



Roundtable: Tackling the risk: practical tools and strategies to address youth at risk of radicalization and extreme violence in sports.



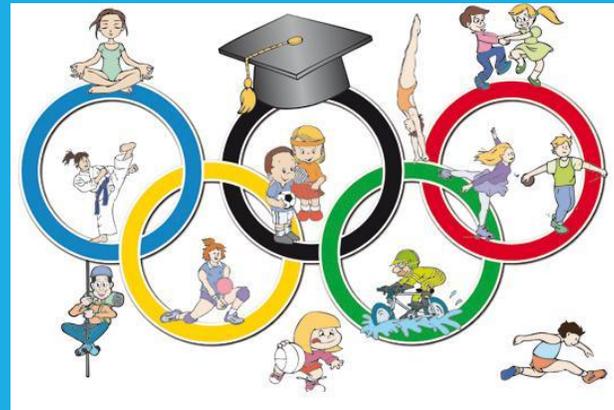
*Beppe Basso,
Manager of the School for sport coaches, Italian Sports Committee (CSI)*



SPORT & SCHOOL

Sport and school, represent of the most important elements to activate concrete preventive actions, designed to combat the spread of the phenomenon of identity and radicalization among young people.

Of course, a control action of sports centers / gyms that can be considered "riskplaces" should also be strengthened, starting from the experience of other countries such as France, which for years have been experiencing the phenomenon and are implementing prevention policies.



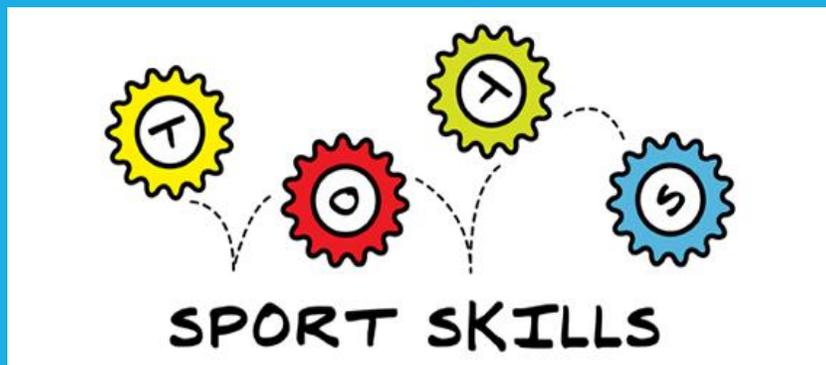
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TRAINING OF INSTRUCTORS/EDUCATORS

We believe that the first fundamental strategic actions to prepare teachers and sport coaches who will have to be equipped not only with dedication but with competence, in order to strengthen social relationship and foster a sense of belonging among young people, develop knowledge, integrate fundamental values, strengthening social, civic and intercultural competences, critical sense and media literacy.

Teachers, sport instructors and educators must be able to help young people - in close collaboration with their parents and families where possible - to become active, responsible and broad-minded members of society; schools and sports clubs can strengthen students' resilience to radicalization by providing a safe environment and time to discuss and examine controversial and sensitive issues



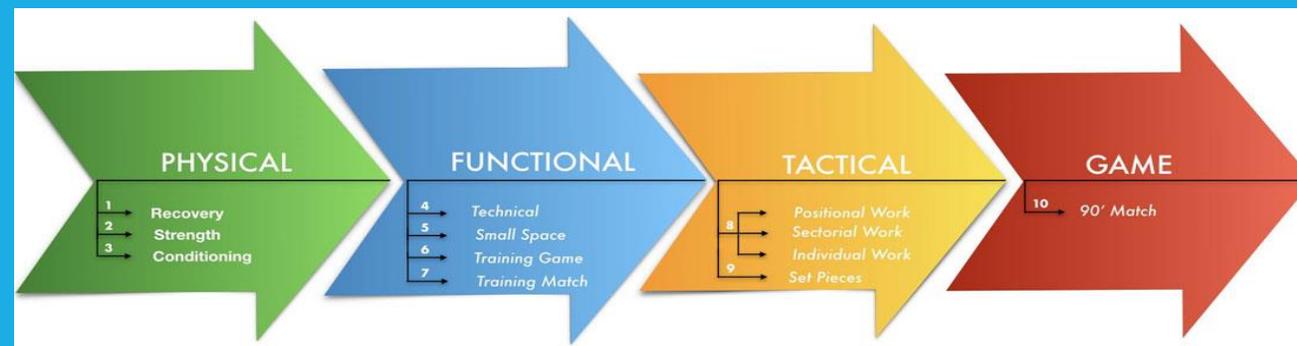
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THE METHODOLOGY

