



PLAY WITH ME

SOCIAL INCLUSION THROUGH SPORT

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PROJECT CREATED DURING THE TC IN SPAIN:

Project summary

The project consists on promoting social inclusion through sport. What we are going to do is this:

Going to a school for one morning and have a lesson with different classes playing with the kids so that we can speak indirectly about coordination, teamwork, leadership and inclusion.

The second activity we will do is preparing a morning-long activity for any kid that wants to assist where we will play some orientation games that will help us also with coordination, teamwork, leadership and inclusion.

Third activity, games for social inclusion and community development during the event that will join 250 people.

II. Why do you want to carry out this project? (needs)

- a. The SMART goals?
- b. What are its aims and objectives?

The reason why we have chosen this topic is because we think that bullying is present a lot in child's life and we think that with physical activities in which kids have to play together as a team it will help them create a bond between them making their relationship better, this way bullying and discrimination will decrease among them. All of this would be achieved through social inclusion games.

Our main objective, as we said, is to promote social inclusion through sport. And these are our smart goals:

Specific: the goal will make kids have tighter bonds and get along better as they will see that there is no problem with working as a team and by teamwork you can get better results.

Measurable: It can't be measurable because we will only be with them one day although we will have an evaluation with them to know how they felt and what they've learnt in the activity.

Achievable: Our goal is achievable because we have our goal very clear. We will divide our main goal in small ones to check how the kids worked. This will

be measured by our questionnaire. We think that thanks to this project we have acquired the needed knowledge and skills in order to work with these objectives. Results-focused: The result we want to get from them is to leave them with a reflexion about social inclusion (if they feel supported by their team, if they do enough to make others' tasks easier by providing their help,...)

Time-bound: In the first activity (school) we will work with different groups all morning, we will be with one class for one hour/forty-five minutes. In the second activity, we will create activities and games that will last for 3 to 4 hours, starting at ten a.m. and finishing at half past one p.m. in the third activity we will play different inclusion and traditional games with kids, youngster during 2-3 hours.

III. Learning Outcomes

Which learning outcomes or competences (i.e. knowledge, skills and attitudes/behaviors) are to be acquired/improved by participants in each planned activity of your project?

With the activities and games that we will do with the kids we will work to develop different skills such as teamwork, leadership, cooperation, inclusion and so on...

IV. Collaboration plan if any with partners organizations/associations /schools/town-hall

The school in which we will work is CEIP Clara Campoamor in Elche. We will also be supported by ACD La Hoya and for the second activity we will rent through the town hall the school's yard, in the third activity we have the cooperation of the Parent and mother association of the school San Antonio de Padua.

V. Practical Arrangements

How will the practical and logistic matters of each planned activity be addressed? How do you intend to use the money provided for the activities?

Almost all of the money will be devoted to the impact, activities and advertisement of the activities as the school will let us go during school-time, for the second activity we won't need to pay for the renting as our town hall lends us the school's yard for free because it is a public building, we use in the third activity the money to cover materials, advertisement and food.

VI. Project Management

How will you address quality and management issues? (within your team, with your organization, with the people who you involve, with possible partners you intend to cooperate with/involve in your Local Implementation activity?)

The three of us will go to all the activities we will create. We will also count with our organization's help and support with other volunteers that will come with us.

VII. Preparation for the Project

How do you set up your project's timeline of activities – what will you do and when?

How do you divide the tasks in your team/ the roles?

First, we will contact with the school and the town hall to adjust the dates. This will be done during the first week of November.

In January, we will send an informative paper to let the kids and their families know about our project. In this paper, will also be written an authorization that parents must sign to allow as to take photos of their children.

We will start with the school's activity one day from the week of the 28th of January. The second activity will be the 2nd of February and the third activity will be on 24th February.

After the activities are finished we will write a report with how they were, what we did, how it went and so on...

VIII. Main Activities

Please explain the context and objectives of the activities you are planning and in which way they meet the objectives of the project – remember Kolb's experiential learning model.

School's activity: We will start with an introduction about who we are and why we are there, before that we will start with an energizer to start moving and to divide them in

pairs. The main activity will consist on putting the eye mask to one person of each pair, the objective is to hit another pair with a soft ball, when this happens, the pairs will change roles. The difficulty comes with the throw, only those who are blind will be able to throw, this will be possible with the guides of the pair. After the game, we will do a small debriefing following Kolb's theory.

Open-activity: We will start as with an introduction as well and after that we will divide the group depending on how many people assist. We will divide the activity in three parts.

1st: We will give a map to each group with different points. They have to find them and write the code of each point they have marked in the map.

2nd: We will prepare different maps with the points selected separately and we will leave them somewhere in the school. They have to find the points selected in the map without the map in their hands.

3rd: This time they will have a map but they won't have the points marked, instead we will give them photos of the surroundings and they will have to point in the map where was the photo taken.

IX. What are the basic elements of those activities? For each activity, remember to describe at the very least all of the following: (*templates are to be handed out)

Name of the activity: Blind-ball

Short description of the exercise: in couples, they have to move together and hit another couple with a ball with the difficulty of one of them being blind and this person will be the only allowed to throw. When someone gets hit they change the roles.

Themes/topics to be covered/learning outcomes: leaderships, teamwork, cooperation, inclusion.

Complexity: medium

Group size: 25-30 people maximum playing at the time

Age range: 10-12

Time frame: 20 min

Overview: This game can either be played with simple or complex rules, It depends of the number of people and their skills.

Objectives:

- Leadership
- Teamwork
- Inclusion

Materials: Soft ball and eye mask

Preparation:

- Check the facilities for safety
- Examine the proportion of the field and the size of the group
- The ball and eye mask

Instructions:

- Explain the dimension of the field
- Divide the people in couples (with game)
- Only the blind person can throw the ball
- If they hit someone, they change role
- If the ball go out of the field, the person who can see can catch the ball and give to the blind person.

