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The Youth Goals Playbook: Sport-Based Methods for Social Change

*Training Kit on the usage of Education Through Sport
for European Youth Goals and practical methods*



20
25.





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Introduction & Welcome Note



Sport has the power to bring people together in ways that few other tools can. It builds trust, opens communication, strengthens resilience, and creates shared spaces where young people feel seen, valued, and connected. For youth with fewer opportunities—those growing up in rural areas, disadvantaged neighbourhoods, or underserved schools—sport is often the most accessible gateway to participation, self-expression, and belonging.

At IKOS, Istanbul Culture and Sport Association, we have spent over a decade working with young people and youth workers through experiential learning and non-formal education. We believe that sport becomes a powerful educational tool when it is combined with intentional reflection and the right pedagogical approach. The Goals Beyond the Field project was designed exactly with this spirit.

Over one year, our consortium from Türkiye, France, Spain, and North Macedonia worked together to explore how Education Through Sport (ETS) can meaningfully support the achievement of the European Youth Goals. The training course held in France brought together youth workers and sport staff who co-created the 24 methods you will find in this Playbook. These methods were designed, tested, adapted, and improved using experiential learning principles and the ETS framework.

This Playbook is not just a collection of activities—it is a tool for empowerment. Each method connects movement with reflection, sport with learning, and action with social change. Our hope is that youth workers, trainers, coaches, and educators across Europe will use this resource to create more inclusive, participatory, environmentally conscious, and mentally healthy environments for young people.

M. Volkan Müderrisoğlu
President of IKOS

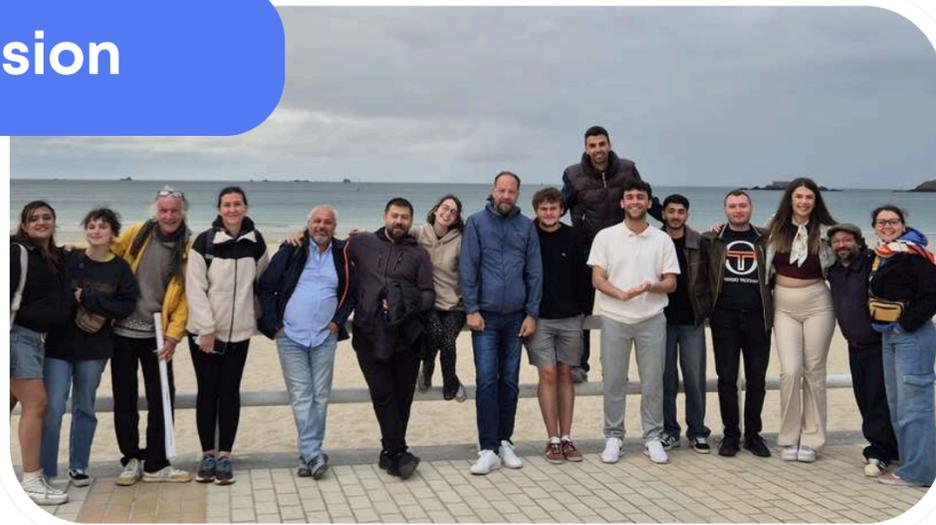
About the Project:



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Goals Beyond the Field

Vision



Goals Beyond the Field: Empowering Youth through Sports and European Values is an Erasmus+ Small-Scale Partnership project that brings together youth organisations and grassroots sport clubs from Türkiye, France, Spain and North Macedonia. The project was developed with a simple yet powerful vision: **to use sport not only as a physical activity, but as a meaningful educational space where young people can experience inclusion, wellbeing, participation and European values in practice.**

Mission



Through transnational cooperation, capacity building, and locally implemented sport-based actions, Goals Beyond the Field works to create long-lasting change in the way organisations design their youth programmes. The project's mission is **to build a generation of young people who feel confident, included, informed, and empowered to shape their own futures**—and to support the organisations around them to make this transformation sustainable.



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Why Sport & Youth Goals?

By combining sport with the Youth Goals, Goals Beyond the Field creates a dynamic and engaging learning framework. Instead of talking about the Youth Goals in a classroom setting, young people get to experience them.

Mental health becomes visible through activities on resilience; inclusion becomes real through mixed-ability games; participation comes alive when young people lead, decide and design the rules of play. When learning is embodied, it becomes memorable and transformative.



Project in a nutshell

The project is implemented **by five organisations from four countries:**

- IKOS (Türkiye) – Coordinator
- Çağdaş Kolejliler Sports Club (Türkiye)
- INTERCULTURA (France)
- AURYN (Spain)
- VC Strumica (North Macedonia)

during **12 months** of the project action plan between 01.12.2024 - 30.11.2025.

Target Groups

The project focuses on youth with fewer opportunities—particularly:

- rural youth
- young people from low socioeconomic backgrounds
- young athletes with limited access to civic participation
- youth in areas with limited non-formal learning opportunities

Main Activities

- Management Meetings in Spain & Türkiye
- International Training Course on Education Through Sport (France)
- Local actions promoting Youth Goals in sport
- Ideathons & sport-based problem-solving
- European Week of Sport events

Project Results

- #1: Creation of a Youth Goals Assessment Matrix
- #2: Development of the Training Kit
- #3: Project Booklet on the results of youth initiatives

By combining ETS with Youth Goals, the project supports young people to:

- recognise their own learning
- build social and emotional competences
- participate actively in their communities
- challenge discrimination
- practice decision-making
- reflect on wellbeing and environmental responsibility



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Let's have a look at International Training Course in France

The international training course was the heart of the project. Over five days, 18 youth workers, sport staff, and educators worked together to explore how sport can be used as a pedagogical tool for developing key competences and supporting the European Youth Goals.

The training was built around the **Experiential Learning Cycle** (Concrete Experience → Reflection → Conceptualisation → Transfer) using active sessions, simulations, cooperative games, and reflection tools.

Participants:



Learning Objectives:

Participants learned how to:

- Understand Education Through Sport as a non-formal pedagogical approach
- Design sport sessions using intentional learning objectives
- Facilitate structured debriefings
- Connect sport experiences with real-life behaviours
- Promote inclusion through mixed-ability and accessible activities
- Integrate the 6 Youth Goals into their local actions
- Create sport-based methods from scratch
- Implement experiential learning cycles in their organisations

Education Through Sport (ETS)

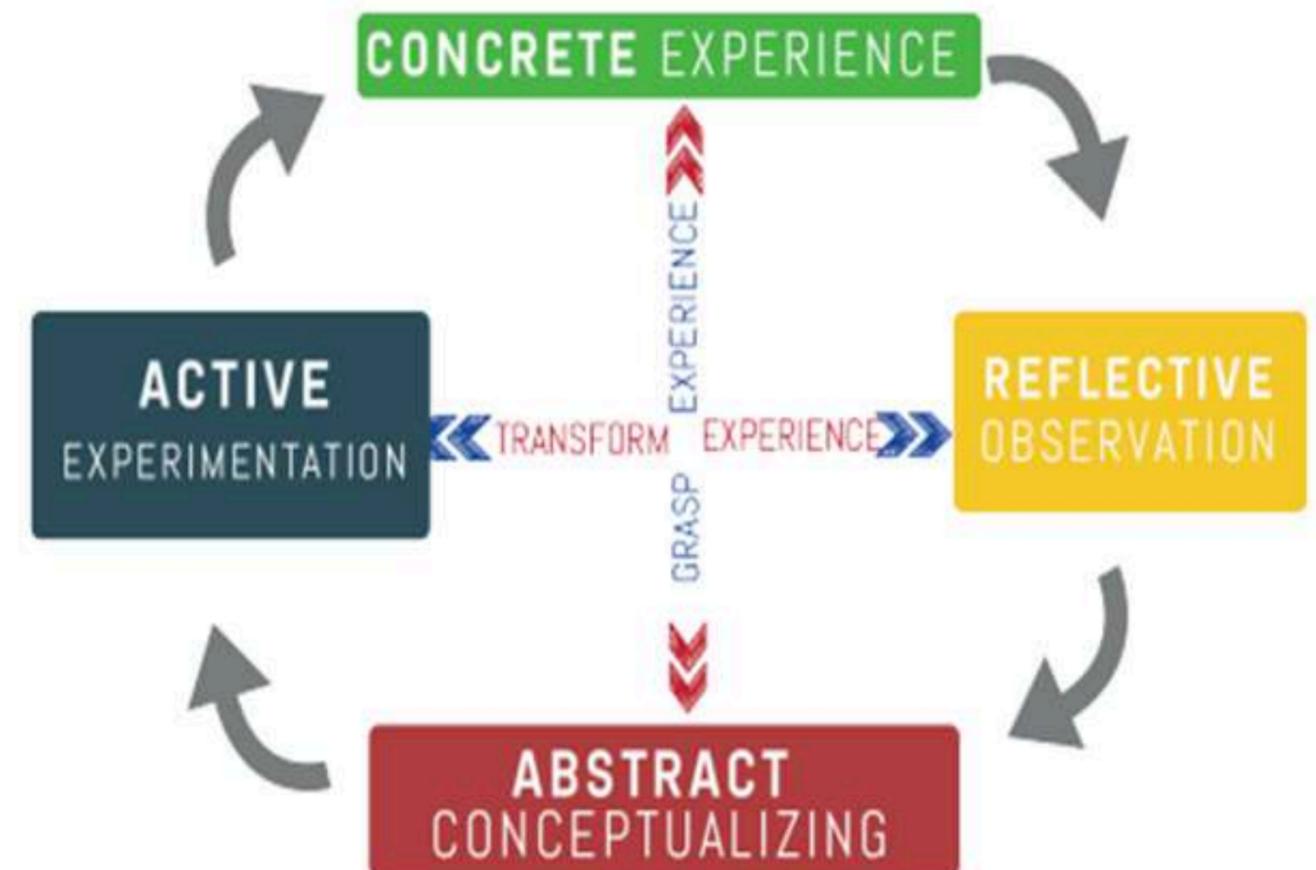
A pedagogical approach for social change

Education Through Sport (ETS) is a non-formal learning approach that uses sport and physical activity as intentional educational tools. It goes far beyond training, competition or technical skill development. Instead, ETS focuses on designing sport experiences that allow young people to practice communication, cooperation, critical thinking, conflict resolution, emotional regulation and social values. In other words, sport becomes a living classroom where behaviours, attitudes and competences are experienced rather than explained.

