below training program and some sample methods are used:

Program	17.09.2023	18.09.2023	19.09.2023	20.09.2023	21.09.2023	22.09.2023	23.09.2023	24.09.2023	25.09.2023		
Morning	ARRIVAL	Being a Learning Group & Learning Agreement	Education For/By/ Through Sport - I	Sport as a Human Right (Policies and Initiatives)	How to use Sport to promote SDGs & Key Competencies	Conference in European Week of Sport (First Part)	Booklet Content Creation: How we can promote SDGs through Sport	Presentation of Future Plans & Projects	DEPARTURE		
		Team Building: City Hunting	Education For/By/ Through Sport - II	Sport as a tool for Active Citizenship	Sport for SDG 3 - Health and Wellbeing (Filomena)			Creation of National Dissemination Plans			
Lunch Time	Lunch										
Afternoon	Name Games & Program Presentation	Organization Bazaar	Sport as a Tool for Volunteering & Community Development	Free Time in the City	Sport for SDG 4 - Quality in Education	Conference Second Part: Education Based Sport Activities	2021 - 2027 Erasmus+ and ESC Program	Final Evaluation			
		Erasmus+ Program, 8 Key Competencies and Youthpass	Sport as a Tool for Social Empowerment		Sport for SDG 8 - Decent Work & Economic Growth		What is Next? (Future Planning)	Youthpass Certificates & Closing			
		Reflection Groups									
		Dinner									
Evening	Welcoming Dinner	Cultural Night - I	Free Evening	Turkish Cultural Night	Cultural Night - II	Free Evening	Working Evening	Closing			

3.1 Implemented Methods

Get to Know Each Other Activities	
Name of the Tool	Explanation
Name - Movement	<ul style="list-style-type: none"> - The group stands in a circle. - Each participant is first asked to say their name and then to make a gesture, mimic, etc. that expresses themselves. - After the first participant says their name and makes a gesture, everyone else says their name and makes a gesture. - When it is the second participant's turn, they say the name of the previous participant, make a gesture and then say their name and make their gesture. - This time, all participants say the name of the second participant and do the movement. The game continues in this way.
Name & Gesture	<ul style="list-style-type: none"> - The group stand in a circle. The leader begins by introducing herself by her first name accompanied by a physical gesture. - The whole group repeat the name and gesture. This process works around the group until everyone has said their name and performed a gesture. - This process is then repeated but without the name this time.

	<p>- Then anyone who wishes takes a step forward and the rest of the group must say his or her name and perform that person's gesture.</p>
The Ball and ...	<p>It is a game that can be played on the first day of the event.</p> <p>- Participants are asked to stand or sit in a circle. The person leading the game throws 1 tennis ball in their hand to the person in front of them and says "their name". The person who receives the ball throws the ball to another person and says "their name". However, the person throwing the ball and the person holding the ball must look eye to eye, this rule must be explained by the person leading the game before the game starts. In the game, there is no action or talking other than throwing/receiving the ball, saying the name and looking each other in the eye. This is the 1st phase of the game and is gradually accelerated.</p> <p>- The leader then moves on to the 2nd phase of the game. In the 2nd stage, the person who throws the ball tries to say the name of the person they threw the ball to. This game is gradually accelerated and the participants learn each other's names.</p> <p>(The same stages of the game can be applied for other characteristics of the participants. For example: country of origin, age, etc.)</p>
Human Bingo	<p>1- Each participant is given a pre-prepared people bingo chart. 2- The chart can be prepared in various ways according to the characteristics we want the participants to learn about each other. 3- Then the participants are told to talk to each other and try to find the person who has the characteristic in the questions asked and write the name of the person they find opposite the box.</p> <p>Warnings:</p> <p>1- The same person's name cannot be found twice in a chart. 2- The aim is for each participant to talk to as many participants as possible and learn their names and some personal characteristics. 3- The first one to complete the chart wins the bingo and the game.</p>

- Various methods can be reached via www.experienta.com

Discussion & Team Building Methods	
Name of the Tool	Explanation
	1. In a space large enough to accommodate the group, designate one end as "Totally Agree" and the other as

