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Eco-sports and social inclusion:
Green Paths to Peace

Eco-sports & Inclusion: Green Paths to Peace

GP2P DIGITAL HANDBOOK



MOVE.
LEARN.
RESPECT.
TOGETHER.

Sustainability | Inclusion | Physical Activity | Well-being

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CREDITS

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Eco-sports and social inclusion:
Green Paths to Peace

This handbook was developed as part of the GP2P Erasmus+ project Eco-sports & Inclusion: Green Paths to Peace

Prepared by: Federation of Sport Pedagogues of the Republic of Macedonia (FSSPRM), North Macedonia

In cooperation with: Sports Europe Association (Bulgaria)
Association of Sports Clubs Maribor (ASCM), Slovenia

FEDERATION OF THE SPORTS PEDAGOGUES OF THE REPUBLIC OF MACEDONIA

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ŠPORTNA ZVEZA MARIBOR

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INTRODUCTION

1.1 About the handbook "Eco-sports & Inclusion: Green Paths to Peace"

This handbook titled Eco-sports & Inclusion: Green Paths to Peace is a practical tool for coaches, PE teachers, youth workers, and community facilitators. It shows how to organise sport activities that are both inclusive and environmentally responsible.
The handbook was developed within the GP2P Erasmus+ project. The project aims to enhance the integration of eco-friendly sports practices and promote social inclusion, particularly for marginalized youth, by developing innovative educational methodologies, creating a digital learning platform, and organizing sustainable sports events. These efforts will foster teamwork, reconciliation, and environmental sustainability. It is written in simple language and designed for everyday use in schools, clubs, and community settings. Related to this, the Handbook aims to support sport coaches, PE teachers and youth workers to implement eco – sport practices and social inclusion through sport.

In this Handbook, you will find:

- **7 core principles for eco-sport and inclusion**
- **Step-by-step planning tools and checklists**
- **15 ready-to-use activities with inclusive and eco-friendly adaptations**
- **Safety guidelines and reflection tools**
- **Templates you can print or adapt**

INTRODUCTION

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1.2 Why this handbook matters

Physical education and sport have the power to inspire, educate, and bring people together. Every day, physical education teachers, coaches, and sport organizations influence the attitudes, values, and behaviors of young people. As society faces increasing environmental challenges and ongoing issues related to inequality and exclusion, the sport and education sector has an important responsibility and a unique opportunity - to contribute to positive change. Such role and importance are recognized by United Nations within the United Nations Sustainable Development Goals (SDGs) highlighting the role of sport in promoting health, quality education, gender equality, social inclusion, and environmental sustainability. On the side of eco practices, European green deal action is a call for climate action supporting changes that protect the planet. Climate change, resource consumption, waste generation, and environmental degradation directly affect sport participation, facilities, events, and the health and well-being of communities.



With this said, environmental sustainability and social inclusion are no longer separate concerns from sport. By embedding green practices and inclusive approaches into sport and physical education, practitioners can contribute to these global goals while enhancing the quality and relevance of their own programs. At the same time, many young people continue to face barriers to participation based on gender, disability, socioeconomic status, ethnicity, cultural background, migration experience, or other factors. Creating sport environments that are both environmentally responsible and socially inclusive is essential for ensuring that sport remains accessible, meaningful, and sustainable for future generations.

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1.2 Why this handbook matters

Physical education and sport provide ideal settings for promoting these values. Through different sport and physical education practices, educators and coaches can help young people develop environmental awareness, social responsibility, respect for diversity, and a sense of active citizenship. Simple actions such as reducing waste, choosing sustainable equipment, encouraging active transport, adapting activities for diverse participants, and fostering inclusive team cultures, can create lasting positive impacts.



In reality, many young people still face barriers to participating in sport. At the same time, sports activities can have a negative impact on the environment if not organized responsibly. GP2P project shows that sport can do both at the same time: Include everyone, regardless of ability, background or confidence & encourage respect for nature and reduce waste.

In this regard, we developed this handbook "Eco – sports & Inclusion" has been developed to support physical education teachers, coaches, and sport organizations in translating these principles into practice. It offers practical guidance, examples, and tools to help create sport environments that respect the planet, celebrate diversity, and ensure that every young person has the opportunity to participate, belong, and thrive.

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1.3 What is eco – sport?

Eco-sport means organising physical activities in a way that reduces harm to the environment and encourages responsible behaviour. It is not about being perfect. It is about making better choices that are easy to repeat, such as:

- ·Using reusable water bottles and materials
- ·Choosing local or outdoor spaces when possible
- ·Reducing printing and single-use plastic
- ·Cleaning up the activity area after use
- ·Encouraging walking or cycling to the session

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1.4 What does inclusion mean?

The main goal of inclusion is “No one to be left behind” meaning that every participant regardless their skills, abilities, background and beliefs should be included, involved, can join, take part meaningfully, and feel they belong. An inclusive activity:

- Welcomes different abilities and backgrounds
- Uses clear and simple communication
- Offers flexible roles and participation options
- Removes unnecessary barriers
- Builds confidence and respect

In GP2P project, we give special attention to young people with fewer opportunities, including those with disabilities, refugees, or from disadvantaged backgrounds. Read more about the inclusion in Chapter 3 of this Handbook.

1.5 The GP2P (Green paths to peace) approach

The project combines inclusion and environmental responsibility in the same activity. Instead of treating them as separate topics, both are built into the planning and delivery of every session. The GP2P approach is based on these simple ideas:

- Activities must be accessible and low-threshold
- Sport is used to build belonging and cooperation
- Green choices are made visible and practical
- Facilitators receive simple, ready-to-use tools
- Activities can be repeated and adapted locally

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1.6 Who this handbook is for?

This handbook is mainly for:

- Sports coaches and PE teachers
- Youth workers and educators
- Community organisers and club volunteers
- It can also be useful for schools, sports clubs, local authorities, and NGOs working with young people.



1.7 How to use this handbook

You can use it in different ways:

- As a planning guide when preparing sessions
- As a source of ready-to-run activity ideas
- As a training resource for staff and volunteers
- As a reference when adapting activities to your local context
- As a tool for reflection and improvement

1.8 FINAL NOTE

This handbook was developed as part of the GP2P Erasmus+ project Eco-sports & Inclusive Green Paths to Peace

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The main message of this handbook is simple: Sport can bring people together, support inclusion, and encourage greener habits when it is designed with care. Even small, consistent actions create real change when they are inclusive, well planned, and connected to the local community.

KEY MESSAGE

Sport can be inclusive and environmentally responsible at the same time. This handbook gives you practical tools to make it happen.

2. WHAT ARE ECO-SPORTS AND WHY DO THEY MATTER?

2.1 UNDERSTANDING ECO-SPORTS

Eco-sports are sport and physical activity practices that take environmental responsibility into account. It`s an approach to physical activity and sport that integrates environmental sustainability into everyday practice. It involves reducing the environmental footprint of sport activities, facilities, and events while using sport as a powerful platform to promote environmental awareness, responsible behaviours, and sustainable lifestyles.This means organising and delivering sport in ways that reduce waste, save resources, and encourage respect for nature and community spaces.