Unlike Education for Sport, which prepares young people to become better athletes, or Education by Sport, which uses general participation to influence learning, ETS is grounded in a structured pedagogical methodology. An ETS activity is designed with a clear educational goal, supported by a reflective process, and ends with a meaningful transfer to real-life situations. The physical activity is not the end—it is the medium.

3.1 ETS and the Experiential Learning Cycle

The foundation of ETS is experiential learning, which is based on the idea that meaningful learning happens when young people actively experience something, reflect on it, and apply what they gained in new contexts.

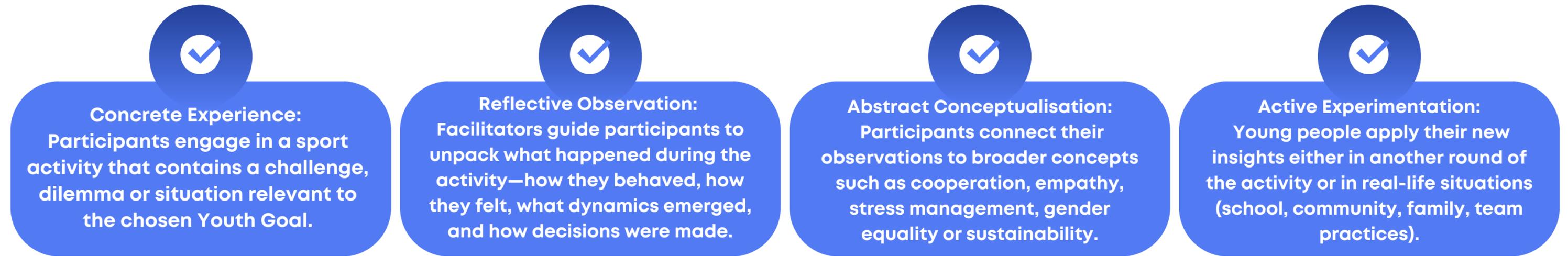




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ETS & Experiential Learning

The cycle progresses through four stages:



This cycle transforms simple movement into structured learning. Young people experience the topic physically, reflect emotionally, analyse cognitively and eventually transfer the learning to their daily lives.

The role of Debriefing

Debriefing is the heart of ETS. Without reflection, a game is just a game; with a well-guided debriefing, it becomes an educational intervention. Through open questions, group dialogue and guided analysis, participants learn to identify how their actions affect others, how they can manage emotions, and how individual behaviours influence group dynamics. Debriefing helps young people form awareness about themselves and society and supports long-term behavioural change.



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Why ETS Works for Young People with Fewer Opportunities

ETS is particularly powerful for youth who may be disengaged from traditional forms of education or who face social and economic barriers. Sport is accessible, motivating and emotionally engaging. It allows young people to participate on their own terms, to express themselves non-verbally, and to experience success in ways that may not exist in their academic or social environments.

ETS creates a safe, structured and encouraging environment where young people can:

- feel included regardless of ability
- practice communication and cooperation
- take up leadership roles
- navigate conflict constructively
- build self-esteem
- reflect on their wellbeing
- experience participation through action

European Youth Goals Framework

A roadmap for empowering young people through sport

The European Youth Goals were developed through an unprecedented consultation process involving over 50,000 young people across Europe. They reflect the key challenges young people face today and outline what they need for their personal development, wellbeing and participation in society.

The Youth Goals highlight issues such as mental health, inclusion, gender equality, environmental responsibility, meaningful participation, access to information and quality learning. They serve as a compass for youth policy and a practical guide for organisations working with young people.



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Why the Youth Goals Matter in a Sport Context

The 11 European Youth Goals summarise the issues that affect young people in Europe and the political priorities that are important to them. Around 50,000 young people took part in a Europe-wide survey in 2018. Based on this survey, the 11 Youth Goals were formulated with concrete sub-goals under scientific supervision. All EU countries were involved in the development of the Youth Goals and support them. The Youth Goals have been included in the EU Youth Strategy.

On the other side, sport is one of the most dynamic social environments available to young people. It offers a real-time stage where teamwork, emotions, stress, cooperation, leadership and values unfold naturally. The Youth Goals give sport sessions a conceptual direction and allow organisations to turn everyday practice into intentional learning moments.

Connecting sport with the Youth Goals helps:

- make youth policy accessible to young people
- turn abstract goals into concrete experiences
- support learning that is inclusive, fun and engaging
- link physical activity with personal and social development
- create environments where youth can practice participation and dialogue



#1 Connecting EU with Youth



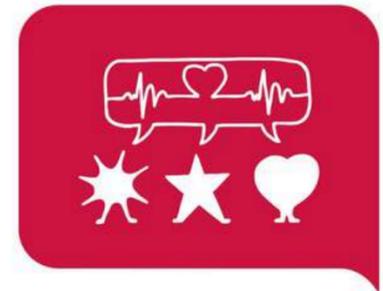
#2 Equality of All Genders



#3 Inclusive Societies



#4 Information & Constructive Dialogue



#5 Mental Health & Wellbeing



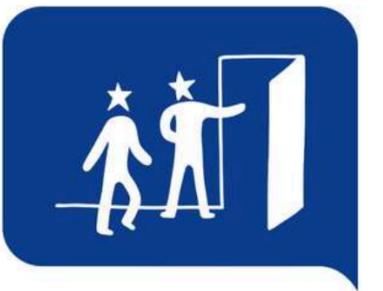
#6 Moving Rural Youth Forward



#7 Quality Employment for All



#8 Quality Learning



#9 Space and Participation for All



#10 Sustainable Green Europe



#11 Youth Organisations & European Programmes

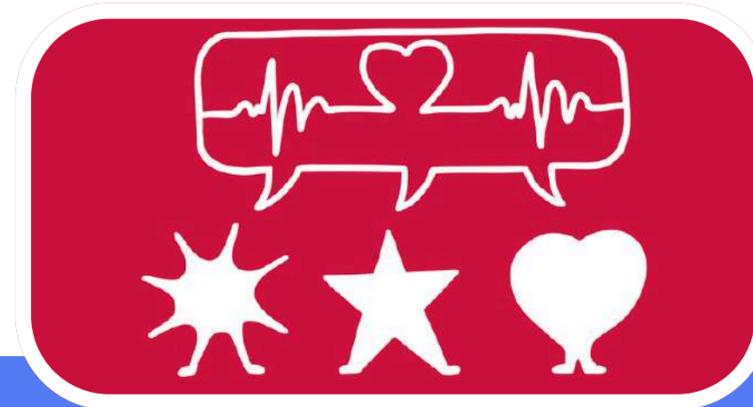


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The 6 European Youth Goals in our project



#2 Gender Equality



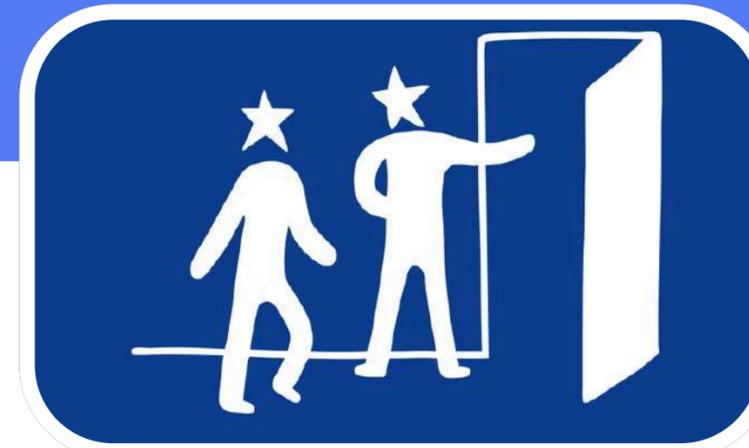
#5 Mental Health & Wellbeing



#8 Quality Learning



#3 Inclusive Societies



#9 Space and
Participation for All



#10 Sustainable Green
Europe



Selection of 6 & Why?

Although the European Youth Goals include eleven priorities, Goals Beyond the Field focuses on six of them—those that most meaningfully intersect with sport, non-formal learning and the lived realities of the young people involved. Each selected goal represents a dimension of youth development that can be practically experienced, reflected upon and strengthened through Education Through Sport (ETS). Below is an overview of the six Youth Goals guiding this Playbook and their relevance within a sport-based learning context.

Equality of All Genders (Youth Goal #2)

Sport exposes gender norms and participation gaps clearly. Through mixed teams, fair play rules and shared roles, young people can experience equality, challenge stereotypes and reflect on inclusive team cultures.

Inclusive Societies (Youth Goal #3)

Sport is a natural setting for practicing empathy, cooperation and respect. Mixed-ability activities and cooperative games help participants recognise exclusion dynamics and explore how to create more welcoming environments.

Mental Health & Wellbeing (Youth Goal #5)

Physical activity directly influences emotional balance. Sport provides opportunities to observe stress, confidence, frustration and motivation, helping young people develop healthier coping strategies and increased self-awareness.

Quality Learning (Youth Goal #8)

Sport strengthens learning-to-learn skills such as concentration, problem solving, decision-making and giving feedback. ETS methods help young people understand how they learn and transfer these skills to school and daily life

Space & Participation for All (Youth Goal #9)

Sport offers immediate moments of participation—setting rules, taking roles and leading teams. These experiences help young people practice democratic principles, responsibility and active involvement in group processes.

Sustainable Green Europe (Youth Goal #10)

Outdoor activities and eco-themed sport exercises highlight environmental awareness. Through playful exploration, young people reflect on sustainability and the impact of their choices on nature.



