



Erasmus+

EMPOWERING YOUTH WORKERS THROUGH **SPORT**

ERASMUS+ YOUTH WORKERS PROJECT

2022-3-TR01-KA153-YOU-000100148

#Empower, Include, Innovate: Uniting Youth Through Sports



ABOUT US

WHO IS KUGEDER ?

Kuzeyin Gençleri Youth and Sports Club (KUGEDER) is a youth and sports-focused NGO established in 2022 in **Zonguldak, Türkiye**. It aims to support the personal and professional development of children and young people, promote international mobility, and encourage healthy lifestyles. KUGEDER implements projects that uphold democracy and diversity, striving to enhance youth employment and strengthen regional collaborations.

ORGANISATION ID (OID): E10294149

 <https://www.instagram.com/kugeder/>



ABOUT PROJECT

EMPOWERING YOUTH WORKERS THROUGH SPORT

The goal of our project is to teach youth workers how to use sports as a tool for inclusion and engagement in youth work, to share best practices, and to enhance the professional and operational capacities of youth workers.

- Strengthen the professional capacities of youth workers who work in the fields of inclusivity and diversity.
- Develop a broader understanding of what an inclusive attitude entails.
- Enhance the institutional, collaborative, and youth work capacities of project partners.
- Ensure that our partners use more innovative methods/techniques in their future work.



PARTNERS

- Kuzeyin Gençleri Gençlik ve Spor Kulübü Derneği (Türkiye)
- BRAVO (Bosnia & Herzegovina)
- Asociacija AKTYVISTAI (Lithuania)
- Anka Eğitim Gençlik ve Spor Kulübü Derneği (Türkiye)
- Voetbalvereniging Elsweide (Netherlands)
- Club Deportivo Chañe (Spain)

INNOVATIVE METHODS AND TECHNIQUES FOR USING SPORT AS A TOOL FOR INCLUDING.

GOALBALL

Goalball is a team sport designed specifically for athletes with visual impairments. It was invented in 1946 to help rehabilitate veterans who had lost their sight during World War II. The game is played with a ball that has bells inside, allowing players to locate it by sound.

Played by two teams of three players each, goalball is a game of offense and defense. The court is the size of a volleyball court and has tactile lines that players can feel to determine their position. Each team has its own goal, which spans the width of the court at each end.

The objective of the game is to throw the ball into the opponent's goal while defenders attempt to block the ball with their bodies. Players must remain within their team area and must throw the ball within ten seconds of touching it. All players wear blindfolds to ensure an equal playing field, as players may have different levels of visual impairment.

Matches consist of two 12-minute halves, and the team with the most goals at the end wins. Goalball requires keen hearing, quick reactions, and teamwork, making it a challenging and popular sport among visually impaired athletes.



(c)RyoI CHIKAWA/ Japan



RULES OF GOALBALL

Court Dimensions and Layout:

- The goalball court measures 18 meters long and 9 meters wide, similar in size to a volleyball court.
- The court is divided into areas: the landing zone, the neutral zone, and the team zone. Each goal spans the entire 9-meter width of the court at each end.

Teams and Positions:

- Each team consists of three players, typically positioned in the center, left, and right sections of their team zone.
- Players can move and defend within their team area but cannot go into the opponent's half.

Game Duration:

- A standard goalball match consists of two 12-minute halves with a 3-minute halftime break.
- Teams switch sides at halftime.

Game Duration:

- The game starts with a throw from one team, and the objective is to roll the ball across the opponent's goal line while the opposing team tries to block it.
- Players must throw or roll the ball within ten seconds of receiving it. The ball must make contact with the ground within the thrower's own landing zone.
- All players wear eyeshades to ensure fairness, as this masks varying degrees of visual impairment.

Scoring and Penalties:

- A team scores a goal when the ball crosses the opponent's goal line.
- Penalties are given for infractions such as excessive noise (which can distract players who rely on hearing the ball), delay of game, and improper throws.

INNOVATIVE METHODS AND TECHNIQUES FOR USING SPORT AS A TOOL FOR INCLUDING.

BOCCIA

Boccia is a precision ball sport, closely related to bocce, and specifically designed for athletes with severe physical disabilities. It is primarily targeted at individuals with cerebral palsy but has expanded to include athletes with other severe disabilities affecting motor skills.