Debrief and evaluation:

- What happen in the game?
- Did you trust in your couple?
- Can you describe how do you feel in one word?
- What did you do for help your couple?
- What did you learn about cooperation?
- Do you think that is important the inclusion in the actual society?

Tips for facilitation: If the group is big you can divide to play in different grounds. Another option is to make instead of pairs bigger groups.

Additional info:

- If the group is bigger you need a field in a good conditions

Name of the activity: Orientation

Short description of the exercise: We will divide the people that come in groups. There will be three activities in one.

1st: We will give a map to each group with different points. They have to find them and write the code of each point they have marked in the map.

2nd: We will prepare different maps with the points selected separately and we will leave them somewhere in the school. They have to find the points selected in the map without the map in their hands.

3rd: This time they will have a map but they won't have the points marked, instead we will give them photos of the surroundings and they will have to point in the map where was the photo taken.

Themes/topics to be covered/learning outcomes: leaderships, teamwork, cooperation, inclusion.

Complexity: medium

Group size: It can adapt. Ideally 50 people maximum.

Age range: It can adapt to different ages. We will work with kids from 9-12

Time frame: 40 min each part

Overview: This game can either be played with simple or complex rules, It depends of the number of people and their skills.

Objectives:

- Leadership and cooperation
- Teamwork
- Inclusion

Materials: Maps and flags to mark the point the kids have to go. Also, tape.

Preparation:

- Check the facilities for safety
- Before starting the game, you have to create a map of where you are playing
- You have to prepare every flag (position, code, and so on...)

- The organizers of the activity must know where everything is to correct the exercise

Instructions:

- Explain the dimension of the field
- Divide the people in groups
- Explain the maps in order of playing. First one map, then play, another explanation, play...

Debrief and evaluation:

- What happen in the game?
- Can you describe how do you feel in one word?
- What did you learn about orientation?
- Was it hard for you to listen to your partners?
- Do you think that is important the inclusion in the actual society?

Tips for facilitation: Remember to prepare everything.

Additional info:

Impact What is the expected impact on the participants, participating organisation(s) and target groups?

We and our organization expect that the children think about the activities that they have done with our reflection and that they learn about the inclusion of other people in the society.

X. Visibility Plan - Dissemination of your project Which activities will you carry out in order to share the results of your project outside your organisation?

- ✓ We will do an article for the newspaper of Elche explain our project and the activities.
- ✓ In Social networks, we will do a post with all the information.
- ✓ We will give flyers
- ✓ Television

XI. Report of local activity

REAL PROJECT DEVELOP IN LOCAL LEVEL

1. Introduction

1.1 Organizers' point of view before the activity

2. Activities

- 2.1 Methodology used
- 2.2 Collaboration plan
- 2.3 Preparation and execution
- 2.4 Results
- 2.5 Statistics

3. Evaluation

- 3.1 Evaluation of the project
 - 3.2 Theme of the project.
 - 3.3 Collaboration plan.
 - 3.4 Budget.
 - 3.5 Administration of the project.
 - 3.6 Preparation of the project.
 - 3.7 Main activities.
 - 3.8 Social Network
- 3.2 Evaluation of the activities
- 3.3 Learning results

4. Conclusions

4.1 Organizers' point of view after the activity



INTRODUCTION

The following results given are based on the last part of the EUASAN project, which took part in the Alicante province.

This was a socio-educational and playful-sports through non formal education, whose main objective was to provide a source of convivence and social inclusion through sport to the community, trying at all times, to build a sense of identity and belonging, in a community and socio-educational level, being able to compare the differences in these senses.

This project consisted of three separated parts: firstly, the realization of two training courses, the first of which was developed in Aurangabad (India) and, the second one, in Alicante (Spain). Out of this formation, the second part of the project began, which was, the creation, development and execution of a local activity, made after the knowledge acquired in the training courses mentioned before. The last part of this project is the evaluation of the different activities of all the participating countries, which will be displayed in Vietnam.

It is important to point out that in this project there were many countries from Europe (Hungary, Greece and Spain) and Asia (India and Vietnam) with a total of 15 participants that have also created a local activity in their communities.

Once the projects were executed in all the countries, we will have a meeting where we will sum up all the results of the mentioned activities in Vietnam, as we have already stipulated.

Having finished this second part, we will now expose in this document the results obtained related to the project carried out by Spain about social inclusion through sport, more concretely in the city of Elche, in the province of Alicante.

1.1 Organizers' point of view before the activity

Sincerely when we were offered the chance to create a local activity we were extremely excited for being able to put into practice what we had learned. In the beginning in the TC in Spain we decide to create a unique activity for the school, but after we talk, share and see the realities in our environment we decide to develop 3 activities and focus on different target groups and concepts, as we thought that will be more reach for the community and also for us as a learning process.

This is why we decided on creating three activities in different days. Everything planned on paper, the challenge was doing it as good as we could as all the benefits were for the kids. All the work it supposed, we were ready to take it.

2. ACTIVITIES

This activity consisted on three distinguished parts and developed in different areas, moments and people.

1. First activity: Orienteering with infant-juvenile population in a communitary level.

The first developed activity was at a communitary level with the aim of providing and encouraging integration and participation to the district of La Hoya, which belongs to the city of Elche (Alicante).

With this activity, we wanted to foment the participation and integration of the kids of the locality, through the realization of different ludic dynamics related with orienteering in an entertainment area, as a learning methodology in non formal education.



- **Bases**

In the society we are living in now we are, due to the change in the system at a global level, in a more individualist way of living that tends to sedentary and to the decrease of social participation. This is why we decided on preparing an activity in which kids can practice skills such as teamwork without any cultural, age or gender distinction.

- **Methodology used**

Before carrying out the activity it was needed that the organizers met a few times so that they could establish the bases of the execution and the development of said activity.

The methodology was open to the community, active and participative, due to the fact that the people who executed this project offered the possibility of approaching all the population, spreading the messages through social networks as well as whatsapp groups.

