

*COMBINING THEORY AND PRACTICE FOR
VOLUNTEERING IN SPORT
September 2022 – Aksaray Turkiye*

The guide is created as a result of Erasmus KA153 Mobility of Youth Workers project 'Combining Theory and Practice for Volunteering in Sport' held in Aksaray Turkiye in September 2023.

This guide which contains different informal education methods is a result of collaboration and exchange of good practices between youth workers, coaches, PE teachers, port event organizers and mentors who took part in the training, Combining Theory and Practice for Volunteering in Sport funded by Erasmus + program. In this toolkit you will find a selection of workshops that are presented by participants during practical sessions, as well as detailed explanation of each step for successful volunteering project or event. All workshops are open for use by other organizations, however, respecting original source. For any further information and contact, please visit the [website](#).

*The Project: **Combining Theory and Practice for Volunteering in Sport***

2021-1-TR01-KA153-YOU-000018772

Partners:

AKSARAY UNIVERSITY - TURKIYE

ASOCIATIA AMA EVENTS – ROMANIA

NACIONALNO DVIZHENIE OBEDINENIE ZARAZVITIE NA SPORTA I SPORTNA KULTURA FUUTURA – BULGARIA

ASSOCIACAO DESPORTIVA CULTURAL E SOCIAL DE CARVALHAIS – PORTUGAL

MINE VAGANTI NGO – ITALY

BUDAPESTI EGYESULET A NEMZETKOZI SPORTERT – HUNGARY

ZAVOD ZA SPORT SLOVENSKE KONJICE – SLOVENIA

ASTERI SOMATEIO GIA THN EYAISTHITOPOIISI GIA TA SPORTIN EKPAIDEYSI TO PERIVALON THE ENERGEIA KAI TO DIADIKTIO – GREECE

Venue: Aksaray, Turkiye

ASÜ Specialization in Sports and Health Coordinatorship (ASÜ Spor ve Sağlık Alanında İhtisaslaşma Koordinatörlüğü) has developed this project in order to create an environment where both theoretical information and practical experience about volunteering in sports will be shared and discussed.

The main idea of this project is to promote the soft and hard skills of any youth workers -including trainers, coaches, PE teachers, young people, college students etc- who works in the field of sport with volunteers and also assisting these people with good examples in the frame of volunteering. The mentioned hard skills can be described as theoretical knowledge of administration of the process and management in divergent sport branches especially with young people with fewer opportunities. These kinds of basic knowledge will be covered in this project through assorted seminars and trainings which will be instructed and lectured by experienced academicians/experts. And the designated soft skills in this project are communication skills, competent decision making, ethics and organizational skills. We are planning to support youth workers to foster these mentioned soft skills via different informal and non-formal methods and other tools/technics that will be applied during the project mobility.

The main objectives of the project are:

- conducting a meaningful analysis on the needs and expectations of local or foreign volunteers' while defining their strengths and weaknesses with professional/educational priorities
- being able to set measurable and realistic goals with a local or foreign volunteer (by means of a consensus); the realization of which will guarantee the development of the volunteer's competences and will ensure satisfaction with the work that completed
- promoting high-quality youth work engaging in volunteering in sport by expanding the range of tools
- lecturing the participants about how to integrate young people with fewer opportunities into sport volunteering
- training youth workers about sport events/project management and risk management in sport
- transferring academic study and analysis results on participation opportunities for young people with physical obstacles
- sharing the best examples and applications sport volunteering in sport within the scope of youth and community work
- supporting integration and team building processes with volunteers
- monitoring the development of hard and soft skills of a volunteer - attainability of the assumed goals
- evaluating the volunteering process (before-after) with the volunteer while specifying the ways to improve satisfactory works.
- sharing the project results with stakeholders in the field of volunteering, with the organizations which run national and international sport events with volunteers such as EUSA or sport federations.
- increasing the awareness among our participants to develop their professional competences and personal competences/ skills.

Personal Project:

Topic: Goal Setting

Type of Activity: Brainstorming, simulation

Learning Goals: Motivating young people to set personal goals for their short/long term

Duration: 50 mins

Number of Participants: 28 – 35 persons

Preparation: It is recommended to view the presentation of the goal setting approaches.

Description: After the informative session about goal-setting theories. (*see Slide.1*) Participants were divided into 7 groups of no more than 5 members. The facilitator gives different volunteering activity contents written on small papers. Then every group started brainstorming in order to find out and commonly agreed what are the best approaches and those of 5 most important steps of goal-setting. After 20-30 minutes, every group had 5-6 minutes to present the possible personal objectives and on what approach they agreed.

Alternative: The simulation may be developed with station work techniques so that each participants will be able to observe others' works and present theirs.

Tips: The content may involve volunteering in sport clubs with teenagers who have physical limitations, volunteering at youth centres where they can organize charity events, volunteering in schools where they work with kids who needs coaching for teambuilding, volunteering in a sport tournaments where they can assist the administrative board while working with competitors who has disabilities.

