

## **CHAPTER 1: INTRODUCTION & LEARNING OUTCOMES**

### **INTRODUCTION**

This module aims to supply you with information about:

- how to include people from diverse backgrounds to sports activities
- how to help you learn from each other.

This module is written for young volunteers, sports, and community enthusiasts and other young people who want to bring a diversity management approach into your sport activities.

After completing this module, you will have the key competencies to lead sports activities that include diversity. You will be able to take affirmative actions in order to reach team unity and you will make an impact on the culture of your organization. You will balance gender, age, culture, etc. in activities.

You, as coach and leader, must foster participants' personal development as well as reveal and develop their potential.

## CHAPTER 2: STRUCTURED CONTENT

### NECESSARY COMPETENCIES

order to organize and run an activity that welcomes everyone and offers individuals and the group to read, you should relate the ideas to your situation on the ground – perhaps a classroom or practice you important competencies:

- **Communication.** Cooperative and conversational interaction is an integral part of the strategy to create ideas, their goals.
- **Community engagement.** As an activity organizer who demonstrates a commitment to inclusivity, opportunities to participate previously.
- **Person-first language.** You must always try to ensure that the participants and their similarities / co
- **Positively acknowledge differences.** You must find ways to speak about and celebrate differences
- **Forethought.** It is your responsibility, before the practice begins, to review the location, the equipment disabilities; consider gender traditions; consider different levels of sport ability.
- **People management skills.** You must be able to cope with stress and frustration while also create a with people are important skills that are applicable in all areas of life.

Remember that as a coach and leader you have several tasks: you must foster participants' personal comfortable working together. To do these things in a diverse setting, you must strengthen competences

- **Team building**
- **Flexibility**
- **Networking**

- **Lead by example**
- **Innovation**
- **Cultural sensitivity and insight**
- **Creativity**
- **Decision-making**
- **Confidence building**

## DIVERSITY MANAGEMENT: PRACTICAL APPLICATIONS

A crucial part of managing diversity is the ability to learn, and then apply, specific knowledge and skills to successful sport activities.

- **Attracting and including minority / underserved groups (gender, cultural, ethnic, sexual orientation)**

Identifying the main barriers that keep certain groups away from attending activities is a good way to start. Advertising should be done in places where the readers or viewers are of diverse backgrounds. Make use of the help of those who face the same isolation issues could possibly bring more diverse public to sports activities. How can they help them the next time?

- **Tackling stereotypes**

Your positive role modelling is of utmost importance in tackling stereotypes on the team. Avoid a “fearful” attitude during the sports activities. Plan for activities that are suitable for all and can include all types of bodies. Encourage everyone to vocalize.

- **Overcoming language barriers**

When some participants lack language skills of the host or majority community, it can cause discomfort and isolation.

- The “**fail fast**” technique: share a quick example of when you were vulnerable, and maybe failed - but you got back up. Who is vulnerable but brave now? How can the rest of us help?
- Before and throughout the activity, always remain aware of and double check for the participants’ understanding. Making sure instructions and concepts are understood. If there is no co-coach, you can assign a mature participant to help.

- The central idea is to acknowledge the challenge, make steps to mitigate it, and then focus more on

- **Working with different age groups**

Different activities are often appropriate for different ages in order to provide safe activities that promote activity. Think about

- *Children.* Extreme discipline, military-style activities are not appropriate for this age group. Instead,
- *Teens.* This is an age of increased social awareness, and can present more opportunities and more challenges. However, you must also be aware that this is the most sensitive group because of the adolescence challenges spilled over into your activity.
- *University-age students.* If they are still playing sports at this age, then the motivation with this group is to support the idea of diversity.
- *Adults.* Adults engaging in sports activities are often motivated by a desire to socialize, to have fun,
- *Older generation.* Reinforce that physical activity can be engaged in safely at any age. Activities can determine if you need any specialized knowledge.
- When possible, try to mix different age groups together into appropriate activities to encourage diversity.
- Be aware of the fact that at times it can be safer and more appropriate to divide into groups according to

- **Working with disabilities**

When including someone with a disability, avoid making judgements in advance. However, always be realistic, and try to communicate a strong sense that you are glad to have this person on your team and you

Be realistic, and determine if you will require extra help, knowledge, or a specialist in ensuring that they can indeed, be honest about your own limits. Bring in someone who is a professional on a subject when

Just as with language challenges, find positive ways to acknowledge the difference and prepare the person. For example, an interest in the sport, or a common task that you will set for them.