Once the activity started, the spanish participants gave a brief explanation of the rules and the dynamics to the groups of kids.

- **Explication of the dynamics**

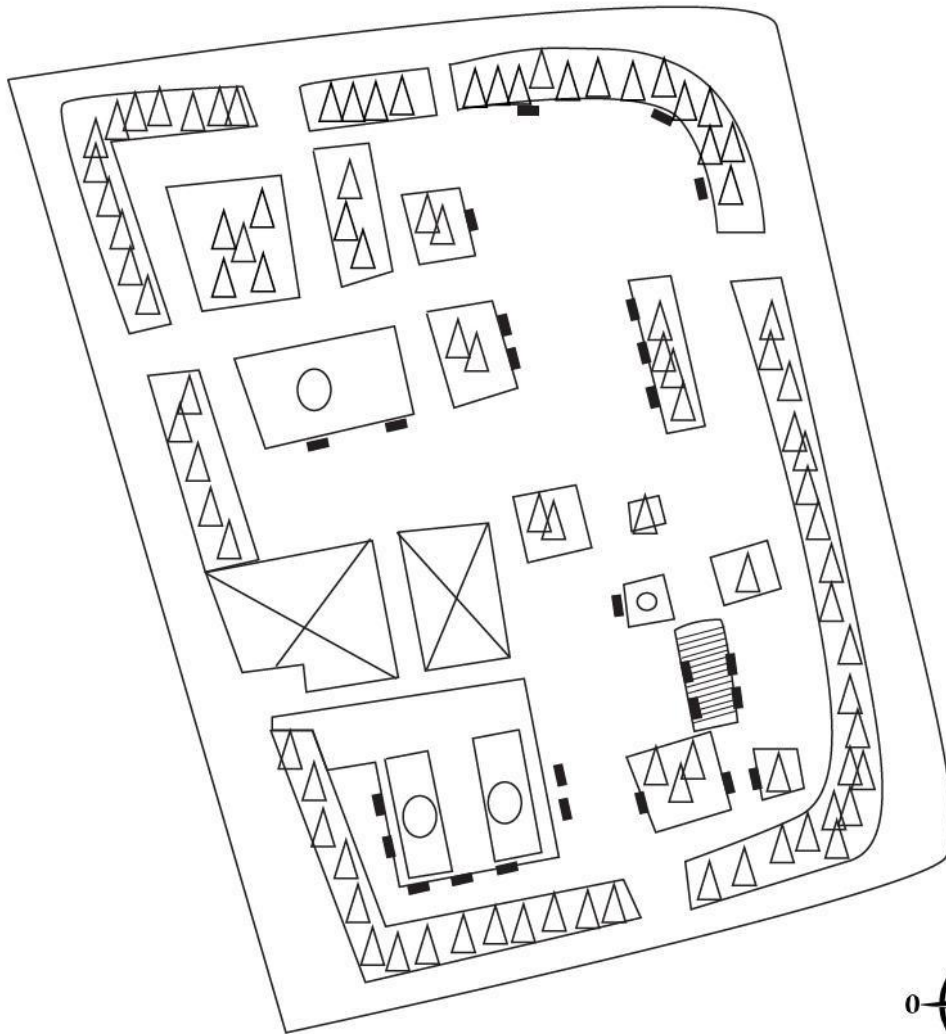
This activity consisted on creating a gymkana with two different parts in it. To make it we elaborated a map of the area which will be basic and necessary to go on with th activity.

Being revitalizing the objective of this activity and not encouraging competitiveness, we made a third gymkana in which we would hide a bag with candy for each of the participants' group.

- First gymkana

In the map we drew nine points that were assigned to determined places of the park. That point marked where the kids had to go, together as a group, with the goal of finding a coded flag (picture 1). The code had to be written in a piece of paper that was provided at the beginning of the activity that we corrected when the activity was finished (picture 2).





(picture 1)

Nombre de grupo:				
1	2	3	4	5
6	7	8	9	10

(picture 2)

- Second gymkana

In this second activity kids had a new blanked map where they would have to mark the location of some places that we would show them through a picture of something located inside de area.

● **Collaboration plan**

To carry out this activity we counted with the help of our organization ACD La Hoya and their European volunteers that helped us during the time we were in the park.

Their help was indispensable as they know better the area and the kids that are usually there, they invited everyone to take part in the activity helping us while making it more dynamic and easing our tasks. Therefore, we, the organizers of the project, could focus in the organization y distribution of the tasks that had to be done before, during and after the mentioned activity.

● **Preparation and execution**

Before getting started with the exercise we had three meetings in which we talked about how we would focus the activity, the material we would have to use, the time of each activity and how to organize everyone that would volunteer with us as well as planning how we would create the groups of kids.



For the second part of the gymkhana we went to the park to take the pictures needed. Those were later edited with numbers and laminated. We used that visit of the park to check the area to eventually help us building the map, for this we also helped us with Google Maps.

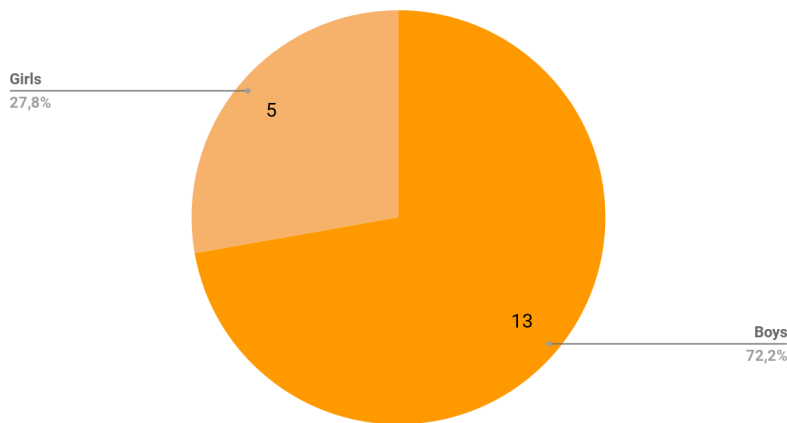
When executing the project we distributed the tasks between us:

- The explanation of the activities, the presentation of the organization and the project was the first point to be done. This was done by the organizers of the project: Mario, Silvia and Marina.
- Taking photographs during the whole activity: Silvia and Marina,
- Collecting data related to the kid's behavior: Marina and Mario.