Eco-sport can be understood as the practical application of sport ecology principles, translating knowledge about the reciprocal relationship between sport and the natural environment into sustainable actions, policies, and educational practices that reduce environmental impacts and promote environmental stewardship through sport (McCullough, Orr, & Kelisson, 2020; Dingle et al, 2026; Cury et al, 2023). It also links the sport with sustainability, answering the question: Is sport sustainable? linking the sustainability in sport with six essential issues (Tangen, 2021) and different aspects of environment sustainability in sport (Desbordes & d'Ettorre, 2026).



REMEMBER

Every eco-friendly choice in sport creates a better future for all.

2.1 Understanding eco-sports

Eco-sport recognizes the close relationship between sport and the natural environment. Sport, and especially outdoor sports depends on healthy ecosystems, clean air, safe water, suitable weather conditions, and accessible natural spaces. At the same time, sport activities can have environmental impacts through travel, energy consumption, waste generation, and resource use. Eco-sport seeks to balance these relationships by encouraging environmentally responsible decision-making at all levels of sport participation.

For physical education teachers, coaches, and sport organizations, **eco-sport** means creating learning and participation environments that support environmental stewardship, social inclusion, and community well-being. Through sustainable practices and inclusive approaches, sport can contribute to the development of active, responsible, and environmentally conscious citizens.

Eco-sports do not require expensive equipment or complex systems.
In most cases, they begin with small, practical changes such as:

- using less paper;
- reusing materials;
- choosing local and outdoor spaces;
- reducing plastic use;
- encouraging sustainable transport;
- keeping activity areas clean and protected.

The main idea is simple: sport can be active, enjoyable, and competitive while also being more environmentally aware.

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Eco-sports and social inclusion

WHAT IS ECO-SPORT?

More Than Just Playing the Game

When we hear the word **sport**, we often think about competition, training, and physical activity.

But sport can be much more.

Eco-sport combines physical activity with environmental responsibility and social awareness.

It encourages us to:

- Reduce waste
- Respect nature
- Choose sustainable mobility
- Promote inclusion and teamwork
- Act responsibly towards our communities and the planet



Sport for people.
Sport for the planet.

Eco-sport is not a new sport.
It is a new way of thinking about sport.

At GP2P, we believe that sport can help young people become **active citizens**, **environmental ambasadors**, and **positive changemakers** in their communities.

Greener Sports. | Stronger Communities. | Lasting Peace.

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2.2 WHY ECO-SPORTS ARE IMPORTANT?

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Sport has a strong connection to people, places, and communities. Because of this, it can also influence how participants think and behave. Eco-sports matter because they help connect physical activity with everyday environmental responsibility.

They are important for several reasons:



a) They promote responsible habits

When participants see environmental care in sport settings, they are more likely to repeat those habits in daily life. For example, if a team uses reusable bottles or sorts waste after an event, young people learn that small actions matter.



b) They reduce unnecessary impact

Sport events and sessions often use materials, energy, and transport. By making simple adjustments, organisations can reduce waste and avoid unnecessary environmental pressure.



c) They strengthen community values

Eco-sport activities often involve shared spaces such as parks, school yards, fields, and community centres. Respecting these spaces helps build a stronger sense of ownership and responsibility.



d) They make sustainability visible

Environmental education is often abstract when it stays in the classroom. Eco-sports make it visible, practical, and memorable through action.

2.3 ECO-SPORTS AND YOUNG PEOPLE

Young people are especially important in eco-sport initiatives because they are both participants and future change-makers. When young people take part in environmentally responsible sport activities, they do not only learn about sustainability — they also practice it.

This can help them:

- understand the link between personal choices and environmental impact;
- develop teamwork and leadership;
- become more aware of their surroundings;
- feel that they can contribute to positive change;
- build habits that stay with them over time.

Eco-sports can also make sport more meaningful. When participants understand that their activity has a purpose beyond competition, they often become more engaged and motivated.

2.4 EXAMPLES OF ECO-SPORT PRACTICES

Eco-sport can be integrated into both small and large activities. Some examples include:

- organizing walking or cycling events instead of using motor transport;
- using cones, markers, or balls made from durable or recycled materials;
- collecting and reusing equipment where appropriate;
- planning outdoor sessions in natural spaces with care for the environment;
- using digital communication instead of printed materials when possible;
- setting up simple waste sorting points at events;
- involving participants in cleaning and restoring the space after use.

These actions do not need to be complicated. Their value comes from consistency and visibility.

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ECO-SPORT TIP #1

BRING YOUR OWN BOTTLE

Small habit. Big difference.



Did you know?
A simple reusable water bottle can help reduce hundreds of single-use plastic bottles every year!

NO PLASTIC BOTTLES | USE A REUSABLE BOTTLE | LESS WASTE | MORE SUSTAINABILITY

Every training, match or outdoor activity is an opportunity to make a better choice.

STAY ACTIVE & HYDRATED | PROTECT THE ENVIRONMENT

Sustainability begins with small everyday decisions.
One bottle. One choice. One step towards a greener future.

Play green. Live green.

GREENER SPORTS. | STRONGER COMMUNITIES. | LASTING PEACE.

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2.5 ECO-SPORTS IN SCHOOLS AND CLUBS

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Schools and clubs are ideal places to introduce eco-sport practices because they already work with groups of children and young people on a regular basis. This creates a good environment for repeated learning.

In schools, eco-sport can be integrated into:

- physical education lessons;
- health and well-being activities;
- environmental education;
- project days;
- school events and campaigns.

In sports clubs, eco-sport can be included through:

- greener event planning;
- equipment sharing and reusing;
- environmentally friendly communication;
- volunteer engagement;
- behaviour guidelines for teams and families.

In both contexts, the most effective approach is to start small and build gradually.

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ECO-SPORT TIP #2

Leave No Trace After Sport

Small actions can make a BIG DIFFERENCE!



When we leave litter behind, nature pays the price.

When we clean up after ourselves, we protect the places where we play, train, and connect with others.

Eco-sports are not only about being active. They are about taking responsibility for the environment around us.

HOW YOU CAN MAKE A DIFFERENCE:

- TAKE YOUR WASTE WITH YOU.
- RECYCLE WHENEVER POSSIBLE.
- USE REUSABLE BOTTLES AND CONTAINERS.
- RESPECT NATURE AS PART OF THE GAME.

AT GP2P, WE BELIEVE THAT EVERY YOUNG PERSON CAN BECOME AN AMBASSADOR FOR GREENER SPORTS AND CLEANER COMMUNITIES.

BECAUSE PROTECTING NATURE STARTS WITH SIMPLE HABITS.

PLAY RESPONSIBLY. | LEAVE NO TRACE. | PROTECT WHAT YOU ENJOY.