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PART-II: Sport Based Methods for Social Change

This part of the Playbook presents the **24 sport-based educational methods** developed during the Goals Beyond the Field project. Each method was designed and tested using the principles of Education Through Sport (ETS) and reflects the values and priorities of the six European Youth Goals that guide this project: **Equality of All Genders, Inclusive Societies, Mental Health & Wellbeing, Quality Learning, Space & Participation for All, and Sustainable Green Europe.**

The methods included here are more than structured games or warm-up activities. Each one is built as an intentional learning experience, where sport becomes the medium for exploring attitudes, behaviours and competences. When facilitated with reflection, these activities help young people recognise their own strengths, understand group dynamics, challenge stereotypes and connect their experiences on the field to real-life situations.





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List of Methods for #2: Equality of All Genders



#2 Equality of All Genders

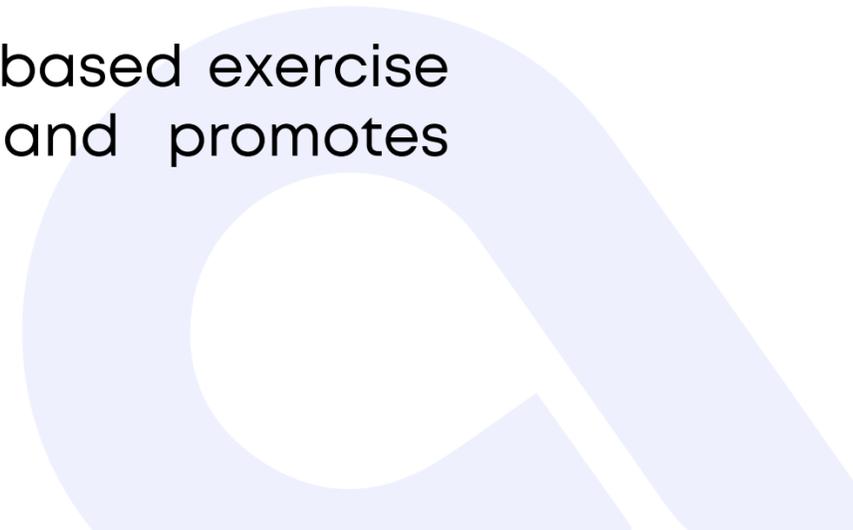
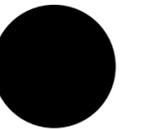
Ensure equality of all genders and gendersensitive approaches in all areas of life of a young person.

Method 1 - Equality Relay Challenge: A rotating leadership relay activity that challenges gender stereotypes through shared roles and rule adaptation.

Method 2 - Fair Play Hackathon: A co-design lab where participants redesign a traditional sport to ensure fairness and equal access.

Method 3 - Invisible Roles Game: A simulation revealing hidden power dynamics and gendered expectations in group activities.

Method 4 - Inclusive Circle Pass: A sport-based exercise that makes exclusion patterns visible and promotes inclusive behaviours.





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Method 1: Equality Relay Challenge

Learning Objective: Challenges stereotypes through role rotation.

Duration: 45 min

Group size: 10–30

Space: Outdoor preferred

Materials: Cones, balls, bibs

Steps:

1. Create mixed teams and a short relay route (3–4 stations).
2. Assign rotating roles: leader, timekeeper, motivator, rule-checker.
3. Run Relay Round 1 normally.
4. Run Relay Round 2 with a twist: each station must be led by a different person.
5. Run Round 3: teams redesign one station to be more inclusive (less strength-based).
6. Share redesign ideas in plenary.

Reflection:

- Who took leadership naturally? Why?
- What changed when roles rotated?
- What makes a sport activity gender-inclusive?

Facilitator Tips:

- Emphasize cooperation, not “winning”.
- Interrupt sexist jokes immediately with a calm norm reminder.





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Method 2: Fair Play Hackathon

Learning Objective: Co-create inclusive sport formats.

Duration: 60 min

Group size: 12–30

Space: Indoor

Materials: Sport rules sheet, flipchart

Steps:

1. Choose a common sport (volleyball, football, basketball).
2. Ask groups: “Redesign it for inclusion.”
3. Provide prompts: equipment, scoring, team rules, roles, time, space.
4. Groups create “Version 2.0” rules.
5. Quick demo or role-play of key rule changes.
6. Peer feedback: “What increases inclusion?”

Reflection:

- Which rule change matters most?
- Who becomes included with the redesign?
- How can you test this locally?

Facilitator Tips:

- Encourage low-threshold rules.
- Keep demos short.





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Method 3: Invisible Roles Game

Learning Objective: Reveals hidden power in group dynamics.

Duration: 35 min

Group size: 12–25

Space: Indoor

Materials: Role cards

Steps:

1. Give participants role cards (leader, excluded, mediator, silent supporter).
2. Run a short team task (build something, solve a puzzle).
3. Stop and ask: “Who had power? Who didn’t?”
4. Reveal roles and compare perceptions.
5. Repeat task with new roles and an inclusion rule.
6. Extract inclusion practices.

Reflection:

- How does power show up in sport groups?
- What protects vulnerable participants?
- What facilitation practices ensure equality?

Facilitator Tips:

- Debrief carefully; emotions may appear.
- Normalize learning and mistakes.





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Method 4: Inclusive Circle Pass

Learning Objective: Makes inclusion/exclusion visible in a safe way.

Duration: 40 min

Group size: 12–20

Space: Indoor/Outdoor

Materials: Ball

Steps:

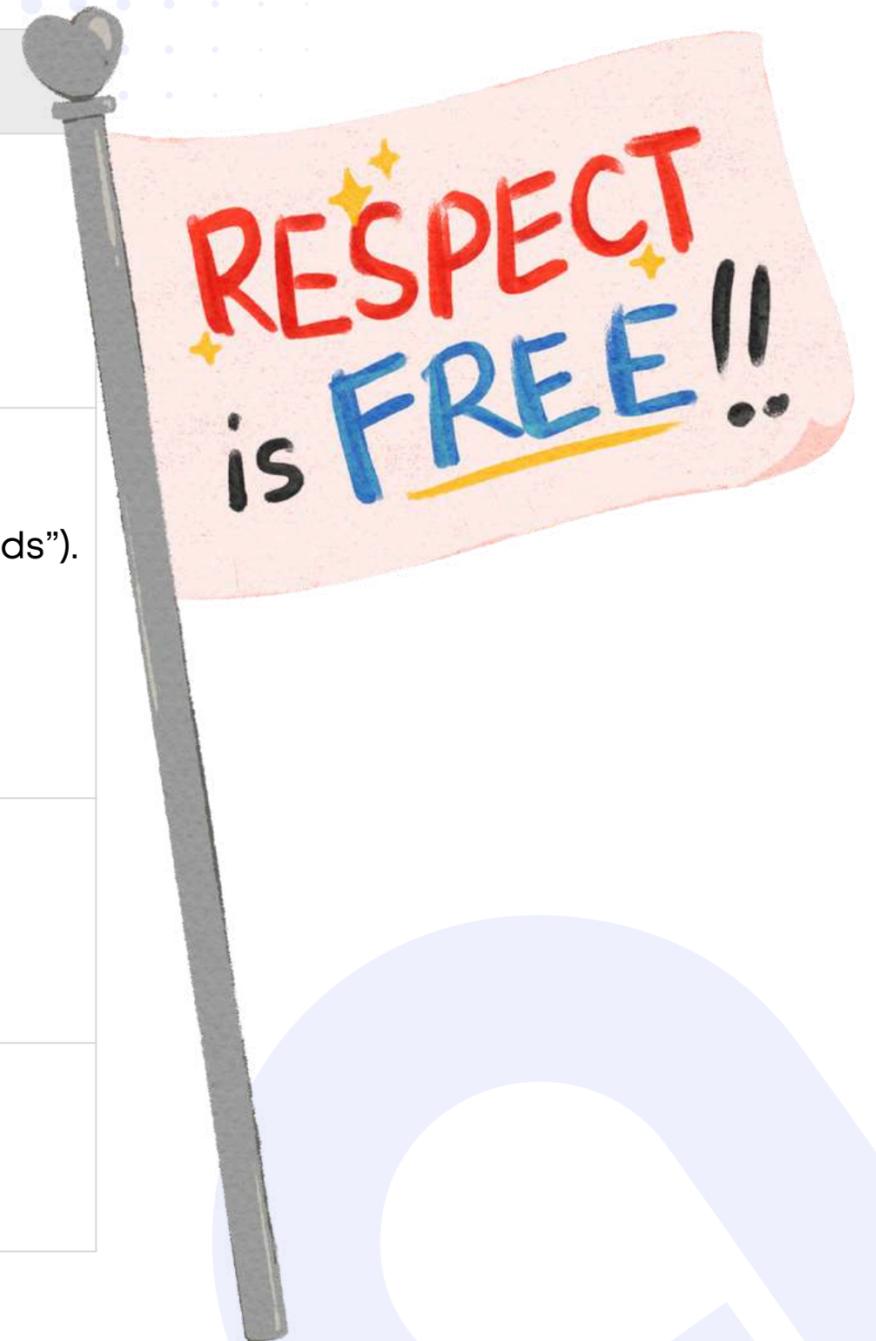
1. Form a circle. Explain the basic rule: pass the ball quickly; everyone should receive it.
2. Secretly give 3–4 participants role cards (e.g., “ignore X”, “avoid eye contact”, “pass only to friends”).
3. Run Round 1 for 4 minutes. Stop and ask: “What did you notice?” (don’t reveal roles yet).
4. Run Round 2 with a new goal: “Try to include everyone intentionally.”
5. Reveal roles and invite short reactions from role-holders and others.
6. Connect the experience to barriers in real sport contexts.

Reflection:

- What behaviors created exclusion?
- What helped inclusion in Round 2?
- How can we design sport sessions that reduce barriers?

Facilitator Tips:

- Keep it playful, not blaming.
- Watch emotional safety; offer “pass” option in sharing.