Moments before the time settled to start with the activity, we came to the park to set up the place in order to make it possible to start once the kids arrived. We hanged the flags, the plotters with the information of the project and our organization, as well as all the logos of the organizations that took part in the EUASAN project.

Primary Education



● Results

The results of this part of the activity were satisfactory. 18 kids came to play with us from different cultures, ages and genders.

As it can be seen in the chart, it was mostly boys participations rather than girls, being a total of 13 boys and 5 girls.

Even with this, we want to point out the development that took place in the infant-juvenile population of La Hoya, having a great repercussion at a community level.



2. Second activity:

The second activity was developed inside the educational field, in a school of Elche (Alicante) named Clara Campoamor with kids of primary education that were coursing year 6.

With this activity, we wanted to promote the development of certain skills and values that can boost the process of inclusive and collaborative education as well as creating a place to think about ordinary life situations and team-level work dynamics.

- **Bases**

The reason for which this activity was chosen to be developed was mostly because education through physical education and collaborative games, these can be very effective as an integration method, as we learned through the training courses that prepared us to create the project.

This way, collaborative games were really important towards facing conflicts that can happen at any moment inside the classrooms, being necessary to build collaborative relations that can allow the process of social inclusion in a school environment. This means, at the same time, to ease the teaching and learning process.

Through this activity we wanted to foment cohabitation build from respect, communication and cooperation, being this part of the construction of identity and belonging sense.

For these reasons, our main objectives were providing the needed tools to foment social inclusion to the students of the Clara Campoamor School through collaborative games y to offer a reflexing area as a resource that gives them the chance to create a collective answer to the needs of different groups that took part in the activity.

- **Methodology used**

The families of the kids that took part were informed, as well as the tutors of the four groups of primary, of the activity we offered the school to do.

A document was needed in order to make it easier to pass on this information just like to ask for an authorization to take pictures of the kids during the mentioned activity.

The time we had for the activity was of 60 minutes for the first two groups and 45 minutes for the last two.

In this case, differently to the first activity, participation was closed as it was developed in formal education inside the school environment.

- **Explanation of the dynamic**

With ours and the kids' arrival we started with an introduction of the group and about the EUASAN project in order to continue with the activity, which we started with a small energizer to get closer to the kids and their names.

After five minutes of the initial game and the introduction we passed on to the explanation of the rules for the main activity,

The game consisted on:

- The kids making random couples.
- Setting the limits of the playground and handing a soft ball.
- The kids had to hit another couple with the ball and, if they managed they would exchange couples between them.

Variations:

- Playing after the same rules, one of the members of the partners would play with his/her eyes covered with a piece of material.
- The person who was able to see was the one charged with the task of guiding his/her partner, this last one was the only one allowed to through the ball.

Being the activity finished, we went back to the introduction area, where we started to talk all together about the dynamic.

In this speaking part the kids were the ones that, through a question process, arrived to their own conclusions that will eventually be explained in the conclusion part of the document.

● **Collaboration plan**

In this case, besides counting on our organization help, it was essential the collaboration of the school's directors and teachers of the educational center. They were helpful all the time and willing to offer their services when needed. Moreover, in this case, the school was the one who offered to create the distribution and organization of the schedule to develop the activity.



● **Preparation and execution**

Before going to the school, we met a few times in order to organize and set the rules of the games that we played later with the kids as well as setting the time and structure of the session, among other things.

For this, it was necessary to take some materials with us like the roll-ups, the evaluation form for the organizers to measure the effectivity of the activity, and some fabrics to cover the eyes. The soft ball and the cones were provided by the school.

When executing this activity, we arranged different functions:

- Explanation of the activity and the organization: Done by all the organizers Mario, Silvia and Marina.
- Picture taking during the activities with all four groups and observation of the dynamic taking notes of kids' behavior: Silvia and Marina

- Taking notes during the speaking time: Silvia.

● **Results**

The results obtained after this part of the activity were very satisfactory. We had between 23 and 26 kids in every class from different cultures. The activity had a total of 99 kids divided in four groups that will be shown in the next lists.



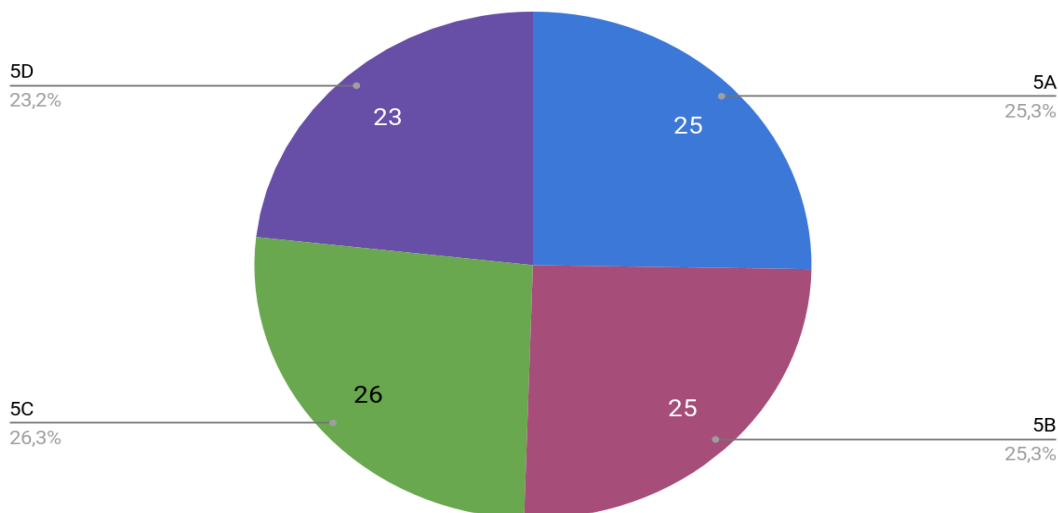
● **Statistics**

To know exactly the number of boys and girls that came to the activity we had the list of students, this was provided by the school itself.