Specifically, it is necessary to offer young people a quality sporting activity capable of teaching to recognize and manage risks, to make safer choices and to promote a strong sense of belonging, of shared community and responsibility towards others;

This teaching must go through an inclusive training methodology, an organization of motivating activity but also through respect for the rules of play and group living together.



THE ROLE OF THE INSTRUCTOR

The role of the instructor is fundamental to develop the activities of inclusion and integration through an educational method called "non-formal": is a teaching method that completes and integrates, not replaces, the traditional teaching and learning methods.

non-formal learning, which is characterized by an intentional choice of the person, which takes place outside the formal systems, in any body that pursues educational and training purposes, including volunteering, the national civil service and the private social sector and in businesses.

European initiatives in education and training underline the growing role of lifelong learning, highlighting that learning must include the entire spectrum of formal, non-formal and informal learning for the promotion of personal fulfilment, active citizenship, social inclusion and employability.

In summary, non-formal Education (NFE) consists in a gathering of educational practices which are not included in the formal system of education such as sport



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THE CHARACTERISTICS OF THE METHODOLOGY

An unconventional learning methodology allows you to acquire cognitive, emotional and specific skills and abilities, as well as to help you identify and trust their instincts and develop confidence in their unique learning process.

This education methodology takes place in a diverse range of environments and address specific target groups and subjects, facilitating the inclusion of young people with fewer opportunities.

The methods generally most used in educational sports are:

- group ks
- discussions
- role-playing games
- brainstorming
- warm up activities
- interactive games and sports lessons



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THE CHARACTERISTICS OF THE "NON-FORMAL" METHODOLOGY

Some principles of non-formal methodology are:

The person in the center: The goals, the arranged strategy, the foreseen learning process and assessment methods are expressed just as known and concurred by the person/athletes.

Learning by doing: in non-formal education the attention is on concrete doing and not learning hypothesis.

Solidarity: Non-formal education is based on cooperation and dynamic group processes. During the learning process, the needs and objectives of learning are identified and agreed between educator and educated. A collaborative environment is the basic building block of non-formal education.

Closeness to real life concerns: play and sport are tools that reflect the dynamics and concerns of the real life of young people

Self-assessment: one of the main aspects of non-formal education is that learners acquire knowledge by experimenting and reflecting themselves.



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SPORTS AND RECREATIONAL ACTIVITIES

During the training of instructors within the project SAFE ZONE can be proposed game cards suitable for the ages of young people with the aim of analysing the educational characteristics of games and not only the technical and competitive component.

The proposed games should not involve the use of many equipment and should be easy to understand and apply



DODGBALL

AN EXAMPLE WE VIEW A POSSIBLE "GAME CARD"

IS PLAYED IN

6 against 6 (4 players on the field + 2 retrievers off the field) but can play with 4 or 5 players

FIELD, EQUIPMENT

Dimensions Field:

The pitch measures 17 x 8 meters **but can be played in any space**

EQUIPMENT:

5 dodgeball or light ball



HOW TO PLAY

Playing dodgeball is very simple and there is no direct physical contact. The game dynamics resemble those of the most famous "poisoned ball" or "prisoner ball".