Step-ladder:

Topic: Goal Setting

Type of Activity: Brainstorming, simulation

Learning Goals: Motivating young people to set personal goals for their short/long term plans

Duration: 50-60 mins

Number of Participants: 28 – 35 persons

Preparation: It is recommended to view the presentation of the goal setting approaches. (See slide 2)

Methods: The task was 'planning a local sport event with volunteers'. (*a city marathon or cycling competition in the city*) The groups (max. 7 people) are given some time to think about what needs to be considered and to be formed their own opinions on how to best accomplished the task. A core group is formed of two members. They discuss the potential problems. A third group member is added to the core group. The third member presents ideas to the first two members before hearing the ideas that are already discussed. After all three members lay out their solutions and ideas, they discuss their options together. The same process goes on by adding a fourth member, and so on, to the group. A final decision is reached only after all members are brought in and present their ideas.

Evaluation: The final presentations are viewed by all participants. They are encouraged to make comments on the presentations while comparing the goal-setting methods with the results presented. The facilitator may explain the strength or weakness of the task plan in the end to discuss the possible solutions with the participants

Tips: The task may be developed with a more concrete example such as an upcoming sport event that will be held in the city or in the region.

The Perfect Project

Topic: Project Development and Implementation

Type of Activity: Group work, WBS (Work Breakdown Structure), station work

Learning Goals: Motivating young people to work together collaboratively while creating a model

Duration: 100-120 mins

Number of Participants: 25 – 35 persons (3 or 4 groups)

Material: 3 or 4 sets of big plastic bricks/materials (plastic construction toy set)

Preparation: The trainer gives theoretical information about the WBS (see slide 3.)

Methods: Participants work together in a group of 7-8 people. The task is to build a sport facility for people with physical disabilities. The activity consists of two phases: In the first phase the participants are asked to put all the details into a work plan on a paper for 30-40 mins, and in the second phase they are expected to build their design with the toy construction equipment. They are not allowed to touch the construction equipment in the first phase of the activity but they can make an inventory list. They are given about 60mins to build the facility using the toy construction equipment. In the end the group leaders (*who are expected to be selected in the first phase*) explain their project to others in different station. The facilitator inspects the projects and grades according to the plans (on paper) made in the first phase and the facility project (on the table).

Evaluation: The evaluation is made according to the work breakdown structure principles.

Tips: The participants may be also asked to build a youth center for sport events or international sport arena.

Experimental Express

Topic: Project Development and Implementation

Type of Activity: Problem solving, brainstorming

Learning Goals: Teambuilding, discussing possible solutions in harmony, making need analysis and handling risk management

Duration: 60 mins - **Number of Participants:** 25 – 35 persons

Preparation: The trainer gives theoretical information about the risk management (see slide 3.)

Materials: Seven sets of broom/mop, one novel, any length of string or wire, plastic bag, key chain and keys, A4 paper, 2 napkins

Methods: There are 4-5 teams with 7 people. The facilitator draws 8 squares on the floor for each team. Participants are asked to imagine that they are on a train which has 8 carriages. Each carriage has some problem in it and they have to arrive at the last carriage before the given time ends. The problems related to carriage are written and put in an envelope. Each member has to choose one of the cards on which it is written from which wagon to start. It starts with the member in wagon 1, who needs to come up with a creative solution using one of the given materials to come up with a solution and go to the next car. The two members of wagon 2 must come up with a new creative solution together to move on to wagon 3. This process continues in the same way for all the train cars until each team gets together on the eighth and final car.

Evaluation: The participants are asked what kind of creative and interesting ideas they hear from the others. The teams are asked how they could improve their ideas or solutions.

Tips: There is a fire in the first carriage, robbers in the second, a big fight in the third, gas leak in the fourth, flooding in the fifth, a fault on the wheel shaft in the sixth and overheating problem in the last.

Words Game

Topic: Mentoring

Type of Activity: Game, Simulation

Learning Goals: Discussing the expected features of mentors and mentees

Duration: 60 mins

Number of Participants: 20 – 30 persons

Preparation: The trainer gives theoretical information about mentoring methods (see slide 4 Mentoring.)

Method: The whole group makes a big circle. The facilitator starts the game with a word or phrase related to theoretical session GROW or Shared Core Skills. The next person in the circle must add another word or phrase in order to create a motivating sentence for the volunteers. When a supporting sentence finished the facilitator gives another word/phrase for the next sentence. The participants may have the right for pass. The aim was to discuss and strengthen Grow mentoring technique and core skills in a game.

Evaluation: The facilitator writes down the key words and sentences on the board to discuss on the answers. The facilitator connects links with the theoretical session.

Tips: Possible words to start may be building trust, encourage, appreciation, focused, motivated, guiding, development goals, identifying roadblocks, etc.

The Meaning of Mentor and Volunteer

Topic: Mentoring

Type of Activity: Game, group work

Learning Goals: Discussing the expected features of mentors and mentees

Duration: 60 mins

Number of Participants: 20 – 30 persons

Preparation: The trainer gives theoretical information about mentoring methods (see slide 4 Mentoring.)