The origins of boccia can be traced back to ancient games played in Greece and Egypt, where balls were used for basic throwing games. The modern version of boccia was developed in Europe in the 1970s. Boccia was introduced into the Paralympic Games in 1984, held in New York. It was initially only open to athletes with cerebral palsy but has since expanded to include athletes with other severe disabilities. Over the years, boccia has evolved into a well-structured sport with detailed rules and classifications. Its inclusion in the Paralympic Games and other international competitions has greatly increased its popularity and visibility.

The sport was created to offer athletes with severe disabilities an opportunity to compete in a sport that demands precision, strategy, and skill. Boccia provides an inclusive environment where physical limitations are less of a barrier to participation, focusing instead on the athletes' ability to strategize and precisely control the boccia balls. The sport not only promotes physical engagement but also offers social benefits, fostering interactions and competition among individuals with disabilities from various backgrounds.



RULES OF BOCCIA

Court and Equipment:

- Boccia is played on a flat, smooth surface, usually indoors, on a court that measures 12.5 meters by 6 meters.
- The game involves four sets of balls: red, blue, a white target ball called the "jack," and a set for each team or player. The balls are made of leather and filled with plastic granules.

Players and Teams:

- Boccia can be played individually, in pairs, or in teams of three.
- Each match consists of individual athletes, pairs, or teams taking turns to throw, kick, or use an assistive device to propel their colored balls as close as possible to the white jack.

Rules and Gameplay:

- A match consists of a series of ends, with the number of ends varying by the competition level. Typically, there are four to six ends in a match.
- At the beginning of each end, the jack is thrown first into the playing area, followed by the first colored ball by the side that threw the jack.
- Opponents then take turns throwing balls, with the aim of getting their balls closer to the jack than their opponent's closest ball.
- Players can knock their opponent's balls away from the jack to improve their position.
- Each player, pair, or team has six or eight balls per end, depending on the format of the game.

Scoring:

- Points are awarded at the end of each end. The side whose balls are closest to the jack scores one point for each ball that is closer to the jack than the opponent's closest ball.
- The game continues until all ends are played, and the player or team with the highest total score is declared the winner.



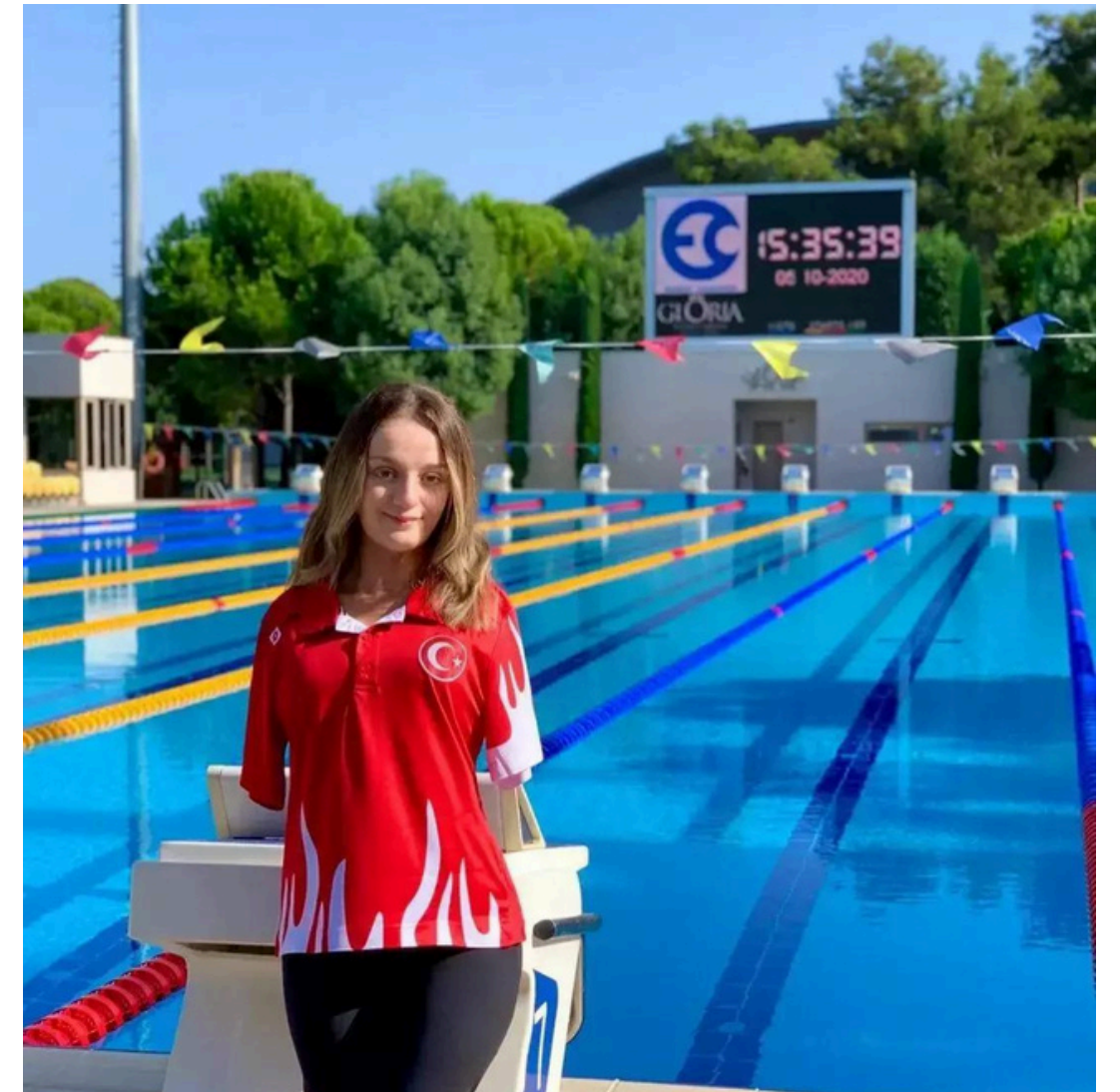
INNOVATIVE METHODS AND TECHNIQUES FOR USING SPORT AS A TOOL FOR INCLUDING.