As we can see in this first chart, we had 4 groups of kids, having a total of 99 boys and girls. In the first group, 15 boys and 10 girls, in the second, 15 boys and 10 girls, in the third 12 boys and 14 girls and in the last one 9 boys and 23 girls, getting a total of 51 boys and 48 girls, being almost balanced.

In the second board, as we can see, the data taken is pretty balanced as well, having almost the same amount of participation in every group. 25 kids in the first group. 25 in the second, 26 in the third and 23 in the fourth group.

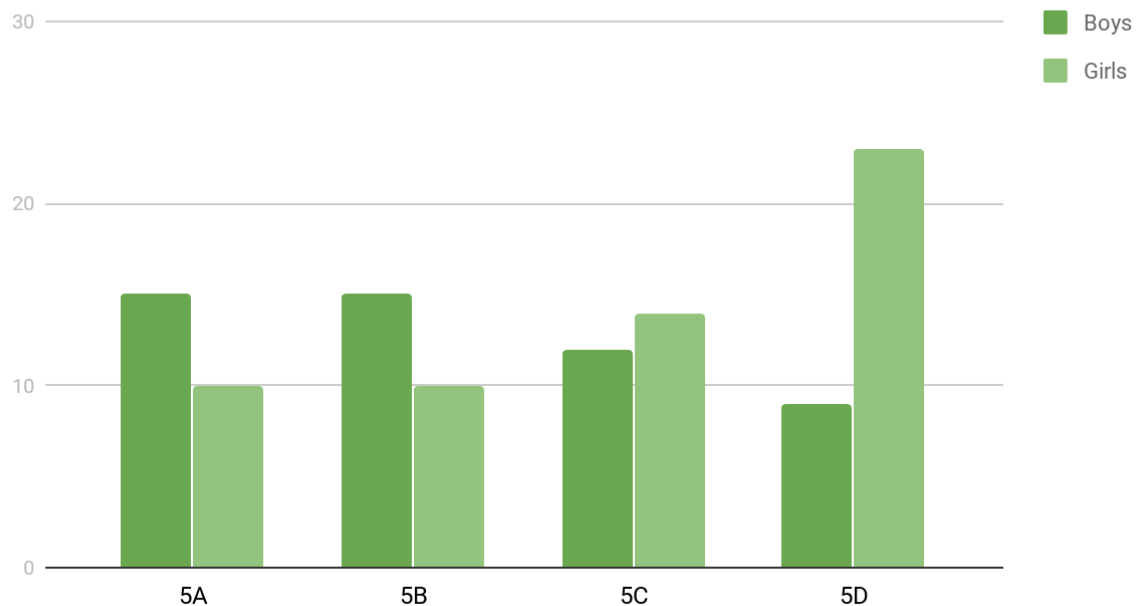
TOTAL AMOUNT OF KIDS



On the other hand, related to the age the range between the kids' age, being mostly boys of 10 and 8 and girls who are 9 and 4 kids who were 11 years old.

Generally, we can say that very group was quite homogenous according to the age, what made the activity easier to develop, as the understanding level was similar.

#1 BOARD



We must also highlight how we developed a tool to measure their satisfaction towards the activity. Initially we thought about giving them a small questionnaire for an individual evaluation. They could mark each answer marking the smiling icon with which they felt more identified.

However, we created three big faces (happy, neutral and sad) with colored paper and we put them in the floor so they could stand where they felt better. The problem we had with this was that some kids were carried away by the group, as a result the answers weren't completely honest. Nevertheless, as we were asking them during the speaking time each kid had the opportunity to express how he/she felt along the activity.

In the next images, we can see a group of kids who came out really happy about what we did, another group who didn't enjoy that much and some who didn't like it at all.

In this image, we see the kids showing how satisfied they were for having participated in the activity.



In both images, we see how kids show their opinion using colored paper faces. Creating a queue, we saw how many identified with each face in every class. In this one specifically, the result was really satisfactory.

If we compare these results with other groups, we can say the general feeling towards this activity was positive, as we can see in these images of the other classes that had, also, most of the kids in the green-colored face.



In this group, 4 kids were the ones unsatisfied with the activity, the others were mostly happy although a few felt neutral. We must highlight how other variables could have interfered in the execution of the dynamic. Some of these were the kids' personalities and how they manage leadership or their role in the classroom.

To obtain an even more precise result, it's needed to get more involved in the ordinary days of the kids' lives at school, this way teachers or people like us can go further with activities with similar goals.

3. Third activity:

- **Bases**

This third activity was made to coincide with an outdoor community activity that ACD LA HOYA was going to do, so we thought it would be a good opportunity to test what we learned with a large group of people of different ages, this activity has been directed and developed by Marina, with the help of ACD LA HOYA and volunteers.



We started with an introduction about who we are and why we are there,

we will explain about the project, we will introduce different cooperation game and explain the importance to involve all people in the games, we will play some traditional games and to finish we will have some small evaluation and debriefing.

- **Methodology used**

Before carrying out the activity it was needed that the organizers met a few times so that they could establish the bases of the execution and the development of said activity.

We prepare in cooperation with ACD LA HOYA all the activities that was possible to carry out and also to understand the target group, we plan and share task with the group of volunteers, as we thought the number of participants would be very high.

Once the activity started, the Spanish participants gave a brief explanation of the rules and what we will do and timing.

- **Explanation of the dynamic**

The distribution of the day was:

First part of the morning we did some sport games with the kids, we play:

- **Bases**

Five teams are made. Each team has its circle or base (drawn on the floor), this is its "house".