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List of Methods for #3: **Inclusive Societies**



#3 Inclusive Societies

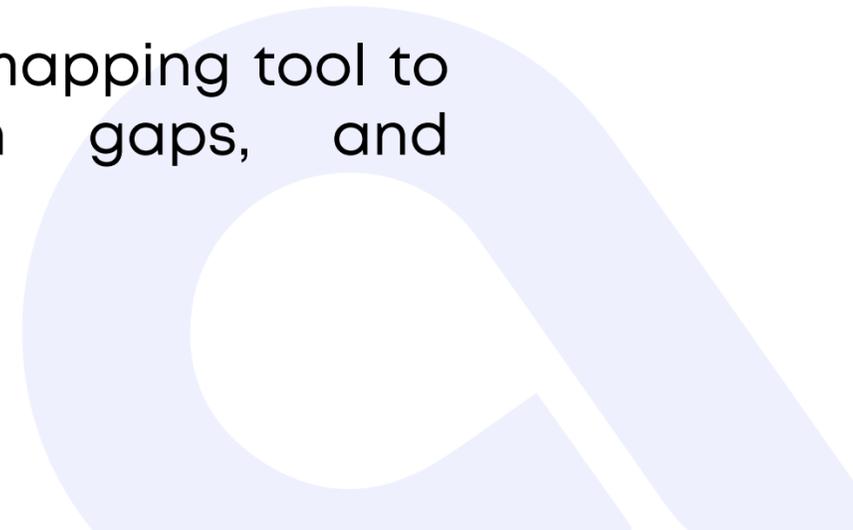
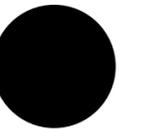
Enable and ensure the inclusion of all young people in society.

Method 5 - Barrier Walk: An experiential activity that visualises social, economic, and cultural barriers in sport participation.

Method 6 - Culture Exchange Game: A traditional games exchange promoting intercultural understanding and mutual respect.

Method 7 - Unequal Resources Simulation: A team challenge demonstrating how structural inequalities affect opportunities and outcomes.

Method 8 - Community Sport Canvas: A mapping tool to identify local stakeholders, inclusion gaps, and partnership opportunities.





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Method 5: Barrier Walk

Learning Objective: Visualises invisible barriers in sport participation.

Duration: 40 min

Group size: 10–25

Space: Indoor

Materials: Scenario cards, tape line

Steps:

1. Everyone stands on one starting line.
2. Read statements (e.g., “I can afford sport equipment”).
3. If true: step forward; if not: step back.
4. After 12–15 statements, stop and observe the “distance”.
5. Invite silent observation first.
6. Debrief and connect to inclusion measures in sport.

Reflection:

- What patterns do you notice?
- Which barriers are most common locally?
- What can we change in our activities?

Facilitator Tips:

- Use neutral tone; avoid shame.
- Allow anyone to opt out.





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Method 6: Culture Exchange Game

Learning Objective: Builds respect through shared play.

Duration: 45 min

Group size: 12–30

Space: Indoor/Outdoor

Materials: Minimal (depends on games)

Steps:

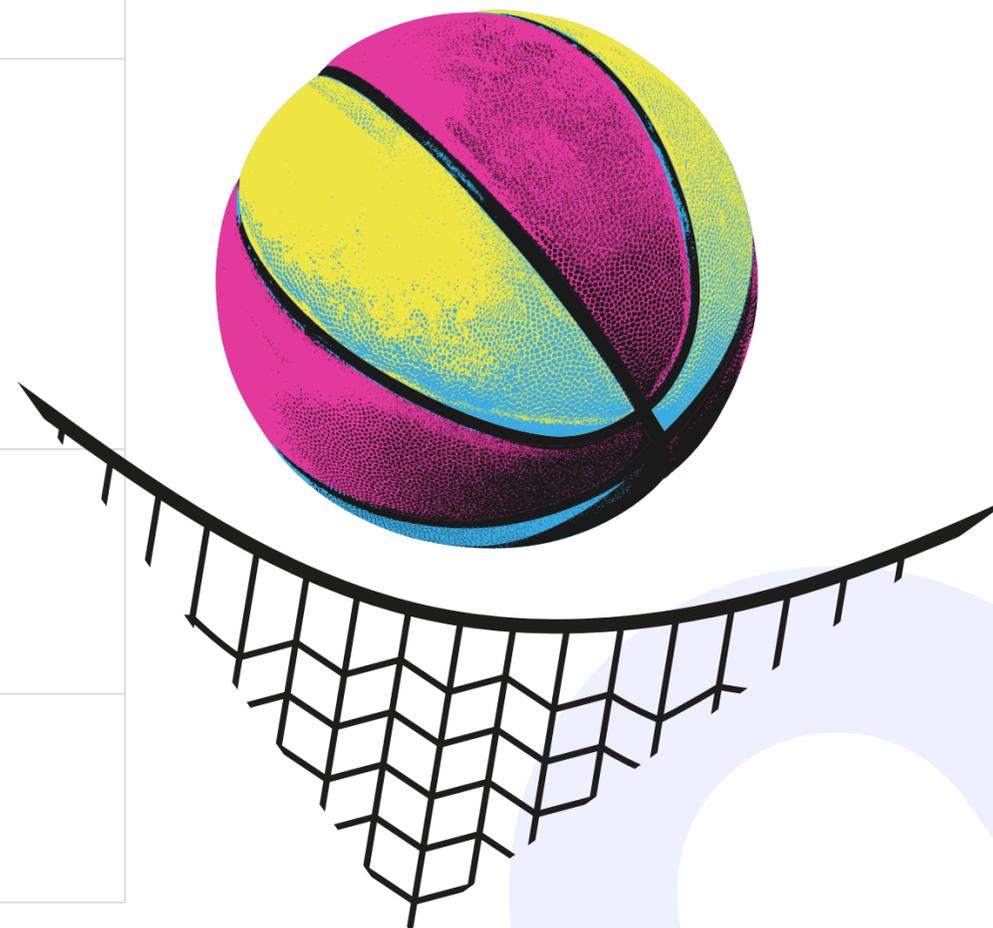
1. Invite each country/group to bring a simple traditional game.
2. Each group teaches rules in 3 minutes (keep it simple).
3. Play 8–10 minutes per game.
4. After each game: “What value did you notice?”
5. Compare similarities across cultures.
6. Close with a group-created “shared rules of respect”.

Reflection:

- What did you learn about another culture?
- What was familiar across games?
- How can this reduce prejudice?

Facilitator Tips:

- Avoid games that could exclude by ability.
- Encourage cheering for everyone.





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Method 7: Unequal Resources Simulation

Learning Objective: Shows structural inequality in sport access.

Duration: 45 min

Group size: 10–30

Space: Outdoor preferred

Materials: Cones, balls, bibs

Steps:

1. Create 3–4 teams. Give each team different resources (ball types, space, time, extra person).
2. Run a simple tournament (e.g., score points by passing sequence).
3. Keep rules same for all teams despite unequal resources.
4. Stop and ask teams to describe their feelings and strategies.
5. Invite teams to redesign rules to increase fairness.
6. Run a final round using redesigned fair rules.

Reflection:

- How did unequal resources affect outcomes?
- What parallels exist in rural/urban opportunities?
- What can organisations do to reduce these gaps?

Facilitator Tips:

- Emphasize “systems” not “individual effort”.
- Don’t over-frustrate; keep time-boxed.





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Method 8: Community Sport Canvas

Learning Objective: Maps partnerships and sustainability.

Duration: 50 min

Group size: 8–20

Space: Indoor

Materials: Canvas template

Steps:

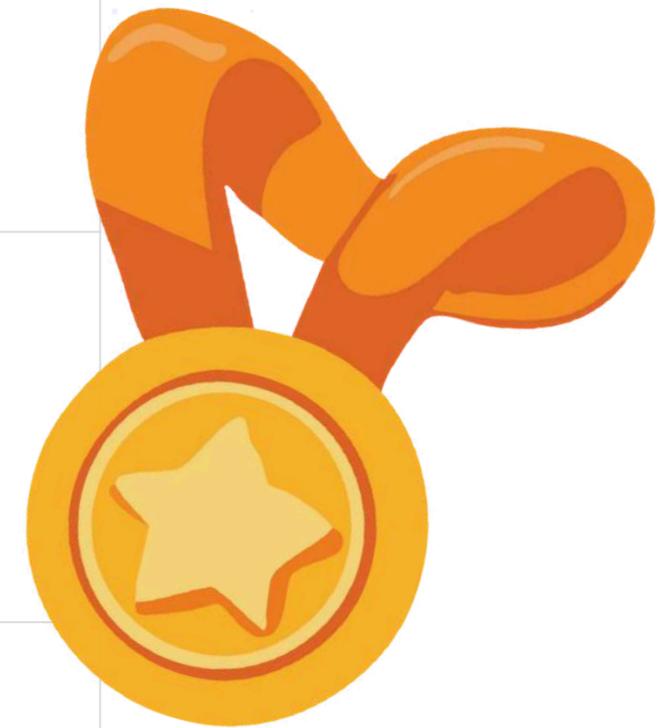
1. Draw a canvas with 6 boxes: Youth, Stakeholders, Spaces, Barriers, Resources, Next steps.
2. Groups fill in each box for their local context.
3. Identify one partnership to strengthen (e.g., municipality, school, club).
4. Create a 3-step engagement plan.
5. Share canvases across groups.
6. Collect common partnership needs.

Reflection:

- Who is missing from your local ecosystem?
- What is one quick partnership win?
- What sustains actions after the project?

Facilitator Tips:

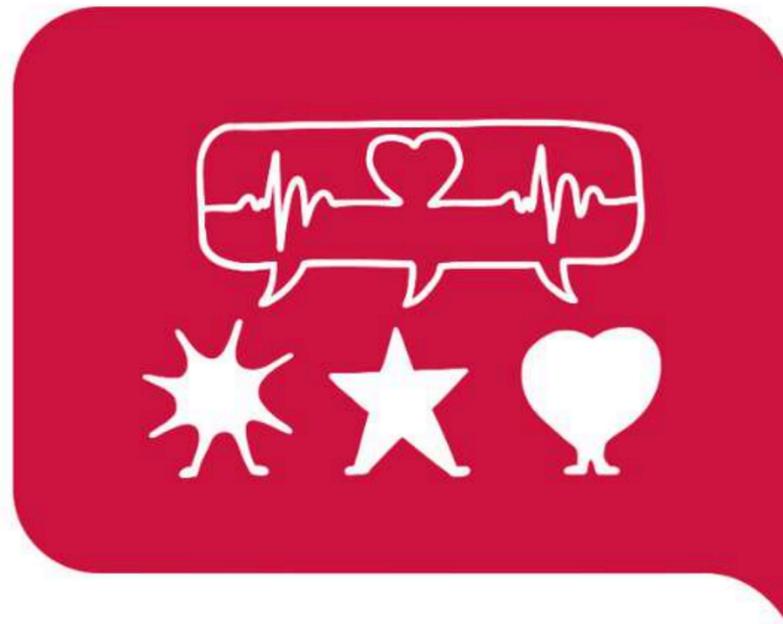
- Keep focus on realistic stakeholders.
- Assign ownership for follow-up.