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2.6 CHALLENGES AND LIMITATIONS



Although eco-sports offer many benefits, organisations may face challenges when trying to apply them. Common limitations include:

- limited budget;
- lack of environmental knowledge;
- limited access to outdoor or green spaces;
- dependence on traditional habits;
- resistance to change;
- lack of time for planning.

These challenges are normal. The goal is not to implement every possible green measure at once. The goal is to make realistic improvements that fit the local context.



KEY MESSAGE

Eco-sports show that sport can be both active and responsible. By making small but meaningful green choices, sport organisations can help young people develop healthier habits, stronger values, and greater awareness of the world around them.

3. INCLUSION IN SPORT AND PHYSICAL EDUCATION

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Inclusion builds stronger communities and ensures that everyone can experience the benefits of sport and physical education.

3.1 WHAT IS INCLUSION?

Inclusion means that everyone has the opportunity to take part, feel welcome, and be valued. Inclusion is based on diversity were individual differences should be expected, understood and valued. In sport and physical education, inclusion is not only about involving and allowing people to enter activity. It's a process of creating environments in which all individuals, regardless of their gender, background, identity, abilities, or circumstances, have equitable opportunities to access, participate in, contribute to, and benefit from activities and experiences. In sport and physical education, inclusion goes beyond mere presence or participation; it involves ensuring that every participant feels respected, valued, supported, and able to engage meaningfully in ways that promote learning, development, well-being, and a sense of belonging. It is about making sure they can participate meaningfully, safely, and with dignity.

Inclusion is not a single strategy but a continuous process of reflection, adaptation and improvement. According to UNESCO (2005), inclusive practice involves:

- Continuously identifying and removing barriers that prevent participation.
- Ensuring the presence, participation, and achievement of all children.
- Paying particular attention to groups at risk of marginalization or exclusion.
- Viewing inclusion as something that evolves through planning, teaching, and reflection (UNESCO, 2005).

Inclusion is especially important when working with young people from different social, cultural, linguistic, or physical backgrounds.

AN INCLUSIVE SPORT ENVIRONMENT SHOULD:

- respects different needs and abilities;
- removes unnecessary barriers;
- uses clear communication;
- supports confidence and belonging;
- encourages cooperation instead of exclusion;
- provides participants with meaningful opportunities to contribute and make decisions..



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SPORT FOR INCLUSION #2

Different Backgrounds. One Team.



FRIENDSHIP
We make friends that last a lifetime.

DIVERSITY
Different cultures, one shared passion.

TEAMWORK
Together we achieve more.

RESPECT
We respect each other.

DIALOGUE
We listen, we talk, we understand.

INCLUSION
Everyone belongs on the team.

Inclusive sport helps build strong communities where everyone feels welcomed, respected and valued. Because peace begins when people come together.

Sport for everyone. Inclusion for everyone.

ONE FIELD. ONE TEAM. ONE FUTURE.

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3.2 WHY INCLUSION MATTERS IN SPORT AND PHYSICAL EDUCATION?

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Sport and physical education can be a powerful space for learning, friendship, and personal development. However, it can also become a place where some people feel left out if activities are not carefully designed. According to UNESCO, Quality physical education and sport should be inclusive, equitable, and accessible to all, ensuring that every participant has the opportunity to engage, learn, develop, and experience a sense of belonging regardless of their background, identity, or ability (UNESCO, 2015); UNESCO International Charter of Physical Education, Physical Activity and Sport, 2015).

Inclusion matters in PE and sports because:

1. Inclusion is a human right principle principle

Inclusion in physical education and sport is not only a pedagogical approach but a human rights principle. Ensuring equitable opportunities for participation allows every young person, regardless of ability, background, gender, or social circumstances, to experience the physical, psychological, and social benefits of sport (UNESCO, 2015).

2. Inclusion is a possibility for lifelong overall development

Inclusive physical education and sports creates opportunities for all learners to develop physical competence, confidence, social connections, and positive attitudes towards physical activity. When students feel valued and supported, they are more likely to engage actively and develop lifelong participation habits (UNESCO, 2015).

3. Inclusion promotes belonging and social cohesion

Inclusive sport environments provide meaningful opportunities for young people to interact with others, develop social relationships, challenge stereotypes, and strengthen a sense of belonging within diverse communities.

4. Inclusion reduce inequality and remove barriers

Inclusive approaches shift the focus from adapting individuals to existing systems towards adapting environments, teaching approaches, and organizational practices so that everyone can participate meaningfully. Inclusivity accessibility, and equality of opportunity are identified as key characteristics of quality PE (UNESCO, 2015, 2025)

5. Inclusion improves the quality of PE and coaching practice

Inclusive practice encourages teachers and coaches to: differentiate activities; use flexible teaching strategies; recognize individual strengths; provide meaningful roles for all participants; promote learner voice and autonomy.

Inclusion matters because it:

- gives everyone a fair chance to participate;
- helps build trust and connection;
- supports emotional well-being,
- reduces discrimination and isolation;
- strengthens social skills and teamwork;
- makes sport and PE lessons more meaningful for the whole group.

When young people feel included, they are more likely to stay engaged, return to the activity, and develop a positive relationship with sport.

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SPORT FOR INCLUSION #1

Everyone deserves a place on the team.



SPORT BRINGS US TOGETHER BY:

- FEELING ACCEPTED
- MAKING NEW FRIENDS
- EMBRACING DIVERSITY
- BUILDING CONFIDENCE
- DISCOVERING STRENGTHS AND TALENTS
- HAVING A VOICE AND BEING HEARD

Not all young people have equal opportunities to participate in sport. Barriers like poverty, discrimination, disability, migration and social exclusion can keep many from being part of a team.

At GP2P, we believe sport should be open to everyone. Through eco-sports and community activities, we create inclusive spaces where diversity is welcomed, differences are respected, and every young person has the opportunity to participate, learn and grow.

INCLUSION
RESPECT
EQUALITY
BELONGING

STRONGER TOGETHER.
SPORT FOR EVERYONE.

BECAUSE WHEN EVERYONE IS INCLUDED, COMMUNITIES BECOME STRONGER.

GREEN SPORTS | SOCIAL INCLUSION | PEACEFUL COMMUNITIES | SUSTAINABLE FUTURE

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3.3 BARRIERS TO PARTICIPATION

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- **financial barriers:** costs for equipment, travel, or fees;
- **physical barriers:** lack of accessible spaces or adapted equipment;
- **language barriers:** difficulty understanding instructions or rules;
- **social barriers:** fear of being judged, bullied, or ignored;
- **cultural barriers:** activities that do not respect different backgrounds or customs;
- **psychological barriers:** low confidence, anxiety, or past negative experiences;
- **organisational barriers:** poor communication, rigid rules, or lack of flexibility.

Recognising these barriers is the first step toward removing them.

3.4 WHAT INCLUSIVE PRACTICE LOOKS LIKE

Inclusive practice is what turns the idea of inclusion into action. It means designing lessons, sessions and events in ways that allow different participants to succeed and feel involved.