Each team is assigned a team to which it will have to go to catch, at the same time that they will be chased by the other teams. For example, we have 5 teams: blue, red, yellow, black and green. The blue team has to catch the red team members, the red team members have to catch the green team members etc.

When a player manages to catch an opponent, they have to take him to their territory, where the prisoner has to stand outside the circle stepping on the line and with his arm stretched out to be saved by touching his hand.

When there is more than one prisoner they hold hands forming a chain. Everyone is free when a teammate touches the hand at the end of the chain.

The game ends when a team has caught all the members of the group it was chasing.

- **PARACHUTE:**

We have used the parachute as a group tool, in which we have created different groups (since it has a maximum of people to play) and we wanted everyone to play, that's why different rounds have been created.

In each round, we have played:

- **EARTH-WATER-HEAVEN:** All children are arranged in a circle holding the parachute, either by its handles or by the fabric directly. When the monitor shouts "Earth", children should keep the parachute at ankle level. If it shouts "Water," they will hold it at waist height and wave it. Finally, if you shout "Sky," they will stretch their arms and place the parachute as high as they can.



This game is very simple, but very useful for introducing this new material to the kids and for them to learn how to handle it. The monitor will increase the rhythm of the slogans given and the laughter will be more than assured.

- **COLOR ROULETTE:** In this game the parachute is placed on the ground. The children will rotate around it singing a song or to the sound of music. The monitor should say, at a given moment, "Color color... (any color contained in the parachute). At that time, children should quickly move to an area of the parachute of that color and sit on that area of the fabric. We will be able to paint a sign on the hand of the last person to sit or of all those who have not managed to enter the area mentioned (allow one child per colored area of the advertised color). When one gets 3 marks, the game is over.

- GIANT BIB: The game begins with the same initial position as in the previous game, but with all the children holding the parachute on its perimeter and waving it around. The monitor will name the different players in turn. When a player is named, he must pass under the parachute (when the fabric reaches its maximum height) and must pull his head out through the central hole, as if he were wearing a huge bib.

- PASAJEROS AL TREN: We make two groups with all the children and parents who participate. With the children and parents of each group we form a train, to form the train they are placed one after the other and they are taken by the shoulders. All of them will have their eyes closed except the one that leads. Each group will have a defined destination before starting to play. The last one on each train will have his eyes open and will be the driver. There is a system of signals that you must use to guide the train to its destination:



- A blow to the back... the train walks straight ahead.
- Two blows on the back... the train stops.
- Three blows on the back... the train walks straight backwards.
- A blow on the right shoulder... the train turns to the right.
- A blow on the left shoulder... the train turns to the left.

To make it more fun, the train driver can shout CHANGE! And all the children/parents on the two trains will change into new trains.

- TREN DE LA ALEGRÍA: We divided the children and parents into a long train caught with each other and they moved through space to the sound of the next song:

súbete al tren de la alegría.
súbete al tren de la ilusión.
súbete al tren de la fantasía.
súbete al tren de esta canción.
con su chiqui con su chaca.
con su chiqui chiqui chiqui chaca.

con su chaca con su chiqui con su chaca chaca chaca chaqui

- **Collaboration plan**

To carry out this activity we counted with the help of our organization ACD La Hoya and their European volunteers that helped us.

We also have the collaboration of the different organization and entities involve in the event.

- **Preparation and execution**

We met a few times in order to organize and set the rules of the games that we played later with the kids/ parent and the objectives that we wanted to reach, evaluation and as well setting the time and structure, among other things.

Some of the meeting were involve also the volunteers of ACD LA HOYA, as they will be part of the working team.

For this, it was necessary to take some materials with us like the roll-ups, leaflets, parachute, balls, etc.

When executing this activity, we arranged different functions:

- Explanation of the activity and the organization: Done by Marina.
- Picture taking during the activities: Volunteers ACD LA HOYA

- **Results**

The results obtained after this activity were very satisfactory. We had around 100 people participating in the activities develop and around 250 people direct impact by the leaflets and information of the project.

We practice and play different outdoor sport/activities/games.

- **Evaluation**

The group evaluation of the children in the first part of the activity has been very positive, as they have all valued being able to play with their friends, to move, to do something different in nature.

We ask them to give up the hands if they like the activity and also if they were part of the group and if they help other kids.

We have also asked the parents and they have valued very positively these activities and some of them have made us come to the need for more community activities and especially promote sport among children as a means of integration and inclusion, cooperative games, participatory.

In the second part both parents and children have valued positively doing sports, games together with their parents and especially use the natural space to do so.

The total number of participants has valued positively the materials and resources used.

Also, we're asking the kids and parents during the activities and have the opportunity to express how he/she felt along the activities.

After the had a small evaluation of the group that was taking part in the development part, all agree that was amazing day and the most important the involvement of the parent with their kids in the activities, the things to improve is to divide in more small groups and to take another parachute, for the rest was very well divide the task and everything was clear from the preparation.



3. EVALUATION

Having had the chance of developing this activity was enriching at all levels, taking into account everybody's participation, implication while creating and developing the project, the methodology and, to finish the achievement of the settled goals.

Now we will describe the results we got after three activities and, besides the achievements of the objectives, other aspects such as social network broadcasting, budget, collaboration plan and learning results.

We will also describe the evaluation method we followed during the activities, the results we got related to the objectives, strengths and weaknesses and what could have been improved.

1. Evaluation of the project

To describe the results we got, we have to take into account other relevant variables that must be evaluated. The point we had in mind were these:

1. Thematic of the activity
2. Collaboration plan
3. Budget
4. Administration of the project
5. Preparation of the project
6. Main activities
7. Social network broadcasting

1. Thematic of the activity

The three of the organizers of the team had to agree in a wide range of terms when creating the activity, sharing different ideas, brainstorming, and sharing our experience in the different fields we could work. First, about the need of physical activity and sport as an integration tool, as the three of us had previous experience in this area and, also, on the importance of formation in this field.