<p>Where Do You Stand?</p>	<p>“Totally Disagree.” Connect these opposite poles by marking a line on the floor with masking tape or string to represent the continuum of positions that lies between them.</p> <ol style="list-style-type: none"> 2. Read an issue/scenario/statement aloud, perhaps twice if needed. You can also write them or project them. 3. Ask participants to stand at one end or anywhere along the tape or string to reflect their position or opinion on the issue. 4. Once everyone is in place, ask each student in turn to explain why he/she decided to stand in that place. Encourage students to respond to opinions, reasoning, or ideas expressed by others but do not allow attacking of another student’s choice. <p>Explain that they are free to adjust their positions when they hear ideas they had not previously considered.</p>
<p>Learning out of the Box</p>	<p>If you would like to print the Learning out of the Box card game, please do the following:</p> <ol style="list-style-type: none"> 1. Click on each link to download the 5 files. All files are in this website: https://www.youthpass.eu/en/publications/card-game/ 2. Save the files. 3. Get ready to print. Make sure your printer enables colour and double-side printing, and also that you have enough cardboard pages available. If your printer can only print on one side, we suggest to print the odd-pages first and once printed, place the pages again on the printer facing the other way, so that the even-pages are printed next on the blank side. Make sure the direction of the pages is the same as for the pages already printed. We would like to suggest that you make a few test before you print on the cardboard pages. 4. Print the cardboard pages in colour on both sides. 5. Cut the cards and the box along the dotted lines. Form and paste the box together. Put the booklet together and staple it in the middle. 6. You are ready to play! Now, you can read the booklet. It contains the instructions to play the game.
<p>City Hunting</p>	<p>- Participants are divided into smaller group and then they’re given the handouts. There a certain duration is given and</p>

	<p>presentations are asked them to be done after they arrive back to the starting place. Such tasks can be given:</p> <ol style="list-style-type: none"> 1. Find a name for your team. 2. Create a motto for your team. 3. Compose a song that includes the words “Erasmus+, SDGs, travel, sport, umbrella, board marker, Istanbul” and perform it at the end. 4. Learn how much is bread, a bottle of water and a newspaper and compare it with your countries. 5. Go to “Nazım Hikmet Culture Center” and learn what is this place and the life of “Nazım Hikmet”. 6. Find 3 concept café in Kadıköy and learn about their concept. Take a photo with the employers 😊 7. Make an interview with a minimum of 3 young people about what is their favorite Sport and 3 values they can gained through sport. 8. Learn from a local how to make Turkish Coffee and Ayran. 9. Learn how to say “Hello, Thanks and Have a nice meal” in the native languages of your teammates. 10. If you would have enough money to run your own business in İstanbul, what kind of enterprise you could come up with? 11. Take crazy group pictures in 5 different places. 12. Take a photo with SDG card with your group 13. Create a short video (max. 1 minute) about İstanbul and your opinions about the city.
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- Various methods can be found on the SALTO-Youth Website.

Education Through Sport Methods	
Name of the Tool	Explanation
<p>Aerobic for Health (connected to SDG3)</p>	<p>The idea is to have a group experience with physical activity with learning objectives in connection to health. The purpose of this activity is to show how tobacco affects a person's everyday physical activity.</p> <ol style="list-style-type: none"> 1. Step Aerobics: Do a 5 minute step aerobics routine with the students. Any routine will do, as long as it is rigorous and gets their heart rate up. 2. Participants count their heart rate on their wrist for 30 seconds, and multiply the number by 2. 3. Discussion: Have the participants answer the first two questions: <ul style="list-style-type: none"> • What are the two factors you know about smoking? • What are your two favourite physical activities?

	<p>4. Discuss the results in the group by listening some examples of answers.</p> <p>5. Another Aerobics: Each participant gets a straw and a step. They will do the same exact aerobics routine from the beginning. The difference is they will be using straws to breathe in and out. The straws represents how a smoker feels when doing physical activity.</p> <p>6. Have the participants check their heart rate again the same way to see if there is a difference compared to the first time.</p> <p>7. Reflection about the protection of health and quitting the harmful habits</p>
<p>Ultimate Frisbee (connected to SDG4)</p>	<p>As this is an implementation of a frisbee game that includes various types of physical activities, participants should warm up beforehand.</p> <p>After the warming up part, all participants are divided into two groups. The group division game could be anything relevant to the previous sessions or could be something related to the facilitator/trainer's strategy to balance gender and age among the participants. With the creation of the teams, separate colors of jerseys are given to form the team identity and clearly show each player which team they belong. They choose a team captain. Right after that, 2 frisbees for each team is given to practice and be familiar with frisbee game. Each team starts to practice and test their frisbee skills.</p> <p>Right after, the first stage starts with a referee (this person can be facilitator or trainer) to give the first instruction card/paper to each team. The first stage is related to the "Education For Sport" Methodology. With that paper, team captain starts to read the rules and instructions how to play frisbee game. As there will be competition at the core of the game, they also make strategies in line with the rules of the games. With this paper, it's suggested to lead the participants as "who makes 7 passes without frisbee to touch the ground or opponent team steals the frisbee or touch to the frisbee win a score". In the light of these instructions, each team starts to compete and the first stage starts. During the whole game, the referee observes the game and scores are counted. Then a time-out is given and each team gets prepared for the second stage. (The first stage should take max. 10-15 minutes.)</p> <p>In the second stage, another instruction paper is given to team captains. With this stage, we move to the "Education By Sport" Methodology. With this paper, it's suggested to lead the participants as "to make a score, each team member must touch</p>