SOME EXAMPLES OF INCLUSIVE PRACTICE INCLUDE:

- using simple and clear instructions;
- allowing different levels of participation;
- offering roles beyond physical performance, such as helper, referee, or team leader;
- working in small groups or pairs;
- using visual demonstrations;
- adapting equipment, space, or rules when needed;
- encouraging cooperation and peer support;
- making time for reflection and feedback.

SOME OF THE KEY ASPECTS OF BUILDING INCLUSIVE PRACTICES ARE:

- To know and understand each child (consider individual needs of each child, focus of their capabilities rather than their disabilities, listen the students voice)
- Create a supportive and inclusive learning environment (enable all participants to feel confident, valued, and willing to participate).
- Adapt the environment and resources.

ADAPTATION MODELS

✔ Tree – Teaching style, Rules, Environment, Equipment
✔ Step – Space, Task, Equipment, and People
✔ Times – Time, Instruction, Movement, Environment, Support

PEDAGOGICAL APPROACHES FOR INCLUSIVE PRACTICES

✔ Universal Design for Learning (UDL) (Meyer, Rose & Gordon, 2014)
✔ Learner-centered pedagogy;
✔ democratic pedagogy;
✔ meaningful physical education.

Inclusive practice does not mean lowering standards. It means creating fair opportunities for everyone to contribute.

3.5 THE ROLE OF THE FACILITATOR

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Coaches, teachers, and youth workers play a central role in creating inclusive environments(Florian, 2015).Their attitude, language, and decisions can either support or limit participation.

A facilitator who promotes inclusion should:

- greet participants respectfully;
- set positive group rules;
- notice who may be quiet, left out, or struggling;
- adapt activities when needed;
- avoid comparisons that shame or discourage;
- encourage effort, not only results;
- create a safe atmosphere where mistakes are part of learning.



KEY MESSAGE

The facilitator's role is to guide the group so that each person can take part in a way that fits their needs and abilities. In terms to support inclusion they also need to be self-aware for differences and embrace them as opportunity not as an obstacle. Teachers/coaches/educators must adopt a positive and flexible mindset that supports all learners to reach their potential.

3.6 INCLUSION AND BELONGING

Belonging is one of the most important outcomes of inclusion. When participants feel that they belong, they are more confident, more engaged, and more willing to cooperate.

Belonging can be built through:

- friendly introductions and icebreakers;
- team activities that require cooperation;
- shared responsibilities;
- respectful language;
- recognition of individual strengths;
- celebration of progress, not only success.

A sense of belonging supports long-term participation and helps build stronger communities. Developing a sense of belonging is one of the core elements of Meaningfulness in Youth sport and PE (https://meaningfulpe.wordpress.com/youthsport/).

INCLUSION IN THE GP2P PROJECT

In GP2P, inclusion is not treated as an additional topic. It is a central principle of the project. The aim is to create sport activities that are open, welcoming, and adaptable for all participants, especially those who may otherwise have fewer opportunities.

This means:

- thinking about access from the beginning;
- making activities easy to join;
- involving participants in a positive and respectful way;
- using sport as a tool for connection and empowerment;
- ensuring that eco-sport activities are also inclusive activities.

KEY MESSAGE

Inclusion in sport means more than presence. It means participation, respect, and belonging. When sport is designed inclusively, it becomes a space where young people can grow, connect, and succeed together.

4. CORE PRINCIPLES OF ECO-SPORT & INCLUSION

Eco-sport and inclusion work best when they are built on a few shared principles. These principles help you create activities that are both environmentally responsible and welcoming for everyone.

4.1 KEEP IT SIMPLE

The most effective activities are often the simplest. You do not need expensive tools or complex plans.

- Use available local spaces
- Reuse equipment when possible
- Give clear and short instructions
- Keep group rules easy to understand
- Avoid unnecessary waste

4.2 START FROM THE PARTICIPANTS

Good activities begin with the needs of the people who will take part. Always ask:

- Who is in the group?
- What do they need?
- What may stop them from participating?
- How can the activity be adapted?



4. THE PRACTICE OF INCLUSION

4.3 MAKE PARTICIPATION POSSIBLE FOR ALL

An activity is successful when everyone can join in a meaningful way. This does not mean everyone does the same thing.

- Offer different levels of difficulty
- Provide different roles within the same activity
- Change space, speed, or equipment when needed
- Give support from peers or staff when necessary

4.4 USE POSITIVE GROUP CULTURE

A positive atmosphere helps participants feel safe, respected, and motivated.

- Show respect for others
- Encourage instead of criticise
- Promote teamwork and shared responsibility
- Welcome differences
- Care for the environment and shared space



4.5 CONNECT ACTION WITH VALUES

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4.5 Connect action with values

Eco-sports and inclusion are also about the values behind the activity.

- **Respect**
- **Fairness**
- **Responsibility**
- **Care**
- **Cooperation**
- **Solidarity**

When participants understand these values, the activity becomes more meaningful.



4.6 Be flexible

Even a well-prepared activity may need changes. Weather, space, or group energy can affect the session.

- **Adjust the plan if needed**
- **Change rules to support participation**
- **Accept different ways of success**
- **Respond to the group, not only to the original plan**

4. THE COMMON PRINCIPLES IN ACTION

4.7 WORK WITH THE LOCAL CONTEXT

Activities should be connected to the local community and environment.

- Use available sport spaces
- Respect the climate and natural surroundings
- Consider local traditions and habits
- Work with nearby schools, clubs, or partners



4.8 VALUE COLLABORATION

Eco-sport and inclusion are stronger when people work together.

- Collaborate with participants
- Work with coaches, teachers, and volunteers
- Involve families and communities
- Partner with local organisations

KEY MESSAGE

The common principles of eco-sport and inclusion are simple: keep it practical, keep it open, and keep it human. If an activity is easy to understand, flexible to join, and connected to shared values, it has a much better chance of creating real impact.

5. THE ROLE OF THE FACILITATOR, COACH, OR TEACHER

In eco-sport and inclusion activities, the facilitator plays a central role. This person may be a coach, PE teacher, youth worker, trainer, or volunteer. Their responsibility is not only to lead the activity, but also to create a safe, welcoming, and meaningful environment.



5.1 WHY THE FACILITATOR MATTERS

Participants often learn as much from the attitude and behaviour of the facilitator as from the activity itself. A good facilitator helps the group:

- Feel safe and welcome
- Understand what to do
- Stay engaged and motivated
- Respect one another
- Care about the space they use
- Reflect on what they have learned



5.2 MAIN RESPONSIBILITIES

GP2P
Eco-sports and social inclusion:
Green Paths to Peace

Practical guidance for facilitators to lead meaningful, inclusive, and eco-friendly activities.