- **Working with different social backgrounds**

Different social backgrounds can be semi-invisible barriers that are easy to overlook. You might not notice *those doing them*. Different social backgrounds can cause especially stark separations among adoles

As a leader of an activity, you have the ability to mix people who do not usually mix. Search for creative ways to appointing a “buddy” if someone in particular seems to be left out.

It will be your job to make clear that negative social pressure or comments are not welcome at your activity. If needs to be discussed, determine when it is suitable to discuss publicly with the group and when a private discussion is needed.

- **Ensuring gender balance**

Gender balance begins with awareness, and that forces everyone to do the difficult task of stepping back and looking at the activity from a different perspective.

- Review and possibly re-think the wording in written materials and oral communication advertising your activity. Words “compete” or “dominate” might be exchanged for “play” or “join” or “try”.
- When at the activity, keep your eyes open to gender patterns playing out before you. Is one gender significantly more likely to participate?
- Use inclusive and gender-neutral language, even if it is not what is “normally” done in your society.

- **Supporting, motivating, and collecting feedback from diverse groups**

It is important to incorporate long-term contact and support for diverse groups. Choose motivational strategies that work for everyone. Be sure to try to understand potential barriers associated with different groups’ participation.

And remember – you are not alone! Be sure to find other coaches, individuals, organizations that you can reach out to for support.

- **Spreading the message about diversity management online**

Find and participate in online communities that foster a sense of group belonging. In this way the message about diversity management can spread more effectively.

Conclusion

This learning module has offered thinking points to make you as a coach, more aware of diversity, and how to use it as a uniting force rather than a dividing force during your activities. It is important to come to each practice, event, activity prepared to face differences in culture, ability, religion, etc., and to bridge those difference in order to create a sense of community and team. The ability to lead a diverse group will result in a better practice and will provide you and your participants life skills that will offer benefits in the future and in all areas of life.

## **CHAPTER 3: INDIVIDUAL PRACTICAL ACTIVITIES**

### **FIRST INDIVIDUAL ACTIVITY: DON'T PUT PEOPLE IN BOXES**

Take some time to watch the video, and reflect using the questions below.

- Don't Put People in Boxes

What is the video message?

Why do we put limits on our self and others?

How do you think these people felt when they have been put into boxes?

What happens when we shake up our paradigm and step out of our boxes?

### **SECOND INDIVIDUAL ACTIVITY: ALWAYS #LikeAGirl**

Take some time to watch the video, and reflect using the questions below.

- Always #LikeAGirl

What is the video's message?

Are expressions such as "like a ..." appropriate? Is it positive or negative?

Were these correct interpretations?

How do you think these expressions make people feel?

Do you think they can be harmful? Why?

## **CHAPTER 4: GROUP PRACTICAL ACTIVITIES**

### **INTRODUCTION**

You can use the provided practical examples of how to free the group from stereotypes and fear of the unknown, and encourage the sense of inclusion. Energizers can be useful at the beginning of activities when people still feel uncomfortable with the purpose of focus and the people next to them. It is up to you which energizers better adequate to your group needs.

### **FIRST GROUP ACTIVITY: THROW A THING**

All participants stand in a circle. One of them has a ball/toy. The participants are

asked to throw it to another person while saying his/her name. Participants should pay attention from who they receive the ball and to whom they throw it because there will be a repetition of the exercise and the 1st round order must be respected. Participants cannot repeat a person who had already the ball. After everyone has said their name the ball comes back to the first person who threw it. A new round starts, in a faster pace and respecting the order of the 1st round.