	<p>to frisbee without frisbee touches the ground or opponent team steals the frisbee or touch to the frisbee win a score". In that way, the game becomes harder and weak or strong chains of the team should touch to the frisbee so teams start to make strategy to include everyone. In the light of these instructions, each team starts to compete and the first stage starts. During the whole game, the referee observes the game and scores are counted. Then another time-out is given and each team gets prepared for the third stage. (The second stage should take max. 10-15 minutes.)</p> <p>During the second time-out, the referee starts to give role cards to the players without showing anyone. Also, it should be said to the participants that they cannot tell or show their role cards to anyone from their teams or opposite teams. These role cards could be "Be someone who criticize everything, be someone cheerful, be someone angry, you cannot use your strong hand, etc." Then, the third stage starts with the second stage's instruction cards. This stage is related to the "Education Through Sport" Methodology. Simple rules are given to play the game but they see some differences with their teammates. The last session also should take around 10-15 minutes to fully experience the differences. With the last whistle of the referee, participants should be sent to the stretching corner after 45 minutes of frisbee implementation.</p> <p>After the participants cool down, a debriefing session should be started to ask for the experience of the players. In the light of DeM Debriefing model, the first questions are asked related to their concrete experience. Then more reflective observations are taken from the participants and it's merged with the questioning if each player felt involved in the game or how did they feel in each stage. Afterward, the "Education For/By/Through Sport" Methodology is explained to the participants to better remember the stages and associate them with the concepts. After that, participants are led to the active implementation part and they more talk about the stages and associate them with their real life. In that way, they start to think about what would be different when they play this game one more time, also preparing themselves for the next actions.</p>
<p>Choose Your Side: Yoga or Dance? (connected to SDG5)</p>	<p>The activity requires both groups to be active at the same time and is divided into two parts.</p> <p>- Part 1 of the activity (30min) DANCE GROUP An introductory handout is given. The group then has 15 to 20 minutes to prepare the performance. The participants divide</p>

	<p>the roles among themselves. They are given no other instructions or limitations.</p> <p>YOGA CLASS The participants are asked to prepare a “yoga lesson”, altogether, as a group and told that later on, the lesson will have to be presented to the other group. The only limitation given to them beforehand is the duration of the lesson (it has to be 3 to 5 minutes long). The group then has 15 to 20 minutes to prepare the lesson.</p> <p>- Part 2 of the activity (15 min) After both groups have performed in front of each other, the leaders of the groups (the individuals in both groups who have proved to be the most active, important for the group – who have spontaneously emerged through the group dynamics during the first part of the activity), are asked to leave the room for a short time.</p> <p>DANCE GROUP When the group leader leaves the group for a short time, we introduce to the other members of the group some new circumstances (prepared by us in advance), that have occurred in a week’s time. The group then has 4 minutes to come up with solutions and to integrate the new circumstances into their performance.</p> <p>YOGA CLASS When the group leader leaves the group for a short time, we introduce to the other members of the group some new circumstances (prepared by us in advance), that have occurred in a week’s time. . The group then has 4 minutes to come up with solutions and to integrate the new circumstances into their yoga lesson.</p> <p>Each group performs in front of each other again.</p> <p>Then reflection to compare the differences and difficulties.</p>
<p>Tic Tac Toe (connected to SDG8 & SDG10)</p>	<ol style="list-style-type: none"> 1. Make 2 team and each of them will have 1 team leader 2. In the first test round all of the players play the game. They make a line, one teammate throws the ball into basket, if he/she makes it, he/she goes through small parcure, take the t-shirt, put it into grids to make tik tak tok, then he/ she returns, gives high five to the next team mate and he/she repeats the process 3. In the first round leaders gets chance to choose his/her team, others sit, process is repeated.

	<p>4. In the second-round leaders rechange his/her team, but this time before the choice we give roles to some players (meanwhile leader doesn't know this).</p> <p>5. In third final round team leader rechange the team and nobody has any role.</p> <p>6. After the game we do reflection session and talk about the SDGs we used in the game in a simple way.</p>
<p>H.A.N.D. BALL (connected to SDG16)</p>	<p>- The participants are separated into two teams. Each team is consisting of 6 people. Also, 2 referees should be elected by the teams at the beginning of the game. There are 3 basic rules of the game:</p> <ol style="list-style-type: none"> 1. Participants cannot take more than 3 steps when they have ball in their hands 2. Nobody can enter and stay within the goals' area 3. It's not allowed to hurt anyone intentionally <p>- Teams can add new rules or erase rules during the implementation. The whistle blows every two minutes during the 15'. Teams have 2 minutes to decide and change the rules to dominate the game.</p> <p>- Teams are not required to change rules but it's an optional setting. After 2 minutes of the breaks, the game continues. The teams are given 2 minutes to agree on the rule change. Decided rules are written on the board or a rule can be deleted from the board with the teams' common decisions. rules are written on the board or a rule can be deleted from the board with the teams' common decisions.</p>