BEFORE THE ACTIVITY

- Understand the needs of the group
- Plan an activity that fits the participants
- Prepare clear and accessible instructions
- Check the space and materials
- Think about possible adaptations
- Prepare a green and inclusive setup

DURING THE ACTIVITY

- Explain the activity clearly
- Create a positive atmosphere
- Observe how participants are responding
- Support those who need help
- Encourage teamwork and respect
- Adapt the activity when necessary
- Keep the group safe and involved

AFTER THE ACTIVITY

- Reflect on what worked well
- Ask for participant feedback
- Note what should be changed next time
- Restore and clean the space
- Close the session positively

5.3 KEY SKILLS OF A GOOD FACILITATOR

A facilitator working in this area should develop a combination of practical and personal skills.

Communication. Clear communication is essential. Instructions should be short, simple, and easy to follow. When possible, the facilitator should also use gestures, demonstrations, visual aids, or examples.

Observation. The facilitator must be able to notice group dynamics, energy levels, and individual needs. This helps them respond early if someone is excluded, confused, or struggling.

Adaptability. No session goes exactly as planned. A good facilitator can change a rule, reduce difficulty, split a group, or simplify an activity without losing the purpose.



5.3 KEY SKILLS OF A GOOD FACILITATOR CONTINUED

EMPATHY. Empathy helps the facilitator understand participants' feelings and experiences. This is important when working with young people who may feel shy, insecure, or excluded.

ORGANISATION. Good preparation supports both inclusion and sustainability. The facilitator should organise materials, timing, space, and transitions carefully.

LEADERSHIP. Leadership in this context is not about control. It is about guiding the group in a calm, respectful, and motivating way.

5.4 CREATING AN INCLUSIVE ATMOSPHERE

The facilitator sets the tone for the session. To create an inclusive atmosphere:

- Welcome everyone equally
- Use respectful language
- Avoid comparisons that create pressure
- Praise effort and cooperation
- Allow participants to express themselves
- Make space for different strengths and roles
- Respond quickly to exclusion or disrespect



5.5 PROMOTING ECO-FRIENDLY BEHAVIOUR

The facilitator helps make environmental responsibility visible and normal. This can be done through small actions such as:

- Reminding participants to reuse bottles or materials
- Showing care for the playing area
- Reducing waste during the session
- Using the natural space responsibly
- Modelling environmentally friendly habits
- Participants often copy what facilitators do. Lead by example.



5.6 BALANCING STRUCTURE AND FREEDOM

A good session has enough structure to keep it safe and clear, but also leaves room for creativity and participant input.

- The facilitator should aim for a balance:
- Enough structure to keep the session safe and clear
- Enough freedom to allow participants to take part in their own way
- This balance supports both inclusion and enjoyment.

KEY MESSAGE

The facilitator is more than someone who explains the rules.
They are a guide, role model, and supporter of the group.
In eco-sport and inclusion, the facilitator helps turn values into practice.

6. PLANNING INCLUSIVE AND ECO-FRIENDLY ACTIVITIES

Good planning is the foundation of successful eco-sport and inclusion work. When activities are well planned, they are easier to join, safer to deliver, and more likely to achieve their purpose.

6.1 START WITH THE GOAL

Before planning an activity, it is important to be clear about the goal. Ask:

- What do we want participants to learn or experience?
- Is the main focus inclusion, environmental responsibility, teamwork, or all three?
- What should participants leave with after the session? Having a clear goal helps the facilitator choose the right activity and adapt it properly.



6.2 KNOW YOUR GROUP

Planning must take the participants into account. Different groups need different approaches. Consider:

- age;
- ability level;
- language;
- confidence;
- cultural background;
- previous experience with sport;
- possible access needs.

The more the facilitator understands the group, the easier it is to design an activity that works well for everyone.

6.3 CHOOSE SIMPLE AND FLEXIBLE ACTIVITIES

Eco-sport and inclusion activities do not need to be complicated. In fact, simple activities are often better because they are easier to explain, easier to adapt, and easier to repeat.

A good activity should be:

- easy to understand;
- flexible enough to change;
- suitable for the available space;
- low-cost or using reused materials;
- enjoyable and meaningful.

6.4 PLAN FOR ACCESS AND PARTICIPATION

An inclusive activity should be possible for as many participants as possible. Planning should include:

- clear instructions;
- visual demonstration if needed;
- accessible space;
- adapted equipment;
- options for different levels of participation;
- support for participants who need more time or guidance.

It is better to think about these issues before the session than to fix problems during the activity.

KEY MESSAGE

Simplicity, flexibility, and good planning help everyone take part, feel included, and enjoy the session. Small steps make a big difference for people and the planet.



6.5 Think about sustainability

Eco-friendly planning means being careful with resources and reducing waste. This can be done by:

- using digital invitations and materials;
- preparing only what is necessary;
- reusing equipment;
- choosing local and available spaces;
- avoiding single-use materials when possible;
- planning transport in a responsible way.

Sustainability does not have to be expensive. Often it simply means using what is already available in a smarter way.

6.6 Build in flexibility

Even the best plan may need changes. Weather, space, time, or group energy may affect the activity. A flexible plan allows the facilitator to adjust without losing the purpose.

A flexible plan includes:

- a main activity;
- a simpler backup version;
- alternative roles for participants;
- space for shorter or longer delivery depending on the group.

6.7 Prepare the environment

The space itself affects how participants experience the activity. Before the session, the facilitator should check:

- safety;
- accessibility;
- available materials;
- cleanliness;
- enough space for movement;
- places for rest or observation if needed.

A well-prepared space supports both inclusion and environmental care.



6.8 INVOLVE PARTICIPANTS IN PLANNING WHEN POSSIBLE

When participants help shape the activity, they are more engaged and more responsible. Even small forms of participation can make a difference, such as:

- choosing between two activity options;
- helping to set up the space;
- suggesting eco-friendly ideas;
- taking on a role in the session.
- This strengthens ownership and belonging.

6.9 EXAMPLE PLANNING QUESTIONS

Here are some useful questions for planning:

- Who is the activity for?
- What is the main aim?
- What materials are needed?
- Can they be reused or borrowed?
- Is the activity accessible for everyone?
- How can waste be reduced?
- What will happen if we need to change the plan?
- How will participants be involved?

KEY MESSAGE

Planning inclusive and eco-friendly activities means thinking ahead, keeping things simple, and making sure everyone can take part. Good planning helps create sessions that are practical, welcoming, and sustainable.



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7. READY-TO-USE ACTIVITIES

This section contains 15 practical activities that combine movement, cooperation, inclusion, and environmental responsibility. Each activity is designed to be simple, flexible, and easy to adapt. Use them in schools, clubs, youth groups, or community events.