### SECOND GROUP ACTIVITY: FINDING THE DIFFERENCES

Choose one/two or three participants who will be the “detectives”. The rest of the group can be di “statue”). The detectives are given some time to look at the group and then should leave the room called in again and should find what the differences are.

### THIRD GROUP ACTIVITY: ALL MY NEIGHBORS

This is a “You’re it!” game. The group forms a circle, either sitting on chairs or assigned to one particular cone / location, and one person stands in the middle of the circle. The person in the middle is “it” and calls, “All my neighbors who...” then fills in the blank with such phrases as “are wearing black shoes”; “have been to Morocco”; “know how to knit.” Every participant who matches the description, including the person in the middle, must get up and then find a new chair quickly. The person left without a chair is the new “it.” Participants cannot move to the chair on either side of the one they currently occupy.

### FOURTH GROUP ACTIVITY: THE PRIVILEGE WALK

The goal of this activity is to discuss the complicated intersections of privileges and marginalization

#### The materials you will need:

- A wide & open space;
- Painter’s tape to make an initial line for participants;
- Optional: tape or other materials to draw lines to indicate where to step back or forth.



### The plan:

- Line up the participants in a straight line across the middle of the room with plenty of space to move.
- Read the recommended statements loudly for the participants. Ask them to move if a statement applied to them. If not moving.
- When you have finished the statements, ask participants to take note of where they are in the room.
- Ask everyone to gather into a circle for a discussion.

### Recommended statements:

- If you are right-handed, take one step forward.
- If English is your first language, take one step forward.
- If one or both of your parents have a college degree, take one step forward.
- If you constantly feel unsafe walking alone at night, take one step back.
- If you were ever made fun of or bullied for something you could not change or was beyond your control, take one step back.
- If your family owns a computer, take one step forward.
- If you have a physically visible disability, take one step back.
- If you have an invisible illness or disability, take one step back.
- If you were ever discouraged from an activity because of race, class, ethnicity, gender, disability, or sexual orientation, take one step back.
- If you ever tried to change your appearance, mannerisms, or behavior to fit in more, take one step back.
- If you have ever been profiled by someone else using stereotypes, take one step back.
- If you feel good about how your identities are portrayed by the media, take one step forward.
- If your family has health insurance take one step forward.
- If you come from a single-parent household, take one step back.
- If you live in an area with crime and drug activity, take one step back.
- If you are never asked to speak on behalf of a group of people who share an identity with you, take one step forward.
- If you can make mistakes and not have people attribute your behavior to flaws in your racial or gender identity, take one step forward.
- If you have always assumed that you will study at university, take one step forward.
- If your parents have told you that you can be anything you want to be, take one step forward.

Bear in mind that these are only recommended statements and feel free to create yours as well.

### Questions for discussion:

- What did you feel like being in the front of the group? In the back? In the middle?
- What were some factors influencing your privilege that you have never thought of before?
- If you found yourself getting farther and farther away from someone, how did you feel in that moment?
- What statement made you think most?

What do you wish people knew about one of the identities, situations, or disadvantages that caused you to take a step back?

## FIFTH GROUP ACTIVITY: WORLD CAFÉ METHOD

One moderator remains at the table with a blank paper & drawing material; while others change clockwise. Moderators present what was discussed (2-4 minutes each).

Proper etiquette for a World Café conversation includes:

- Speak with your mind... and heart;
- Play, draw, and doodle;
- Focus on what matters;
- ... and more!

### Recommended topics:

What can we do to play sports truly inclusive?

Unfair treatment based on sexuality – how to tackle it?

Are there advantages / disadvantages of playing sports? What are they?

Why sports should be more inclusive?

Key words (max 5)

- **diversity**
- **management**
- **effectiveness**
- **successful inclusion**
- **team unity**

## QUIZ

## Diversity Management