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List of Methods for #5: **Mental Health & Wellbeing**



#5 Mental Health & Wellbeing

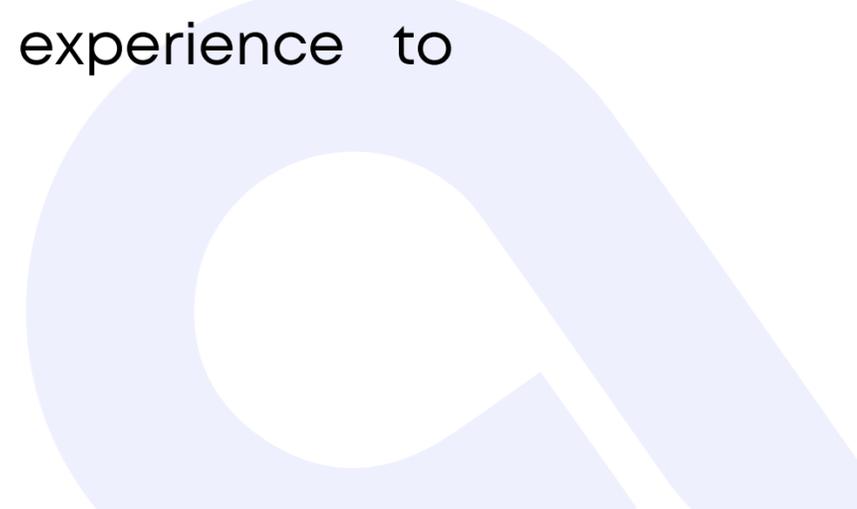
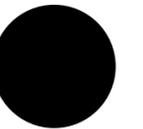
Achieve better mental wellbeing and end stigmatisation of mental health issues, thus promoting social inclusion of all young people.

Method 9 - Wellbeing Radar: A reflection tool that maps how sport activities impact emotional and social wellbeing.

Method 10 - Emotion & Movement Mapping: A movement-based activity connecting physical expression to emotional awareness.

Method 11 - Values in Motion: An active learning method linking European values to embodied sport experiences.

Method 12 - Goals Beyond Reflection Circle: A structured reflection format connecting personal experience to Youth Goals and future action.





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Method 9: Wellbeing Radar

Learning Objective: Connects sport participation to wellbeing outcomes.

Duration: 35 min

Group size: 8–20

Space: Indoor

Materials: Printed radar chart (or draw on flipchart)

Steps:

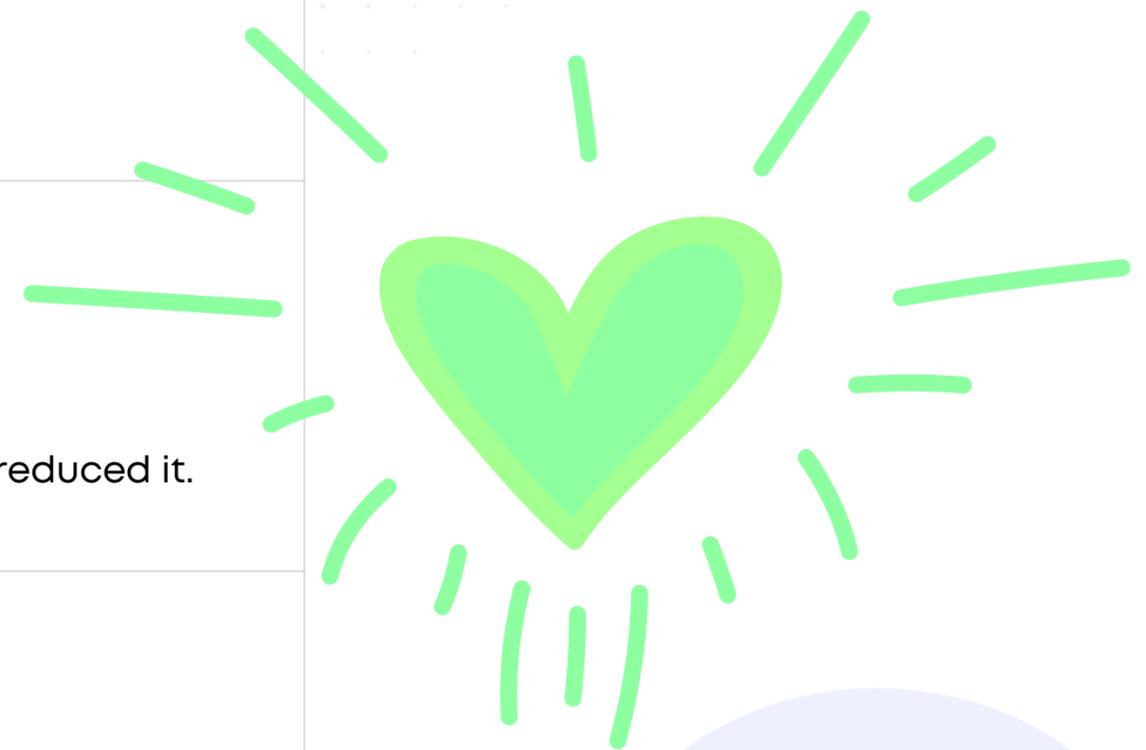
1. Explain 5 wellbeing areas: energy, belonging, confidence, stress, motivation.
2. Participants score each area from 1–5 based on the activity they just did.
3. They draw their radar shape (or mark on a shared chart).
4. In small groups, participants compare shapes and discuss differences.
5. Ask each group to identify one factor that increased wellbeing and one that reduced it.
6. Collect improvement ideas on a flipchart.

Reflection:

- What in the activity supported your wellbeing most?
- What created pressure or stress?
- What design change would improve wellbeing next time?

Facilitator Tips:

- Use “no judgment” language.
- Allow private scoring if sensitive.





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Method 10: Emotion & Movement Mapping

Learning Objective: Connects movement to emotional literacy.

Duration: 40 min

Group size: 10–25

Space: Indoor

Materials: Emotion cards

Steps:

1. Participants pick an emotion card (calm, anxious, excited, excluded).
2. In pairs, they create a short movement representing the emotion.
3. Others guess the emotion.
4. Discuss: “What in sport triggers this emotion?”
5. Create strategies: “How can we reduce negative triggers?”
6. Make a group wellbeing agreement.

Reflection:

- Which emotions are common in sport spaces?
- What makes people feel safe?
- What would you change in a sport session to protect wellbeing?

Facilitator Tips:

- Keep sharing optional.
- Create a supportive atmosphere.





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Method 11: Values in Motion

Learning Objective: Links European values to physical experience.

Duration: 35 min

Group size: 10–25

Space: Indoor/Outdoor

Materials: Value cards

Steps:

1. Place value cards around the space (solidarity, respect, equality, freedom).
2. Run mini movement challenges at each station.
3. After each station, ask: “How did we show this value?”
4. Small groups choose one value and design a 3-minute sport drill representing it.
5. Groups demonstrate their drill.
6. Collect “value behaviors” on a flipchart.

Reflection:

- Which value was easiest to embody?
- Which value is hardest in sport settings?
- What behaviors show this value in real life?

Facilitator Tips:

- Keep challenges inclusive and low intensity.
- Let youth lead stations when possible.





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Method 12: Goals Beyond Reflection Circle

Learning Objective: Connects experience → learning → action.

Duration: 45 min

Group size: 10–30

Space: Indoor

Materials: Youth Goal cards

Steps:

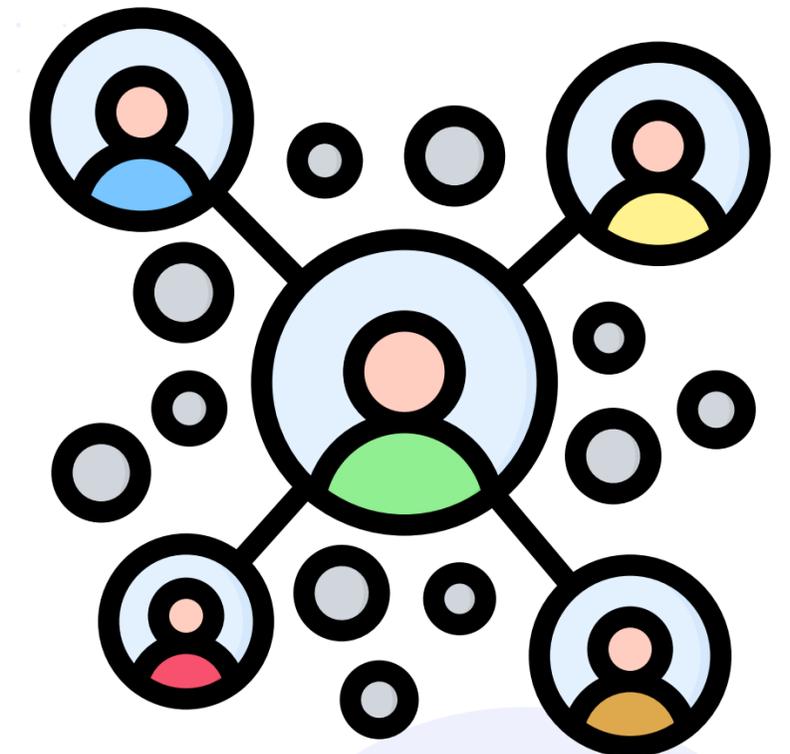
1. Place Youth Goal cards on the floor.
2. Ask participants to stand by the goal they felt most during the project activity.
3. In goal-groups, participants answer: “What happened? What did we learn? What is next?”
4. Each group shares one key learning and one action idea.
5. Vote on the top 3 action ideas for local follow-up.
6. Close with one personal commitment sentence.