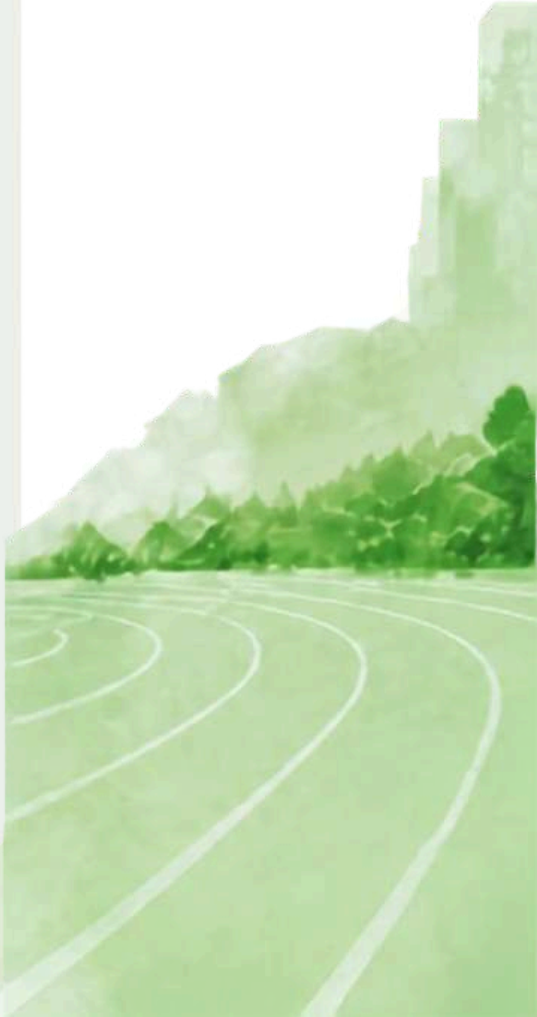
MOVEMENT | **COOPERATION** | **INCLUSION** | **ENVIRONMENTAL RESPONSIBILITY**

HOW TO USE THESE ACTIVITIES

GP2P
Eco-sports and social inclusion:
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This handbook is here to help you create meaningful, inclusive, and eco-friendly experiences.
Follow these simple steps to make the most of every activity.

- Choose an activity that matches your group and goals.
- Adapt the inclusive options and eco angle to fit your setting.
- Keep materials simple and reusable.
- End every session with a short reflection.



ACTIVITY 1: ECO-RELAY

This handbook was developed as part of the GP2P Erasmus project Eco-sports & Inclusive Green Paths to Peace

Purpose:
Teamwork, movement, and environmental awareness.

How it works:
Participants complete relay-style tasks using reusable or natural materials. Each station includes a small eco-task (sorting items, collecting litter, matching green actions).

Materials:
Reusable cones, bins, cards, natural objects.

Inclusive options:
Different roles, shorter routes, walking version, non-physical roles (scorekeeper, helper).

Eco angle:
Reuse materials and clean the space.

Variations:
Beginner – walking only; Advanced – timed challenges.



ACTIVITY 2:
CLEAN SPACE CHALLENGE



Purpose: Responsibility for shared spaces.

How it works: Small teams clean and organise a play area, park, or school yard. Focus on respecting and caring for the space.

Materials: Gloves, bags, recycling bins.

Inclusive options: Work in pairs; some collect, others sort; include discussion time.

Eco angle: Leave the space cleaner than you found it.

Variations: Add a photo challenge or before/after comparison.

ACTIVITY 3:

NATURE WALK AND REFLECTION

Purpose: Movement, observation, and connection with the environment.

How it works: Guided walk in a local natural area. Participants observe surroundings and reflect on what they see, hear, and feel.

Materials: None (or simple reflection cards).

Inclusive options: Shorter route, rest stops, visual cards, peer support.

Eco angle: Respect nature and leave no trace.

Variations: Focus on sounds, colours, or textures.



Activity 4:
GREEN TEAM GAMES

Purpose: Cooperation and learning.

How it works: Teams complete simple games while following eco-rules (limited materials, keep space clean).

Materials: Reusable items, natural objects.

Inclusive options: Mixed teams, flexible roles, adapted rules, focus on collaboration.

Eco angle: Reduce waste during the game.

Variations: Add an eco-question round between games.



Activity 5:

REUSE AND CREATE

Purpose: Creativity and sustainability.

How it works: Participants create sport-related items or game equipment from reused materials (markers, cones, targets).

Materials: Cardboard, old bottles, fabric scraps.

Inclusive options: Hands-on, non-competitive, suitable for different strengths.

Eco angle: Give new life to old materials.

Variations: Group art piece or individual creations.



Activity 6:

HUMAN COMPASS OR MOVEMENT PATH

Purpose: Coordination, listening, and communication.

How it works: Participants follow directions or move through a path linked to environmental themes ("move to the tree", "step toward water", "find the clean space").

Materials: Simple signs or verbal cues.

Inclusive options: Simple instructions, visual support, slower pace, peer assistance.

Eco angle: Connect movement with nature awareness.

Variations: Blindfolded version with partner guidance.



Activity 7:

Team Pledge for Inclusion and Green Habits

Purpose: Reflection and commitment.

How it works:
At the end of a session, the group creates a short team pledge with actions they will follow (respect others, reduce waste, care for the space).

Materials: Paper, markers, or digital board.

Inclusive options:
Spoken, written, or drawn; small groups; symbols or simple language.

Eco angle: Commit to one green habit.

Variations: Display the pledge at future sessions.



TOGETHER, WE INCLUDE. TOGETHER, WE CARE.

TOGETHER, WE MAKE A DIFFERENCE!

Activity 8:
ECO-ORIENTEERING

Purpose: Navigation, teamwork, and nature discovery.

How it works: Teams find checkpoints using simple maps or clues while collecting eco-facts or cleaning along the way.

Materials: Printed clues, reusable markers.

Inclusive options: Different difficulty levels, paired work, non-running roles.

Eco angle: Respect nature and collect litter.

Variations: Indoor version using school grounds.



ACTIVITY 9:

GREEN CIRCUIT TRAINING

PURPOSE: Physical activity with eco-tasks.

HOW IT WORKS:

Stations combine movement with simple eco-actions (sorting waste, watering plants, reusing items).

MATERIALS: Reused equipment, bins.

INCLUSIVE OPTIONS:

Adjustable intensity, different station options, rest stations.

ECO ANGLE: Combine fitness with environmental care.

VARIATIONS: Add educational cards at each station.



Activity 10:

INCLUSIVE NATURE GAMES

Purpose: Play and connection with nature.

How it works:

Simple games using natural elements (leaves, stones, sticks) with inclusive rules.

Materials: Natural objects.

Inclusive options:

Seated versions, pair work, creative roles.

Eco angle: Use only what nature provides and return it respectfully.

Variations: Theme around seasons or local plants.



Activity 11:

WASTE-SORTING RELAY

Purpose: Learning through movement.

How it works: Teams sort waste into correct bins while moving between stations.

Materials: Clean waste items, coloured bins.

Inclusive options: Different roles, visual labels, slower pace.

Eco angle: Teach correct recycling habits.

Variations: Add a quiz round.



Activity 12:

COMMUNITY CLEAN-UP GAMES

Purpose: Community engagement and responsibility.

How it works: Fun games combined with cleaning a public or school space.

Materials: Gloves, bags, music.

Inclusive options:

Family-friendly, different age groups, non-physical roles.

Eco angle: Improve the local environment together.

Variations: Partner with local residents or businesses.



Activity 13:

DIGITAL-FREE OUTDOOR CHALLENGE

Purpose: Mindfulness and nature connection.