PARALIMPIC SWIMMING

Paralympic swimming is a key sport in the Paralympic Games where athletes with various physical disabilities compete in swimming races. Adapted from traditional swimming, it accommodates athletes with mobility impairments, amputations, blindness, and cerebral palsy.

Paralympic swimming has its roots in the post-World War II era. It began as a rehabilitation activity for injured soldiers and evolved into competitive sport. Sir Ludwig Guttmann, a neurologist working with war veterans, organized sports activities as part of the rehabilitation programs at the Stoke Mandeville Hospital in England. The first organized competition, the Stoke Mandeville Games in 1948, featured wheelchair archery. By 1952, competitors from the Netherlands joined, turning it into an international movement. Swimming was introduced in the following years. Swimming became one of the sports at the inaugural Paralympic Games in Rome in 1960. The Games were initially open only to athletes in wheelchairs but expanded over time to include a wide range of disabilities.

The creation of Paralympic swimming aimed to provide competitive opportunities for athletes with disabilities, enhancing not only their physical rehabilitation but also their self-esteem and social integration. The sport offers a platform for these athletes to showcase their abilities on an international stage, promoting inclusivity and awareness of the capabilities of people with disabilities.



INNOVATIVE METHODS AND TECHNIQUES FOR USING SPORT AS A TOOL FOR INCLUDING.

WHEELCHAIR BASKETBALL

Wheelchair basketball is a dynamic sport for athletes with physical disabilities, played while using wheelchairs. It's one of the most popular and widely recognized sports within the Paralympic Games and other international adaptive sports competitions.

Wheelchair basketball was originally developed in the late 1940s as a form of rehabilitation for injured veterans of World War II. Dr. Ludwig Guttmann, a pioneer in promoting sports for rehabilitation, introduced it at the Stoke Mandeville Hospital in England as a way to help war veterans regain physical fitness and build social skills through team sports. The sport quickly grew in popularity, spreading to the United States and Canada, where it was further developed and organized. In 1949, the first wheelchair basketball teams formed, and by the early 1950s, national competitions were being held in the United States. Wheelchair basketball was one of the original sports when the Paralympic Games were officially established in 1960 in Rome. Since then, it has been a staple of the Games, reflecting its wide appeal and competitive nature. Over the years, the rules of wheelchair basketball have evolved to more closely align with those of able-bodied basketball, with modifications to accommodate wheelchair movement. The sport has also seen significant advancements in wheelchair technology, enhancing the mobility and performance of athletes.