Reflection:

- Which Youth Goal became real for you?
- What will you do differently after today?
- How can we sustain this in our community?

Facilitator Tips:

- Use a calm, reflective tone.
- Capture commitments anonymously if preferred.





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List of Methods for #8: **Quality Learning**



#8 Quality Learning

Integrate and improve different forms of learning, equipping young people for the challenges of an ever-changing life in the 21st century.

Method 13 - Micro-Coaching Lab: A peer-facilitated coaching practice developing methodological and feedback competences.

Method 14 - Youth Goals Mapping Wall: A participatory mapping exercise linking sport experiences to European Youth Goals.

Method 15 - Skills Recognition Sprint: A fast-paced reflection activity identifying transferable competences gained through sport.

Method 16 - Local Impact Mapping: A community-level reflection tool connecting activities to long-term learning outcomes.





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Method 13: Micro-Coaching Lab

Learning Objective: Builds facilitation and coaching competences.

Duration: 60 min

Group size: 12–24

Space: Indoor/Outdoor

Materials: Sport equipment

Steps:

1. Split into small groups; each designs a 10-minute inclusive sport drill.
2. Each group delivers the drill to peers.
3. Observers use 3 criteria: inclusion, clarity, reflection.
4. Immediate feedback (2 strengths + 1 improvement).
5. Groups adjust the drill and re-deliver 3 minutes.
6. Summarise “best coaching practices”.

Reflection:

- What made facilitation effective?
- How did you adapt for inclusion?
- What would you change for a different group?

Facilitator Tips:

- Encourage simple drills.
- Model constructive feedback.





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Method 14: Youth Goals Mapping Wall

Learning Objective: Turns “EU Youth Goals” into concrete sport experiences.

Duration: 30 min

Group size: 10–25

Space: Indoor

Materials: Flipchart sheets, post-its, markers

Steps:

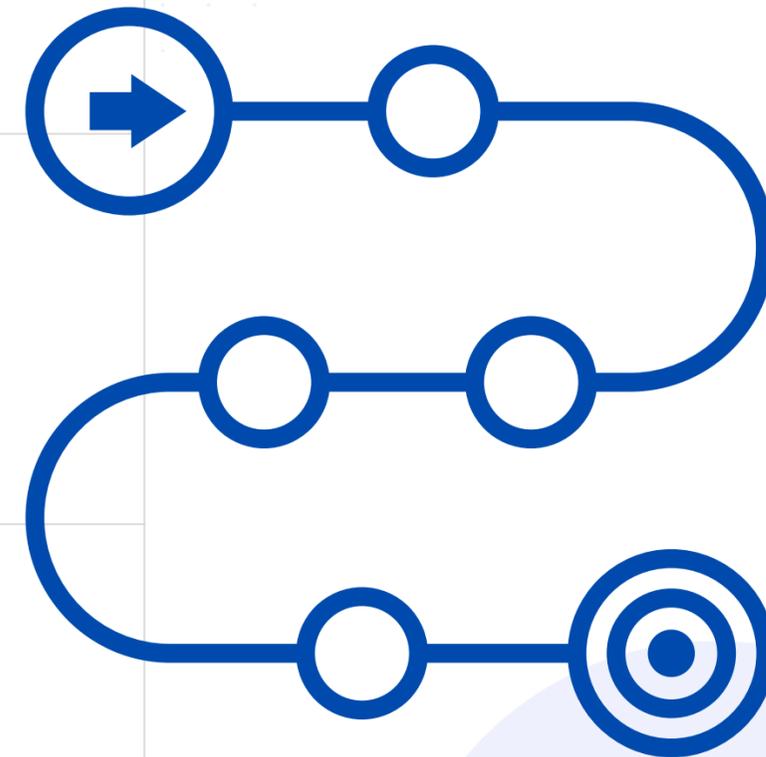
1. Post 6–8 Youth Goals on the wall (use the ones your project focuses on).
2. Give each participant 5–7 post-its.
3. Ask them to write: “A moment in sport where I felt this goal.” (one post-it per moment).
4. Participants place post-its under the Youth Goal they chose.
5. In pairs, participants explain one post-it each (2 minutes per person).
6. Group clusters similar post-its and names 2–3 common themes.

Reflection:

- Which Youth Goal appears most in our sport practices?
- Which goal is missing and why?
- What could we change next time to strengthen the missing goal?

Facilitator Tips:

- Use examples first (one story from you).
- Encourage “real moments” not abstract words.





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Method 15: Skills Recognition Sprint

Learning Objective: Makes learning outcomes visible and transferable.

Duration: 30 min

Group size: 8–25

Space: Indoor

Materials: Skill cards or paper

Steps:

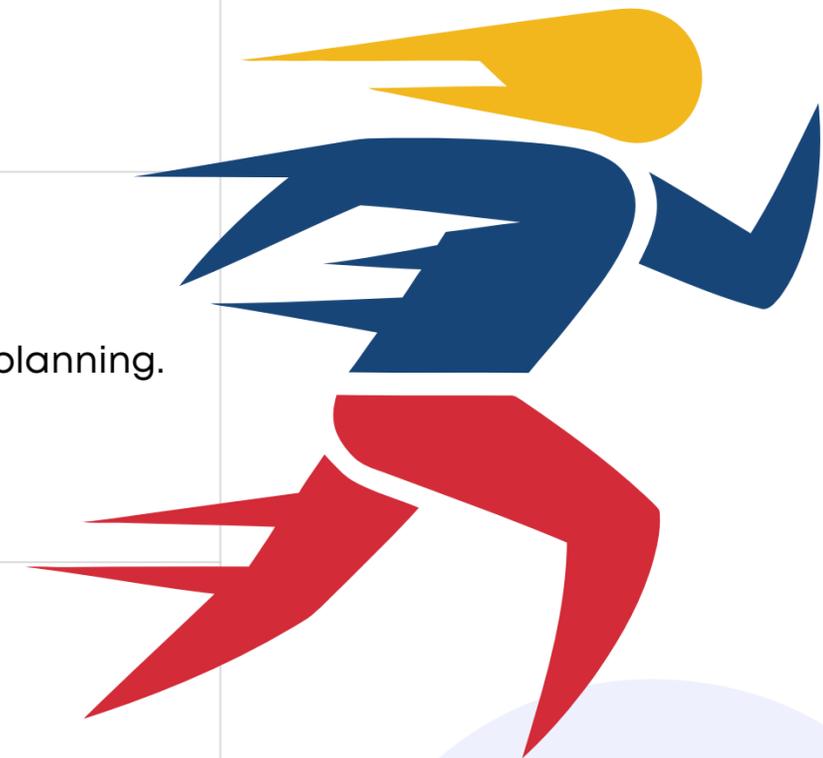
1. Ask: “What did you do during the activity?” (actions list).
2. Convert actions into skills (e.g., “organised teams” → leadership).
3. Use 6 skill categories: communication, teamwork, problem-solving, leadership, empathy, planning.
4. Participants select their top 3 skills developed today.
5. In pairs, they write one real-life example (school/work/community).
6. Share 2–3 examples in plenary.

Reflection:

- Which skill surprised you most?
- Where can you use it next week?
- What support do you need to develop it further?

Facilitator Tips:

- Give examples of “skills language” first.
- Keep it simple for youth audiences.





Method 16: Local Impact Mapping

Learning Objective: Shows community-level impact beyond the session.

Duration: 40 min

Group size: 8–20

Space: Indoor

Materials: Impact map template

Steps:

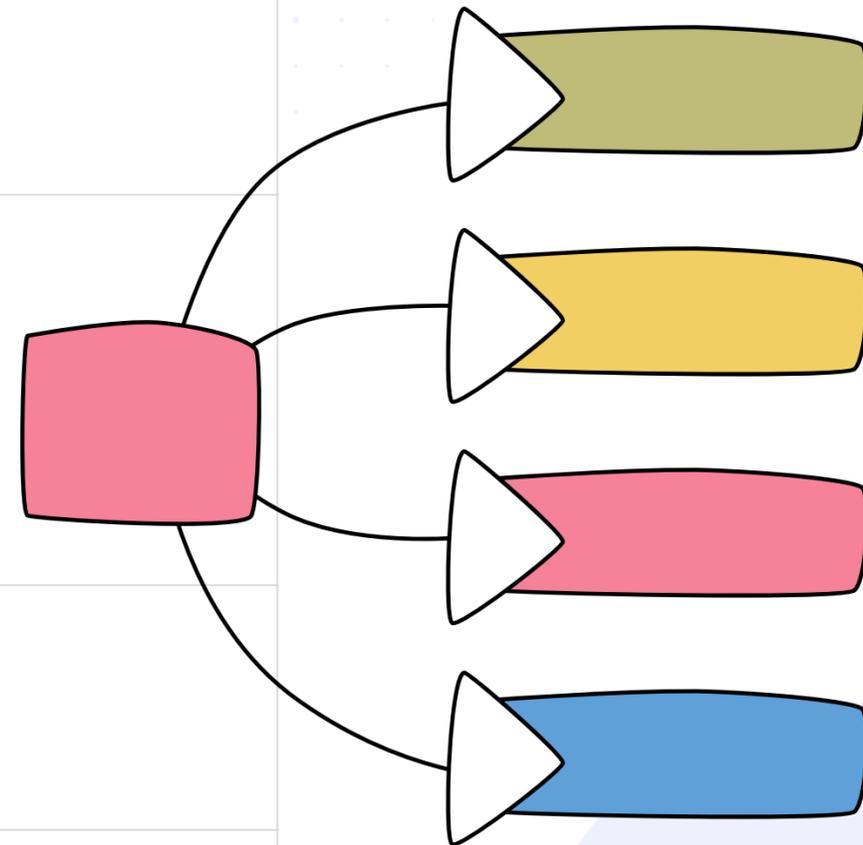
1. Participants list “Who joined?” and “Who didn’t join?”
2. Identify barriers that prevented participation.
3. Map direct outcomes: skills, wellbeing, connections.
4. Map ripple effects: families, clubs, local stakeholders.
5. Choose 2 actions to improve reach next time.
6. Assign responsibility and timeline.