3.2. Future Projects Developed by Participants

SDG addressed	SDG 10 – Reducing Inequalities
The title of the Project	"Inclusion of people with disabilities in sports"
The learning objective	To raise awareness about inequalities in modern society and think of ways to create a positive impact on participants of educational programs
Target Group	Young people in the age range of 16-24
Duration	Up to 4-8 hours of educating about this topic
Preparation (Preparation before the implementation, needed materials etc.)	Frisbee throwing discs, a bigger room/outdoor area to play with the frisbee, sheets of paper, markers, pens or pencils, comfortable shoes and clothes for sport activities for participants, a whiteboard for writing material and theory down.
Instructions to implement	A short energizer to get everyone more motivated for sports (About 5-10 minutes)

	<p>Simple explanation about the rules of the game</p> <p>A sport activity with the throwing discs:</p> <p>Participants stand in a circle and practice throwing the discs (10 minutes)</p> <p>Trainer chooses two leaders for the two teams</p> <p>Participants are divided into two teams and compete with each other with the throwing discs (Approximately 20 minutes)</p> <p>A short break (10 minutes)</p> <p>The trainer picks out 3 participating people and gives them a secret task (E.g. One of the participants has suffered an injury and "broke his leg"; Second participant has a broken arm, the third one is deaf or in a wheelchair.)</p> <p>The game is continued as usual, but the people with the given tasks have to secretly do them. (~20 minutes)</p> <p>Reflection after doing this activity.</p>
Sum Up / Debriefing / Reflection at the end of the implementation	<p>The people sit in a circle and discuss/answer the following questions:</p> <p>How did they feel during the activity?</p> <p>What did the people who got the special roles feel and what did they think?</p> <p>How did the other participants without the roles feel when the game changed all of a sudden?</p> <p>What they learnt from this activity?</p> <p>What ideas would they have about including disabled people into the sports activities?</p>

SDG addressed	SDG 14 – Life Below Water
The title of the Project	SfS (swimming for sustainability)
The learning objective	To educate teens and students about the importance of preserving aquatic ecosystems throughout different activities (swimming, beach volleyball and ect.) by creating a community.
Target Group	Peers (14-16 years old)
Duration	About 5 hours
Preparation (Preparation before the implementation, needed materials etc.)	Sport equipment: balls, swimming suits, towels, water, snacks, transfer. Cleaning part: garbage bags, gloves.
Instructions to implement	<ol style="list-style-type: none"> 1. Gather people (group of ~ 20). 2. Get to the location. 3. Provide participants with the instructions. 4. An hour for physical activity (team-building). 5. Break (15 minutes). 6. Cleaning part (about an hour, competition). 7. Rest for 30 minutes (meal time). 8. Other activities (about an hour). 9. Reflection part.

	10.The way back.
Sum Up / Debriefing / Reflection at the end of the implementation	<ol style="list-style-type: none"> 1. What was the first impression about this location? 2. Are you satisfied with the result of your work? 3. Can you turn this one-day event into a regular action? 4. During the sporting activities, did you notice a sense of community and teamwork among the participants? If so, how did this sense of unity impact the effectiveness and enthusiasm of the group during the beach cleanup activity? 5. Reflect on any specific positive and negative moment during the event? <p>Think about your participation in the sports aspect of the event. How did the sense of competitiveness and teamwork influence your perception of the environmental issue being addressed?</p>

SDG addressed	SDG 3 – Health & Wellbeing and SDG 11 – Sustainable Cities and Communities
The title of the Project	Hiking for sustainable health and wellbeing
The learning objective	To educate readers about benefits of hiking, both for individual health and wellbeing, and its alignment with SDGs
Target Group	The target group is a wide range of readers who share an interest in hiking and its contributions to personal health, community, and environmental sustainability
Duration	6 hours
Preparation (Preparation before the implementation, needed materials etc.)	Printed booklets for all participants, projector and screen, laptop or tablet, internet access, maps, hiking gear samples, local hiking information, supplies for hands on activities or group exercises related to hiking, evaluation forms, guest speakers, catering, transportation, safety equipment, and healthcare personnel.
Instructions to implement	<p>A group leader will ensure that the following steps are implemented:</p> <ol style="list-style-type: none"> 1. Printed booklets are provided. 2. Visual aids are set up 3. Access to internet provided. 4. Ensure safety of the hiking environment
Sum Up / Debriefing / Reflection at the end of the implementation	We expect at the end of this 6-hour project that our participants engage passionately with the content connecting with the benefits of hiking for personal health and its significance in achieving sustainability goals. The participants can resolve to hiking as a means of therapy and exercise.