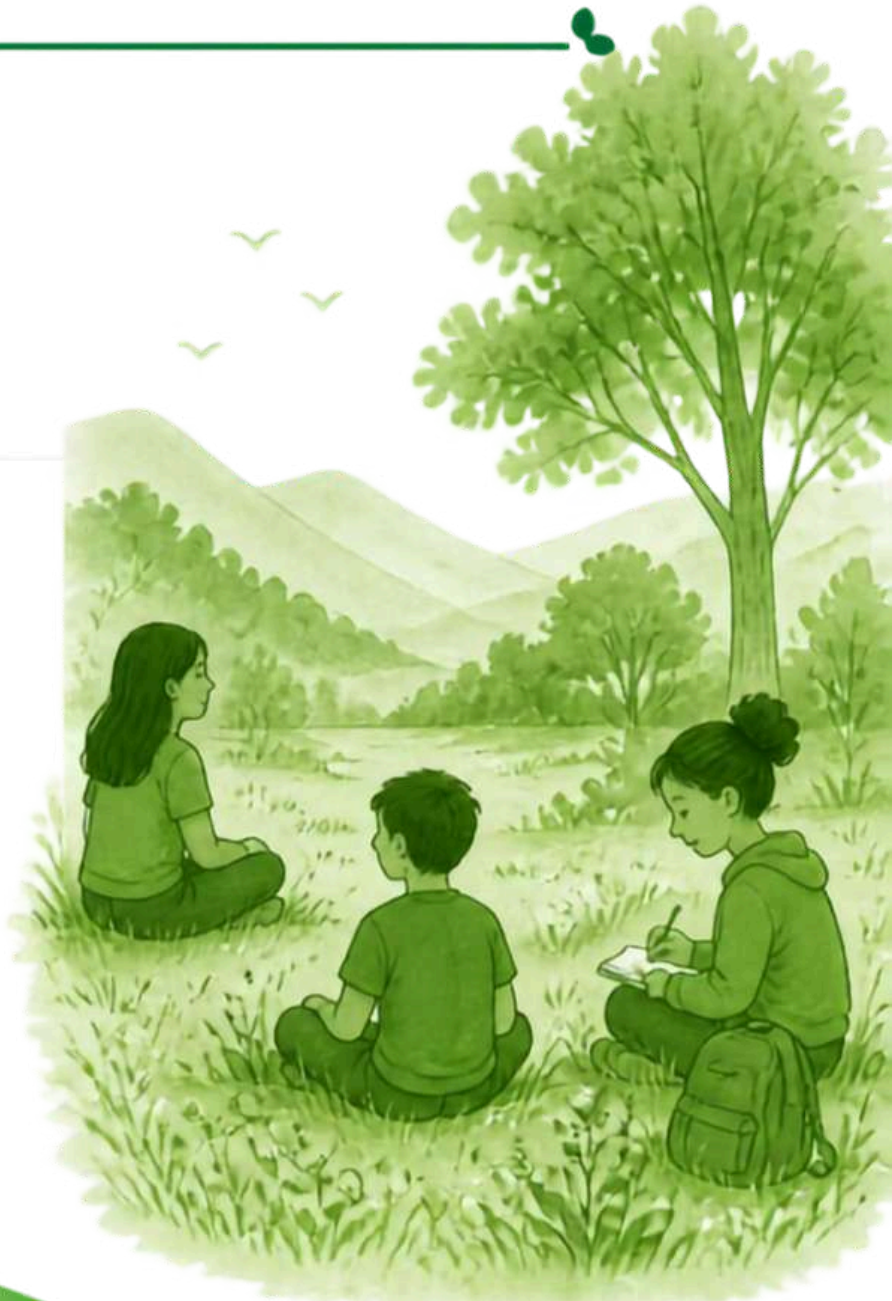
How it works: Activities completed without phones or screens, focusing on the natural surroundings.

Materials: None.

Inclusive options: Guided by a partner, visual instructions, quiet options.

Eco angle: Reduce digital waste and enjoy the outdoors.

Variations: Add a gratitude reflection at the end.



Activity 14:

SUSTAINABLE SPORTS DAY STATIONS

Purpose: Full event with multiple activities.

How it works: A series of stations that combine sport, inclusion, and eco-actions.

Materials: Reusable items from other activities.

Inclusive options:

Multiple entry points, flexible timing, support stations.

Eco angle: Zero-waste event.

Variations: Half-day or full-day format.



Activity 15:

PEACEFUL ECO-TEAM BUILDING

Purpose: Trust, cooperation, and shared values.

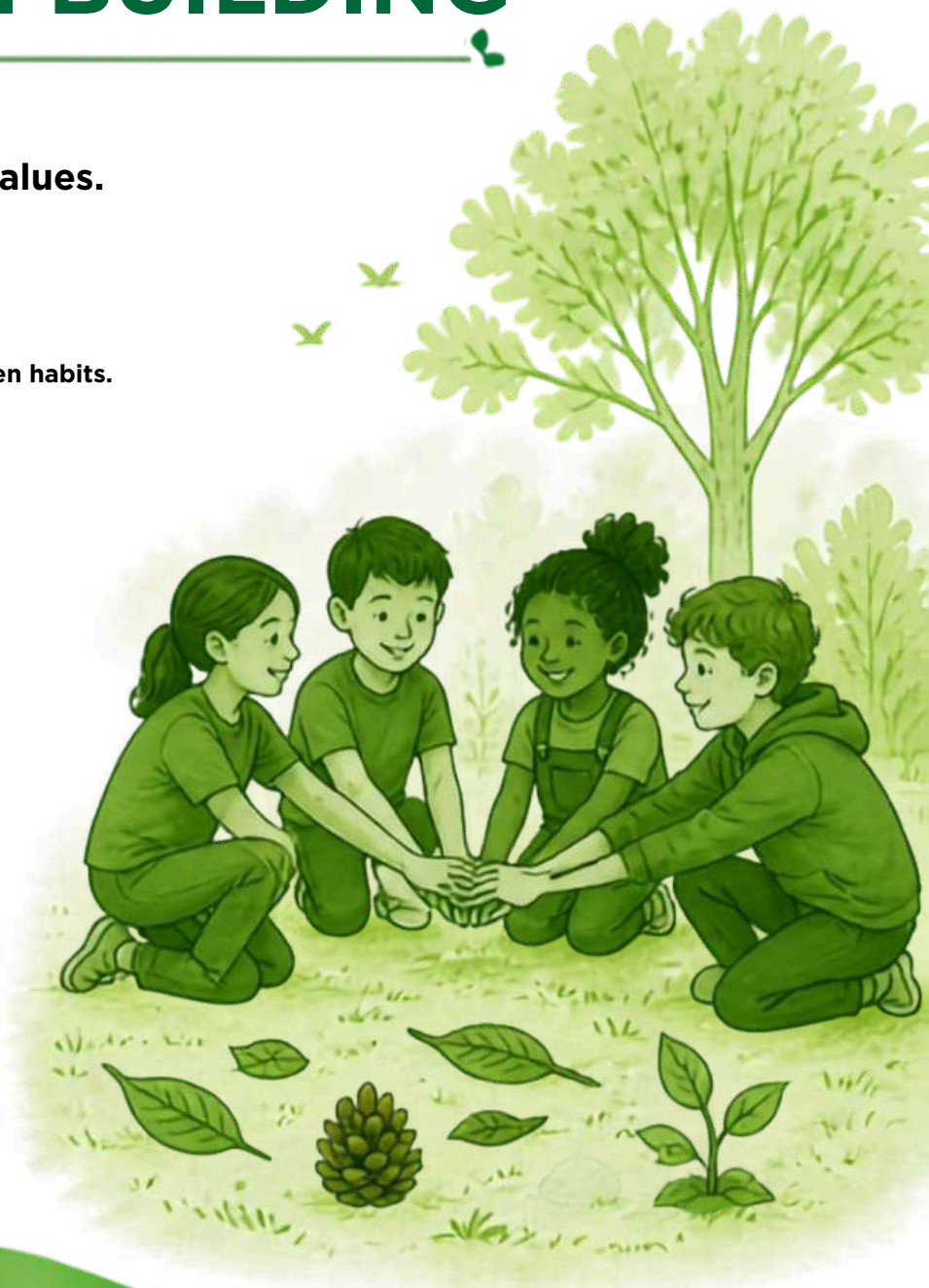
How it works: Low-intensity activities that build trust while incorporating green habits.