Reflection:

- Who benefited most and why?
- Who was missing and how to reach them?
- What change do we already see?

Facilitator Tips:

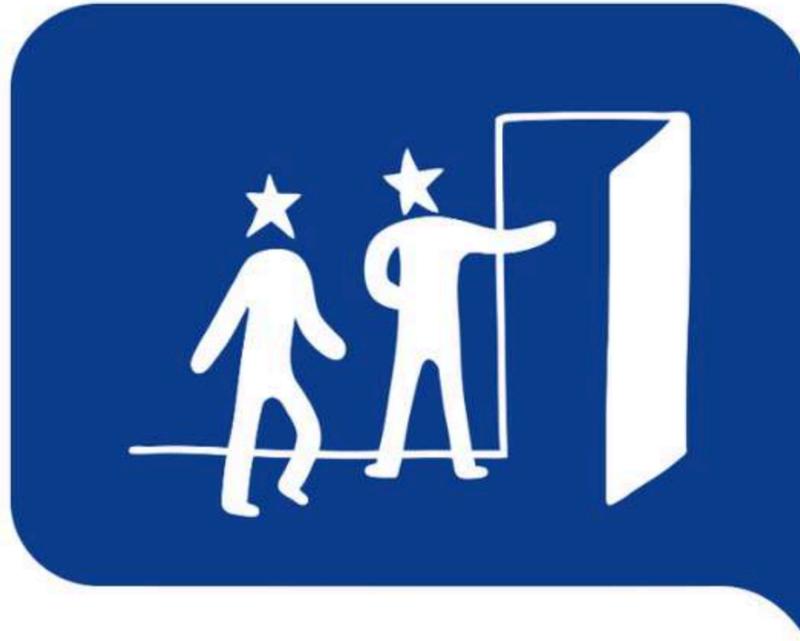
- Use evidence (numbers, observations).
- Keep action planning realistic.





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List of Methods for #9: **Space & Participation for All**



#9 Space and Participation for All

Strengthen young people's democratic participation and autonomy as well as provide dedicated youth spaces in all areas of society.

Method 17 - Leadership Rotation: A rotating facilitation model empowering youth to take shared leadership roles.

Method 18 - Participation Ladder: An analytical exercise assessing levels of youth involvement in decision-making.

Method 19 - Participation Thermometer: A quick visual evaluation tool measuring perceived participation levels.

Method 20 - Silent Strategy Game: A non-verbal teamwork challenge exposing decision-making dynamics and inclusion gaps.





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Method 17: Leadership Rotation

Learning Objective: Challenges stereotypes through role rotation.

Duration: 45 min

Group size: 10–30

Space: Outdoor preferred

Materials: Cones, balls, bibs

Steps:

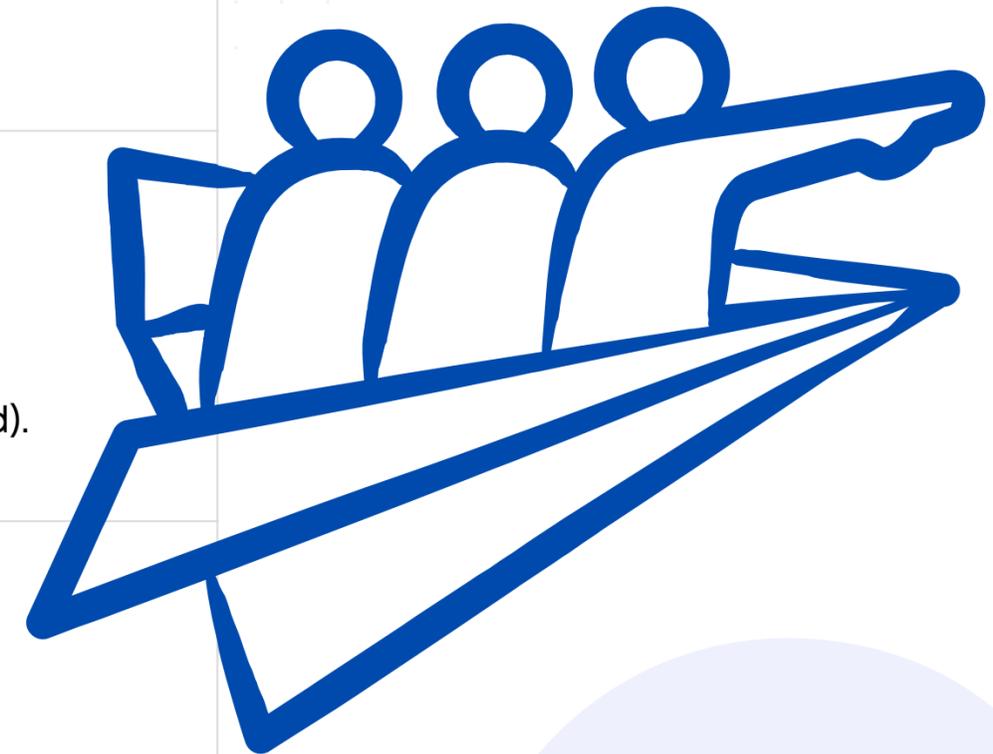
1. Create mixed teams and a short relay route (3–4 stations).
2. Assign rotating roles: leader, timekeeper, motivator, rule-checker.
3. Run Relay Round 1 normally.
4. Run Relay Round 2 with a twist: each station must be led by a different person.
5. Run Round 3: teams redesign one station to be more inclusive (less strength-based).
6. Share redesign ideas in plenary.

Reflection:

- Who took leadership naturally? Why?
- What changed when roles rotated?
- What makes a sport activity gender-inclusive?

Facilitator Tips:

- Emphasize cooperation, not “winning”.
- Interrupt sexist jokes immediately with a calm norm reminder.





Method 18: Participation Ladder

Learning Objective: Clarifies ladder of .

Duration: 30 min

Group size: 8–25

Space: Indoor

Materials: Ladder poster

Steps:

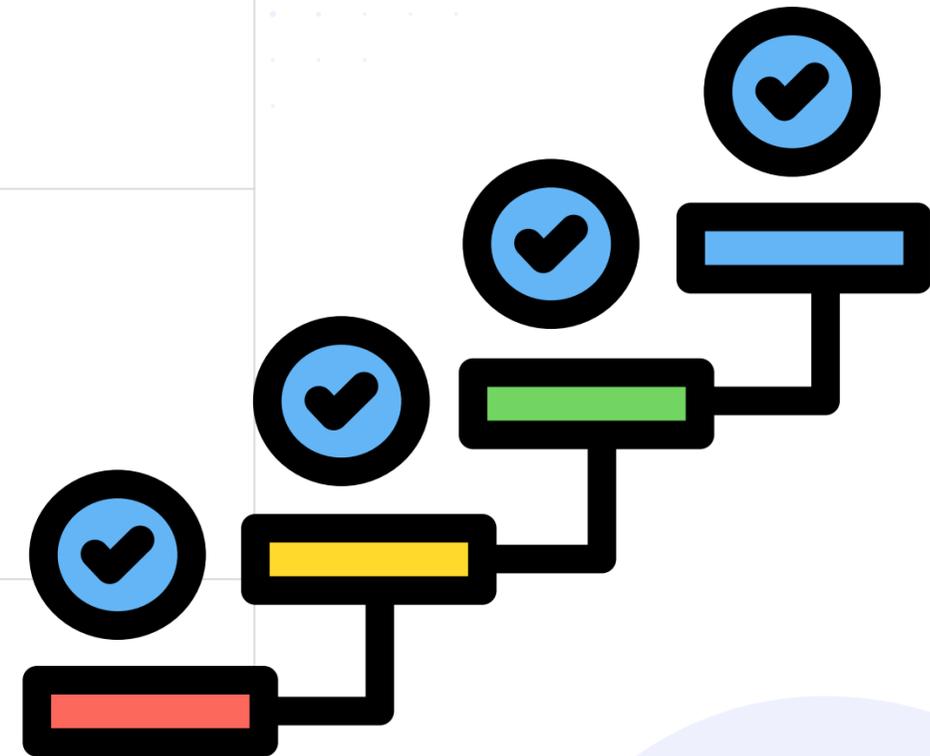
1. Show a simple participation ladder (inform → consult → co-decide → youth-led).
2. Ask participants to place a dot where they think your activity sits.
3. In groups, discuss why they placed it there.
4. Identify what would move it “one step higher”.
5. Choose 2 practical changes for next activities.
6. Agree who will follow up.

Reflection:

- What would make participation more meaningful?
- What is one easy improvement?
- What is one structural improvement?

Facilitator Tips:

- Ask for examples, not opinions.
- Keep changes realistic.





Method 19: Participation Thermometer

Learning Objective: Measures perceived participation in seconds.

Duration: 30 min

Group size: 8–30

Space: Indoor

Materials: Tape line, stickers

Steps:

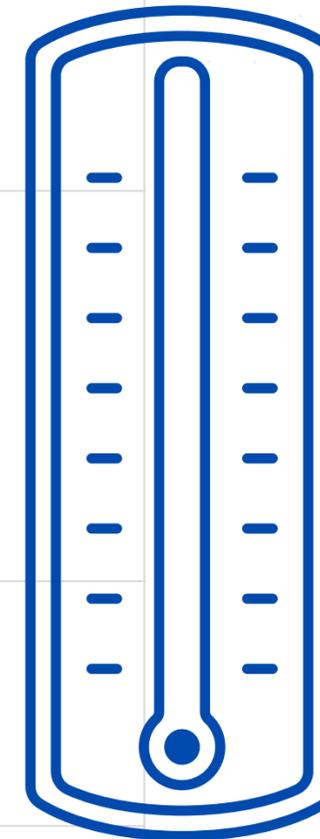
1. Create a line from 0–10 (“no participation” → “full participation”).
2. Ask participants to place a sticker showing how participatory the activity felt.
3. Ask 3 volunteers to explain their sticker position.
4. Discuss: “What would move us +2 points?”
5. Agree on 2 improvements.
6. Take a photo for internal documentation.