We decided in developing this idea because, besides having experience on community work, it is a really vivid topic right now and also significant to these kind of people, where it is necessary to develop different contexts that can help with their social inclusion and citizen participation.

It is very important having in mind different risky situations that can appear when interfering.

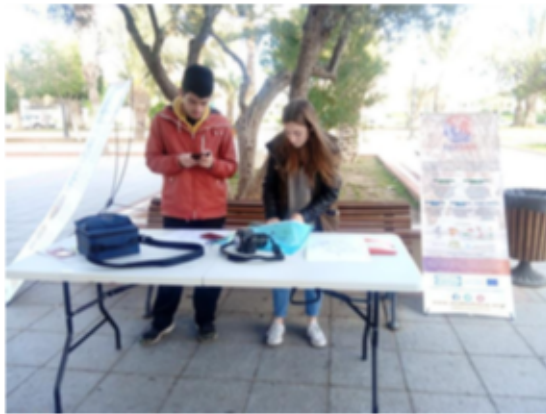
For instance, problems with their relationships and cohabitation with their partners in class or in the society itself, difficulties at school's integration, conflicts between equals, lifestyles that tends to be sedentary, not healthy habits, etc...

Through this project, in an indirect way, we could approach in a subtle way every topic we wanted to, offering alternatives that can be used by them in the society's development.

2. Collaboration plan

To carry out this project the coordination of the components of the team has been indispensable, we had settled a goal from the very beginning and showed all the predisposition needed to go on and portray every idea and proposals that we had.

With determination, dedication, persistence and effort, the three of us together managed to get the optimal results, if it had not been like that, we could not have been able to go further with the project.



Besides that, in this project we also got other agents' help as we had our organization's volunteers that are part of ACD La Hoya, who helped with the development of the idea offering their support and dedication when executing the activity.

We also counted with the school's collaboration as the teaching team helped us with the kids' information, sending the authorizations and in the schedule's distribution of the different groups.

3. Budget

Generally, the costs of this project were according to the budget that we had. The costs include photocopies, cardboard paper, laminating paper, sweets for the prizes, dissemination materials, transport, food. Without taking into account some of the landed materials such as balls, cons, colors, markers and paper.

4. Administration of the project

The execution of the project was possible thanks to the devotion of the coordinating team. This was essential to understand and to carry out the project, whose objective was to offer new learning tools that help in the integration and social participation process.

5. Preparation of the project

The preparation of the project supposed exhaustive dedication when setting up the dates for us to design the activities, organize and describe them, as well as dividing tasks and functions, among others. All this was needed to make it possible to execute it and guarantee the objectives and its evaluation.

6. Main activities

The development of the main activities was possible to be managed in a satisfactory way as the team defined, along the needs appeared, the functions and tasks to do for a good functioning and cohesion in the development of the activity.

7. Social network broadcasting

The process we followed to share the local activity were these:

- In the activity in “la Torre del Gall” of La Hoya, counting with 20 boys and girls.
 1. Each organizer wrote a post in their individual profiles in which we talked about what we were going to do. We did this in order to call people’s attention.
 2. We shared the activity through WhatsApp groups and to people who we thought that could be interested in this activity.
 3. We provided information to known families with the objective of increasing their participation.



Talking about the second activity in the primary school Clara Campoamor of Elche with kids from 6th year, as it was a closed group, we tried to make all the students from said course to participate. The information was spread by tutors and authorizations that were sent before our arrival. In this activity, we counted with approximately 100 kids.

In the third activity, we had around 100 participants and we have the articles and also the TV that give a dissemination of the project and activities that we did, we also create a poster.

<https://www.youtube.com/watch?v=y9z58pDsid0> (minute 23:59)

<https://drive.google.com/open?id=18WNvLUssR6hDtwerz7nFZuK7eQc-YOUW>

Besides all this, for all activities, we created an article for the newspaper to inform our community about the project.

https://drive.google.com/file/d/1rpvTT7IOD_jhTcFgz-1MidQr7LOJxRJ6/view?usp=sharing

2. Evaluation of the activities

First activity:

To evaluate this first activity, we kept in mind the objectives we had from the very beginning, we achieved them. On one side, we got the integration and participation wanted from almost every kid that came to the activity. As we counted with the participation of 20 kids from different cultures and ages of La Hoya.

Generally, the three of us, the organizers, are very satisfied with the work we did during the execution of this activity and the results we got, as the boys and girls that came acquired the tools and values of team working while they were also having fun.

Some of the advices we could give to people who might want to develop their own version of this activity are those:

- Go previously to the area to prepare everything before kids could go (the flags, tables, ...).
- Be cautious when placing the flags, especially if kids are around so they won't see it or they might take them before getting started.
- Cheer the kids during the time of the activity so they keep themselves motivated while playing.

Second activity:

Without any doubt, the second activity was the most gratifying and with which we are more satisfied to have done, given the level of participation and implication in the task, as well as the high number of participation.

We consider that the goals were achieved as we had planned. With the debriefing, we could get a lot of information: group's profile and the roles played by each kid inside the classroom.

For the evaluation of the activity we asked a few questions and, at the same time, we drew three smiling faces in cardboard paper so they could stand where they felt more identified after the activity (a happy face in green, neutral in yellow and a sad face in red). Depending on the question they would move toward the color they wanted. This was a good way to see how the kids felt and to count it for future evaluation.

As we did the same with four different groups we could contrast the information as we were in the school from 9.00 to 13.00, watching and interacting with the students seeing their behavior.

Most of the groups arrived to the conclusion we wanted them to. In the debriefing, we offered them the chance to speak up about the activity, there they could express their feelings, opinions, emotions and even tell us some anecdotes. We, as organizers, had to lead the debriefing so they could arrive to their final conclusion.

Some of the advices we could give to people who might want to develop their own version of this activity are those:

- Control the time. It might be hard between activities if we do not have a clock to watch as time goes by very fast while the kids play.
- We think that the debriefing is the most important part, as in this area they think about what they had done and they get to a conclusion all together that is going to provide them different tools towards the future.