DIFFERENCES IN RULES BETWEEN STANDARD BASKETBALL AND WHEELCHAIR BASKETBALL



Substitutions:

- Substitution rules in wheelchair basketball are often more flexible, allowing for frequent changes to accommodate players' fatigue and disability levels.
- In standard basketball, substitutions are also common but generally follow stricter regulations regarding when they can be made during the game.

Traveling Rule:

- In standard basketball, players may take one step before they need to dribble, and can take two more steps without dribbling after picking up the ball.
- In wheelchair basketball, players can push their wheels twice after receiving or dribbling the ball. To continue without committing a traveling violation, they must dribble the ball again before they can push their wheels another two times.

Fouls:

- Contact rules are generally similar in that personal contact is considered a foul in both sports. However, in wheelchair basketball, contact involving the wheelchairs is more common and often not considered a foul unless it specifically disadvantages an opponent.
- Standard basketball strictly monitors personal and technical fouls, focusing on safety and fairness in physical interactions.

Classification System:

- Wheelchair basketball uses a classification system where players are assessed based on their physical capabilities. Each player is assigned a point value, and the total points on the court for each team are limited to ensure fair competition.
- Standard basketball does not use such a classification system, and all players compete under the same conditions regardless of physical ability.

INNOVATIVE METHODS AND TECHNIQUES FOR USING SPORT AS A TOOL FOR INCLUDING.

SITTING VOLLEYBALL

Sitting volleyball, also known as paralympic volleyball, is an adapted version of volleyball designed for athletes with physical impairments. It has been part of the Paralympic program since 1980 and is governed by the World Organization Volleyball for Disabled (WOVD).

Sitting volleyball originated in the Netherlands in the 1950s as a combination of volleyball and a German game called sitzball, which does not involve a net. The sport was created as a rehabilitation activity for injured soldiers from World War II, similar to other adaptive sports of the time. It was introduced as a demonstration sport at the 1976 Toronto Paralympics and became an official part of the Paralympic Games in Arnhem, Netherlands, in 1980. Initially, only men's teams competed, but by the 2004 Athens Paralympics, women's teams were also included. Over the years, sitting volleyball has evolved with refined rules and classification systems to better accommodate players with various physical disabilities. The sport has grown in popularity and now features international competitions, including the Paralympics, World Championships, and regional championships.

The sport was developed to provide a competitive and recreational outlet for individuals with physical impairments. It aims to enhance participants' physical health and to provide social integration through sport. Sitting volleyball emphasizes teamwork, strategy, and skill, allowing athletes to compete at a high level regardless of their disabilities.



RULES OF SITTING VOLLEYBALL



Movement on the Court:

- Players move around the court by dragging or using their arms while their lower body remains on the floor.
- The main challenge is to maintain balance and quickly maneuver while seated.

Court Specifications:

- The court measures 10 meters by 6 meters, smaller than a standard volleyball court.
- The net is lower compared to traditional volleyball, with heights of about 1.15 meters for men's competitions and 1.05 meters for women's.

Players and Setup:

- Each team consists of six players.
- Players must maintain contact between their pelvis and the floor whenever they play the ball.

Game Play:

- The game begins with a serve, executed from behind the back line of the court. The server must have one buttock in contact with the floor when serving.
- As in standard volleyball, the objective is to send the ball over the net and to land it within the opposing team's court.
- Teams have up to three hits to return the ball, and blocking the serve is allowed.

Scoring:

- Sitting volleyball uses the rally scoring system, where points can be scored on every serve, regardless of which team serves.
- Matches are typically played in best-of-five sets, with the first four sets to 25 points and the fifth set, if necessary, to 15 points. A team must win a set by at least two points.



Rules Specific to Sitting Volleyball:

- A part of at least one buttock must be in contact with the floor when hitting the ball.
- Unlike standing volleyball, the block does not count as one of the three allowed hits after the serve.
- The court's smaller size and the rule that a player's body must always be in contact with the ground (except for extremities) change the dynamics compared to traditional volleyball, emphasizing upper body strength and strategic placement of hits