The 6 players involved are divided into their own half of the field. Their aim is to eliminate all the players of the opposing team without being eliminated. An eliminated player is the one who is hit by an opposing ball with a direct shot. A player who takes a ball thrown by the opponent, eliminates the player who made the shot and at the same time re-enters the field a team mate previously eliminated.

In the central part of the camp there is a neutral zone of 3 meters (1 meter and a half for each half camp). In this neutral zone every player can move as quietly as in his half field.

There are 5 balls in play and at the beginning of each match they are placed by the referees on the half-court line.

Each game is divided into 2 times from 15 minutes for a total of 30 minutes per game. Within the 30 minutes of the race each team will try to win as many "sets" as possible, taking into account that each "set" has a maximum duration of 3 minutes. (times can be changed according to needs)

Each team must have 2 players who have the role of "retriever". The "retrievers" have the task of recovering the balls that come out of the playing field. These 2 members of the team are not in play during their role (so they can not be hit or hit with the balls opponents) but they are the only players who can recover the balls and pass them to the comrades within the field. No player on the field can leave the game to recover the balls.



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EDUCATIONAL FEATURES

There is no physical contact (**they can play male and female and of different ages**)

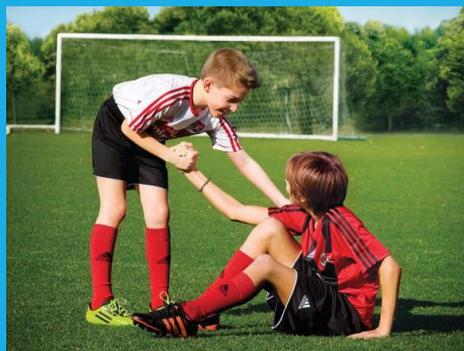
Players must pass the ball (**collaboration**)

There is exclusion (**just like in life**) but you can re-enter the game with the help of a companion (**solidarity and inclusion**)

Retriever are on the edge of the game but **actively participate and help their teammates**.

The neutral zone where you cannot be hit represents a kind of protection where players can "**take refuge**"

The figure of the referee that will be carried out in turn by all the boys will **increase the responsibility** of those who play this role and will allow compliance with the rules for the players.



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THE EUROPEAN PARLIAMENT'S ATTENTION TO SPORT

The European Parliament is also very attentive to the problem (see report of 3 November 2015/2063 INI) and underlines the importance of developing global policies based on a cross-cutting approach between different areas, such as policies on culture, sport, employment and welfare, and other channels of activity on social inclusion and protection of diversity, plurality and core values common at European, national, regional and local level;

Among the indications on prevention, underlines the importance of the role that school, education and sport can play in preventing radicalization; stresses the importance of enabling teachers and educators to actively oppose all forms of discrimination and racism; Urges the Member States to provide specific training for teachers / educators to enable them to identify any suspicious behavior changes and to identify complicity circles that amplify the phenomenon of radicalization through emulation and adequately monitor young people at risk to be recruited by terrorist organizations.



European Parliament



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THE EUROPEAN PARLIAMENT'S ATTENTION TO SPORT

It also The European Parliament clearly urges member countries to support extracurricular activities such as sport by underlining the importance of clear guidelines in this area so as not to jeopardize the main role of teachers, educators and other figures whose primary concern is the well-being of the person, seen that the intervention of public authorities could sometimes be counterproductive.



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CONCLUSION

In the light of the above description and in line with the European Parliament's recommendations, the synthesis of the proposed ACTIONS can be summarized in the following points:

Training of instructors: specific training to acquire skills on the knowledge of the phenomenon, on the ability to read any "suspicious" actions and behaviors, on the organizational and inclusive methodology of training and on the management of athletes.

Identification of sports activities

Prevention among young people: sport as an instrument of inclusion and culture of values; respect for the rules of play and cohabitation.



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THANK YOU
FOR YOUR ATTENTION



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