Third Activity

We create an evaluation with all the participants, the first one we ask them different question and they needed to show if they agree or not, with the hands and jumping,

Later on, we have some question to the kids about the feeling and if they have learn some new activities, concepts and keep in mind the importance of the sport, games in their life.

We also evaluate with the parent and the evaluate very

The concept of this local activities was very well share as was a lot of people and the evaluation of the work that we did, was very much appreciated from kids and parent.

We have also asked the parents and they have valued very positively these activities and some of them have made us come to the need for more community activities and especially promote sport among children as a means of integration and inclusion, cooperative games, participatory.

Some of the advices we could give to people who might want to develop their own version of this activity are those:

- To divide the groups no bigger than 6-7
- To take more than 1 parachute if there is a big group.
- To take a megaphone for the train, that all the people can listen the song.

3. Learning results

Related to the learning results, we can make different distinctions, on one side, what kids might have learned with the results of the activities we did and, on the other side, the result obtained and the learning this process of the project gave us.

With all this, we elaborated an improvement proposal that can help this project in the future, those will be developed in the last part of the document “conclusions”.

We can see, with the results we got, that we worked from confidence and security in ourselves despite the difficulties we faced along the way, the protection of our partners, the importance of going out of our comfort zone, as teamwork, fellowship and trust in each other and, on the other hand, how having fun was significant for them in this learning process.

This results were significant in the community activity (orienteering) (sport, games, traditions) but also in the educational field (cooperation), where we counted with a total participation of 220 boys and girls in all activities.



- "I have felt like a" human shield "" (protection).*
- "I felt scared because I did not know where to go" (confidence).*
- "Disorientation. I was afraid of crashing "(confidence).*
- "I need to trust the person who guides me." "They have not left me aside." (Trust).*
- "Even if I crash, I know I'm going to laugh at myself" (fun).*
- "I was eager to hit my partner because he made me collide with others."*
- "I liked to guide because it seemed easier" (confidence).*
- "You learn the style of people, your partner teaches you new things" (learning and fun).*
- "Fundamental to trust and cooperate to do things together". (Cooperation, trust and security).*
- "I've fallen to the ground" (leave the comfort zone).*
- "Overwhelmed, nervous without seeing anything" (leave the comfort zone).*
- "Nervous because my partner told me to bend over and I have crashed" (security).*
- "I have been very calm in all activities." (Fun).*
- "He who has hit me, I could not see." (Understanding).*
- "There are people who released their partner and left with another."*
- "My partner did things that I did not like."*
- "They have released me." "Frustrated" "They have not left me the ball". (Competitiveness).*
- "For once they listened to me. They were like a robot. It has been fun. They have paid me a lot of attention. " (Leadership).*
- "I wanted my partner to feel comfortable." (Fellowship).*
- "I tried not to hurt myself." (Fellowship).*
- "It's fun to guide and be guided." (Teamwork).*

Related to the question "What do you think the objective of this activity was? They answered: "Teamwork", "trust", "going out of our comfort zone", "show trust to our partners", "getting to know better those with who I don't tend to be", "get closer to others".

This was kids' feedback related to the activities we developed, those we took as an evaluation tool to test if we really achieved our objectives, trying to give them back an assertive and positive message reinforcing the work they did, thanking their professional growth, teamwork and over all, trust and respect towards their partners.



4. CONCLUSION

In conclusion, it should be noted that the results achieved would not have been possible without the collaboration and cooperation of all the agents involved throughout the project and the activities carried out, where the role of the teaching staff, the volunteer team, the board of directors were fundamental. The directives of the school role, the coordination of the ACD La Hoya and the team that has carried out the project.

Thanks to this project, we have been able to work on values such as cooperation, citizen participation, companionship, prevention of risk situations, among others, in a very subtle way. Since the work has been developed in a short period of time we think that had it continued and developed more activities of this type, we could have offered an even better tool for the prevention of risk situations.

More than 240 people have been involved in this project, with a total of approximately 220 people, direct participants, boys and girls between 6 and 11 years old and parent, the target population of all the activities we developed.

It should be noted that in the activity that has been carried out in Clara Campoamor school, we have been able to detect those children who tend to be positive leaders and negative leaders in the classroom, in which groups there is greater cohesion at a group level and helped to other partners, helping the integration of classmates and, in addition, what children may find themselves facing situations that may make it difficult for them to integrate into the classroom.

In this way, it would be convenient to make a return to the school where you can address the results obtained, as well as offer tools in order to promote the development of an adequate climate in the classroom that enhances the integration of students, such as, for example, through cooperative games.

This would be indispensable to be able to work, for example, in the subject of physical education, through the movement, group dynamics that favor the development of the students where the values that we have worked throughout the day are strengthened, as has been the cooperation, the teamwork and participation, as a way also to prevent risk situations.

Finally, note that since this project has been carried out with the Association ACD La Hoya and the funding of the Erasmus + Program, it would be interesting to be able to disseminate this type of activities also in the educational field with adolescent population that may have difficulties of insertion at a formative and / or academic level, where they can receive information on this type of European projects, this being an opportunity for them to improve and develop training and / or professional from non-formal education, as an alternative to learning and cross-level.

4.1 Organizers' point of view after the activity

Without a doubt, the local activities have been very pleasing to do, organizing it has been, at some points, difficult, but it was possible to overcome these difficulties and achieve our goal. We have learned a lot, how to organize an event from scratch (go to the town hall / schools to ask for permission among others) to take into account many factors so that the activity goes well.

In all activities, we have also learned that each group with which we have worked with children have behaved differently despite being the same activity (school activity), that sometimes children were be more competitive and we had to reduce that with modifications of the activity (gymkhana) (Nature games/activities, sport).

It is an experience that we, organizers, have taken thanks to being able to carry out a local activity and be able to reverberate in society, specifically in youth.