GAMEPLAY VIDEOS

PARALYMPICS: GOALBALL EXPLAINED : https://www.youtube.com/watch?v=Kw5NINzs_1s

PARALYMPICS: BOCCIA EXPLAINED : https://www.youtube.com/watch?v=Kw5NINzs_1s

WHEELCHAIR BASKETBALL EXPLAINED : https://www.youtube.com/watch?v=Kw5NINzs_1s

SITTING VOLLEYBALL EXPLAINED : https://www.youtube.com/watch?v=Kw5NINzs_1s

THE BIGGEST CHALLENGES AND BARRIERS FACED BY MARGINALIZED GROUPS IN EUROPE

Marginalized communities are groups of people who are excluded from mainstream social, economic, educational, or political life. These communities may face discrimination or disadvantage because of their race, ethnicity, religion, gender, sexual orientation, or disability. This exclusion can lead to fewer opportunities, reduced access to services, and often a lack of power or representation in decision-making processes. Essentially, marginalized communities are those pushed to the edges of society, where they have less influence and fewer resources than the majority.

ECONOMIC INEQUALITY AND UNEMPLOYMENT:

- Marginalized communities often face higher rates of unemployment and underemployment. These disparities are exacerbated by limited access to quality education and vocational training, which are crucial for securing stable employment.
- Economic exclusion can also be a result of discriminatory hiring practices that disproportionately affect ethnic minorities, disabled individuals, and other marginalized groups.





ACCESS TO EDUCATION:

- Access to education remains a significant challenge. Children from marginalized communities, such as Roma or migrant backgrounds, often face obstacles that include segregation in schools, lower educational resources, and systemic biases that limit their educational advancement.
- Lack of educational opportunities perpetuates a cycle of poverty and limits future employment prospects.



HEALTH DISPARITIES:

- Marginalized groups frequently experience poorer health outcomes compared to the general population, driven by reduced access to healthcare services, lower quality of care, and higher exposure to environmental hazards.
- Mental health issues are also more prevalent in these communities due to stressors related to discrimination, social exclusion, and economic hardships.

DISCRIMINATION AND SOCIAL EXCLUSION:

- Discrimination, both overt and covert, is a pervasive issue that affects virtually all facets of life for marginalized groups—from employment and education to interactions with the justice system and law enforcement.
- Social exclusion can lead to isolation and reduce the ability of individuals from these communities to advocate for their rights and improve their conditions.

LEGAL AND POLITICAL BARRIERS:

- Marginalized groups often encounter obstacles in accessing legal protection and justice. This includes lack of representation in political processes and difficulties in obtaining legal documentation or citizenship status, particularly for refugees, stateless individuals, and some ethnic minorities.
- These legal barriers prevent them from fully participating in society and accessing services that are critical for their integration and well-being.

CULTURAL BARRIERS:

- Cultural misunderstandings and stereotypes can exacerbate the exclusion of marginalized groups. These barriers often prevent individuals from fully engaging with the broader society, maintaining their cultural identity while integrating into the mainstream.
- Preservation of cultural heritage becomes challenging, especially when public and institutional support is lacking.





EMPATHY BASKETBALL

OBJECTIVE OF THE GAME:

The goal is for players to experience the challenges of playing basketball with various disabilities, thereby developing empathy towards the daily challenges faced by disabled individuals.

PARTICIPANTS:

The game can be played with up to 10 people, organized into two teams of five players each.

MATERIALS:

- A standard basketball
- Blindfolds
- Gloves (to restrict the use of some players' hands)
- Earplugs (to simulate hearing impairments)



GAMES

VISUAL RESTRICTION:

- Two players (one from each team) play with blindfolds. This simulates the challenges faced by individuals with visual impairments.

AUDITORY RESTRICTION:

- The game can be played with up to 10 people, organized into two teams of five players each.

PHYSICAL RESTRICTION:

- Two players (one from each team) can use only one hand, wearing a glove on the other. This demonstrates the difficulties of living with the use of only one hand.
- Two players (one from each team) are restricted in their movement as if unable to use one leg, for example, they must move without dragging one leg on the ground.

GAME DURATION AND SCORING:

- The game consists of two halves, each lasting 10 minutes.
- Standard basketball scoring rules apply, but baskets made by players with restrictions count as double points.





GAMES

SAFETY AND AWARENESS:

- Safety of the players is a priority during the game. The play area must be safe and free of obstacles.
- After the game, players discuss their experiences to share their insights on disabilities and what they have learned.

This game provides participants with the opportunity to better understand the challenges faced by disabled individuals while being an engaging and interactive activity. When organizing the event, leveraging real-life experiences of disabled individuals and including them in the event can provide a more authentic experience.





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