Methods: There are only two words in this activity MENTOR and VOLUNTEER. All participants are divided into 2-4-6 (even numbers) groups. They need to write the features/qualities/characteristics that start with every initial of these two words that are essential for these two roles. For example: M - Meaningful, E - Energetic, N – Neat, T – Trained, O – Open, R – Real etc. The group with more words wins. (phrases and online dictionaries may be allowed)

Evaluation: The words are taken note on the board to be discussed with the participants. They are asked to make categories for the selected words. Then the categories are filled with those words.

Tips: The participants may be asked to create their own words, yet they will need to explain the meaning and the logic behind it.

A Dream to Come True

Topic: Monitoring

Type of Activity: Simulation, self-assessment, drama

Learning Goals: Stimulating the monitoring principles into application.

Duration: 60 mins

Number of Participants: 20 – 30 persons

Preparation: The trainer gives theoretical information about monitoring session (see slide 5 Monitoring Techniques.)

Methods: Each participant gets one sticky note (which are in three colors) and are asked to think for 2 minutes about some inner dream that he/she would like to achieve someday and write it down. Nobody should show to others what is written on their papers. Then participants are divided into groups according to the colour of the sticky note they are holding. Participants are encouraged to tell what dream they write by using pantomime and others are asked to guess it. When expressed dreams seemed more or less similar, participants are invited to discuss how those dreams become true.

Evaluation: Participants are asked to give feedback like: What they like about their dream the most, What is the most important thing to do in order to achieve it, What kind of support they might need and where/how to find it? All participants sit in a circle for the reflection. The facilitator gives questions to think about: How does everyone feel sharing their dreams and ideas with others? Does anyone find some useful or interesting tips, motivation from others? Does everyone agree that support of others is important in discussing personal dreams?

Letter for Volunteers-Mentors

Topic: Monitoring

Type of Activity: Pair work, peer-assessment, role playing

Learning Goals: Working on the monitoring techniques and creating eclectic methods

Duration: 60 -80 mins

Number of Participants: Small (5-10) or large group of people (20 – 30 persons)

Preparation: The trainer gives theoretical information about monitoring session (see slide 5 Monitoring Techniques.)

Methods: The participants are divided into two groups. Half of the participants were determined as volunteer and the other half as mentor. Every participant should have a match from the other group. (One mentor-one volunteer) Each group member is asked to write a letter for his/her match from the other group. They are asked to act like they have just completed the volunteering duration in the youth centre where they have worked with kids with physical disabilities. The facilitator asks them to consider the performance of their match during the days and take into consideration. The letters should include the strong and weak points of their mentors/volunteers. The letters are exchanged and feedbacks are read out loud by other participants.

Evaluation: A discussion period is made to reflect opinions on confusing/ideal points during the activity

Tips: The facilitator may use a different activity/game to match the mentor and volunteer groups.

Five Fingers

Topic: Evaluation

Type of Activity: Game, simulation

Learning Goals: Developing simple methods for short/long term activity evaluation or assessment

Duration: 60 mins

Number of Participants: Small (5-10) or large group of people (20 – 30 persons)

Preparation: The trainer gives theoretical information about evaluation session (see slide 6 Evaluation Process.)

Equipment: Paint fingers, stationery items to make eyes, nose, mouth

Methods: Participants are asked to make 5 finger puppets or draw 5 faces on their each fingers. For each finger there must be a different colour. The facilitator will explain which colour must be on each finger. And again for each finger of a hand there is a specific question. The thumb must contain a self-evaluation sentence and a question with the same statement. The next fingers will ask questions with behavioural checklist following 360 degree feedback, rating scale and evaluation by objective. They are given some time for creating the question individually. All the participants are asked to walk around the room, find another participant and make their evaluation with five fingers. They are asked to find at least 3 people.

Evaluation: The facilitator will ask questions such as; what did you like the most? what you didn't like? what is the most important thing you learnt? did you discover anything new about yourself and if so, what is it? small details that touched you spiritually. After answering the questions everyone is invited to share and reflect on their answers

Tips: The facilitator may apply a sound or music to start and stop the conversations at a specific time.

Colour Evaluation

Topic: Evaluation

Type of Activity: Simulation

Learning Goals: Making management assessments by objectives

Duration: 60 mins

Number of Participants: Small (5-10) or large group of people (20 – 30 persons)

Preparation: The trainer gives theoretical information about evaluation session (see slide 6 Evaluation Process.)

Methods: The participants make a circle and the facilitator puts a box of coloured pencils in a middle. Then everyone is invited to choose one colored-pencil from the box that they simply like or that indicate their mood for possible feedback.

On a ground where everyone can see and reach the facilitator draw a big plus and a big minus to create a kind of a scale. A plus marks positive and a minus negative emotion(s). After giving some moments to think participants are asked to put their chosen pencil on the plus-minus scale and comment, indicating the specific colour, what it means.

Evaluation: The anonymous comments are read out loud by the participants. They may read their own sentences or others' they choose. After each statement/comment the facilitator asks participants to assess their satisfaction level of own objectives in hat frame.