Reflection:

- What increased participation today?
- What reduced participation?
- What will we do differently next time?

Facilitator Tips:

- Keep it short and safe.
- Invite quieter voices with a written option.





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Method 20: Silent Strategy Game

Learning Objective: Reveals who gets included/excluded in decision-making.

Duration: 30 min

Group size: 10–25

Space: Indoor/Outdoor

Materials: Cones or objects

Steps:

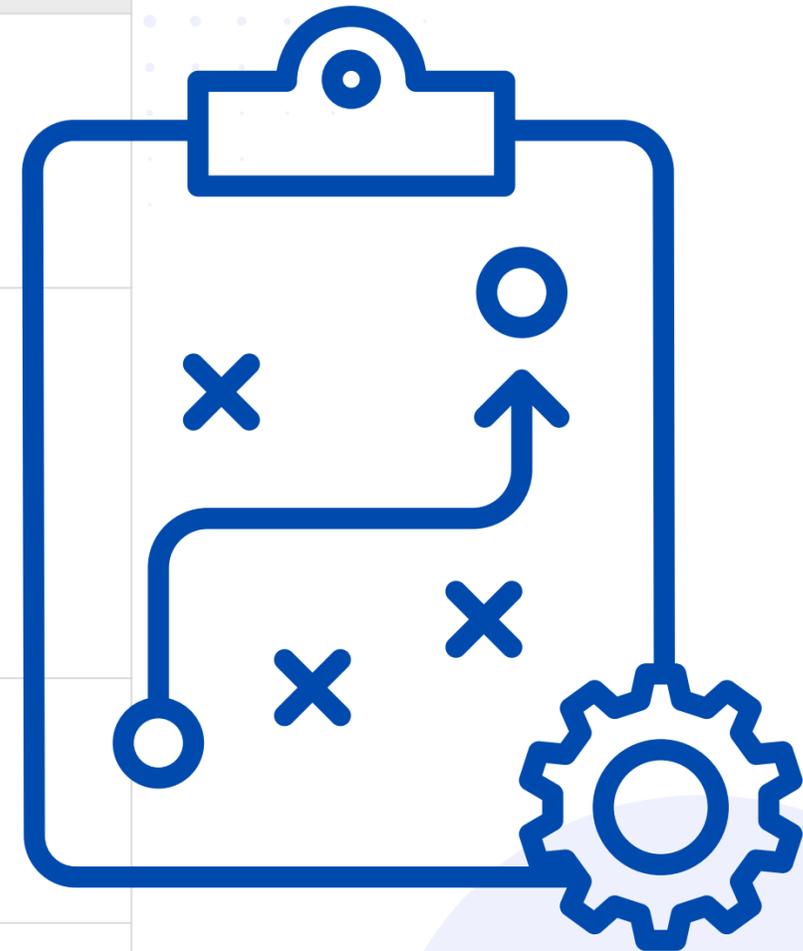
1. Set a task: “Move these objects into a pattern in 6 minutes.”
2. Rule: no speaking, no writing, no gestures (only movement).
3. Run Round 1 (6 minutes). Observe who leads and who follows.
4. Debrief quickly: “What happened?”
5. Run Round 2 with one new rule: “Everyone must place at least one object.”
6. Debrief deeper with participation questions.

Reflection:

- Who influenced decisions most?
- Who was left out and why?
- What structures help equal participation?

Facilitator Tips:

- Stay neutral; observe quietly.
- Use Round 2 to model inclusion.





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List of Methods for #10: Sustainable Green Europe



#10 Sustainable Green Europe

Achieve a society in which all young people are environmentally active, educated and able to make a difference in their everyday lives.

Method 21 - Green Sport Planning Lab: A collaborative design session creating environmentally responsible sport events.

Method 22 - Carbon Footprint Match: An interactive sport game where teams balance performance and environmental responsibility by making sustainability-related strategic decisions.

Method 23 - Play Green or Play Fast? – Sustainability Sport Debate: A dynamic sport-based debate activity.

Method 24 - Low-Impact Tournament Challenge: An active mini-tournament format that challenges participants to redesign sport activities.



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Method 21: Green Sport Planning Lab

Learning Objective: Turns sustainability into practical event choices.

Duration: 30 min

Group size: 8–25

Space: Indoor

Materials: Flipchart, sticky notes

Steps:

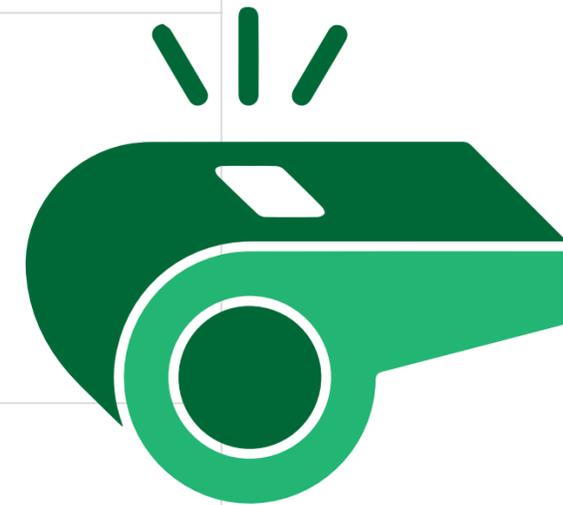
1. Give groups a scenario: “Plan a local sport event for 50 people.”
2. Ask them to plan 3 areas: transport, waste, materials.
3. Groups identify the “highest impact” action in each area.
4. They choose one “easy win” and one “bigger change”.
5. Groups share plans and get peer feedback.
6. Agree on a shared green checklist for future events.

Reflection:

- Which action is easiest to implement?
- Which action has the highest impact?
- How can we keep sport inclusive and green?

Facilitator Tips:

- Keep solutions local and realistic.
- Include accessibility in transport discussions.





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Method 22: Carbon Footprint Match

Learning Objective: Connects environmental awareness directly to sport performance by integrating sustainability choices

Duration: 50–60 min

Group size: 12–30

Space: Indoor or Outdoor Court

Materials: Ball, cones, “Carbon Points” cards, scoreboard

Steps:

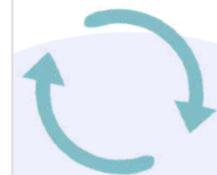
1. Divide participants into 2–4 teams.
2. Explain that this is not only a sport match — teams will earn both: i. Performance Points (game score) and ii. Carbon Points.
3. Before the match, each team must choose their “Event Setup” from option cards, such as Local transport (0 carbon points).
4. Play short rounds (e.g., 5 minutes each).
5. After each round, facilitator announces updated “Carbon Points” based on decisions.
6. Final score = Game Score + Carbon Score combined.
7. Team with best balanced result wins.

Reflection:

- Did sustainability influence your strategic decisions?
- Is it possible to win while staying environmentally responsible?
- What parallels exist in real sport events?

Facilitator Tips:

- Keep the game fun and fast-paced.
- Emphasise that sustainability choices have consequences.





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Method 23: Play Green or Play Fast? – Sustainability Sport Debate:

Learning Objective: Challenges participants to critically reflect on the tension between performance, convenience, and sustainability in sport.

Duration: 45–60 min

Group size: 12–30

Space: Indoor or outdoor court

Materials: Debate cards, cones, ball

Steps:

1. Divide participants into 3 groups: Team Performance First, Team Sustainability First, Team Balanced Approach
2. Give each team 10 minutes to prepare arguments around sport-related topics such as: Should tournaments prioritise low-cost transport even
3. Create a short 4v4 mini-game (e.g., volleyball or passing challenge).
4. After each round, pause and ask one debate team to present their position (2 minutes).
5. Other teams respond with counter-arguments.
6. After 3 rounds, participants vote on the most realistic and responsible sport model.

Reflection:

- Is sustainability always compatible with performance?
- Where do sport organisations compromise?
- What is one realistic green change your club can implement?

Facilitator Tips:

- Keep debates structured and respectful.
- Focus on practical sport realities, not abstract climate theory.



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Method 24: Low-Impact Tournament Challenge

Learning Objective: Demonstrates how sport formats can be redesigned to reduce environmental impact while maintaining engagement.

Duration: 60 min

Group size: 16–40

Space: Outdoor preferred

Materials: Limited equipment, scoreboard

Steps:

1. Explain the challenge: “We will organise a mini tournament using the least possible equipment and resources.”
2. Divide participants into teams. Each team must propose: A game format, Equipment limits (max 1 ball per court), No disposable materials
3. Run 3 short game rounds (e.g., 5 minutes each).
4. Between rounds, teams adjust rules to reduce resource use further (e.g., rotating courts, shared equipment, reduced lighting if indoor).
5. After final round, groups calculate: Equipment used, Space used, Waste generated
6. Teams present their “lowest impact” design.

Reflection:

- Did sustainability reduce the fun or increase creativity?
- What habits in sport create unnecessary waste?
- What change can your organisation implement immediately?

Facilitator Tips:

- Encourage creativity (multi-use cones, shared courts, rotation system).
- Emphasise inclusion alongside sustainability.

Conclusion

The 24 methods presented in this toolkit are grounded in **experiential learning and Education Through Sport approaches**. They are designed to be flexible, scalable, and adaptable to different age groups, contexts, and organisational capacities. Each method encourages reflection, active engagement, and co-creation, placing young people at the centre of the learning process.

This Training Kit is not intended as a fixed curriculum, but as an open framework. Beneficiaries are encouraged to adapt the methods to their local realities, cultural contexts, and participant needs while maintaining the core principles of inclusion, participation, and European values.

By combining structured facilitation with youth-led engagement, **the toolkit contributes to strengthening the methodological capacity of organisations and promoting sustainable, value-based sport practices across Europe.**



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The legacy of this Training Kit lies in its usability: it is designed to continue beyond the project lifetime, supporting future Erasmus+ initiatives, local sport actions, and youth work practices that aim to go beyond performance and focus on impact.





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