Materials: Simple props, natural objects.

Inclusive options: Seated or standing options, pair and group work.

Eco angle: Focus on care for each other and the planet.

Variations: End with a group pledge or tree planting.



Tips for adapting activities

Every activity can be changed depending on the group. Useful adaptations include:

- **reducing the physical intensity;**
- **simplifying the rules;**
- **using visual examples;**
- **changing the size of the group;**
- **giving participants more time;**
- **offering different roles.**



Key message

Practical activities work best when they are simple, flexible, and meaningful. The goal is not only to move, but to help participants experience cooperation, inclusion, and care for the environment.



SPORTS EUROPE

ŠPORTNA ZVEZA MARIBOR

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GP2P

Green Paths to Peace

Eco-sports and social inclusion

SUMMER IS HERE... BUT LET'S STAY ACTIVE!

Wherever your summer takes you, make it active, healthy and respectful of nature.



- **TAKE A WALK** instead of driving.
- **EXPLORE** new places by bike.
- **USE REUSABLE** bottles and containers.
- **RECYCLE** whenever possible.
- **LEAVE NO WASTE** in nature or at the beach.
- **PROTECT** the places you enjoy.

Active Holidays. Sustainable Choices.

GP2P – Green Paths to Peace

#GP2P #GreenPathsToPeace #EcoSports #SocialInclusion #SportForChange #Sustainability #ErasmusPlus

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8. WORKING WITH COMMUNITIES & PARTNERS

Eco-sport and inclusion activities become stronger and more sustainable when they are connected to the local community. Working with partners helps increase participation, share resources, and make activities more visible and meaningful.



8.1 WHY COMMUNITY ENGAGEMENT MATTERS

Community engagement helps:

- expand participation;
- build trust and visibility;
- create shared responsibility;
- connect sport with local needs;
- support long-term sustainability.

When the community is involved, the activity is no longer just a one-time event. It becomes part of a wider effort to build inclusion and positive change.

8. WORKING TOGETHER FOR IMPACT

This handbook was developed as part of the GP2P Erasmus project Eco-sports & Inclusive Green Paths to Peace

8.2 POSSIBLE COMMUNITY PARTNERS

Useful partners may include:

- Schools and kindergartens
- Sports clubs and youth organisations
- Local NGOs and associations
- Municipalities and local authorities
- Parks, libraries, and community centres
- Businesses and local shops
- Parents and families
- Volunteers and university students

8.3 HOW PARTNERS CAN SUPPORT ECO-SPORT

Partners can help in many practical ways:

- Provide safe spaces for activities
- Offering local community spaces for the activities
- Share equipment and materials
- Help with promotion and communication
- Offer volunteers or facilitators
- Support with transport or logistics
- Contribute to visibility and recognition of the project
- contributing expertise on sustainability or inclusion;
- connecting the project to families and young people.

8. COMMUNITY & SOCIAL IMPACT IN ACTION

This handbook was developed as part of the GP2P Erasmus project Eco-sports & Inclusive Green Paths to Peace

8.4 BUILDING TRUST WITH THE COMMUNITY

Good community work depends on trust. Trust grows when organisations:

- Start with small, visible actions – keep promises
- Communicate clearly and regularly
- Respect local traditions and needs
- Involve community members in planning when possible
- Show real results (clean spaces, happy participants, photos)
- Listen to feedback
- Be consistent and reliable - trust takes time, but ti is essential for long-term cooperation



8.5 ENGAGING FAMILIES AND LOCAL RESIDENTS

Families and local residents can play an important role in eco-sport and inclusion.

They can:

- encourage participation;
- support transport or attendance;
- help with preparation or cleanup;
- join community events;
- reinforce positive values at home.
- Simple invitations, open events, and visible results can help families feel included.

8. COMMUNITY & SOCIAL IMPACT IN ACTION

8.6 WORKING WITH VOLUNTEERS

Volunteers can be very important in local eco-sport activities. They may support:

- setup and cleanup;
- participant guidance;
- communication and registration;
- activity stations;
- inclusion support for specific participants.

Volunteers should be briefed clearly so they understand both the inclusion goals and the environmental aims of the activity.



8.7 MAKING ACTIVITIES VISIBLE

Visibility helps build community interest and support. This can be done through:

- photos and short videos from the activities;
- share stories and results on social media or local media
- share in school or club newsletters;
- provide posters and simple flyers;
- promote it during public events;
- share participant stories and reflections.

When people see the value of the activity, they are more likely to join, support, or repeat it.

KEY MESSAGE

Eco-sport and inclusion are stronger when the whole community is involved.
Good partnerships create more opportunities, better resources, and lasting impact. They can also strengthen the whole community by creating shared values, shared spaces, and shared responsibility

9. SAFETY AND WELL-BEING

This section focuses on how to keep participants safe and supported during eco-sport activities. Safety is not only about avoiding physical harm. It also includes emotional comfort, social belonging, and responsible behaviour by organisers and leaders.

9.1 WHY SAFETY MATTERS

When people feel safe, they are more willing to try new things, interact with others, and enjoy the experience. Without safety, inclusion cannot work. Participants who feel at risk will not engage fully, and may not return.

Safety planning should be part of every activity from the beginning. It is not something to add later. It should cover the environment, the people, the equipment, and the way the activity is led.

9.2 PHYSICAL SAFETY

Physical safety means making sure the space, equipment, and activities do not cause injury. This includes:

- checking the area for hazards before the activity;
- using appropriate equipment in good condition;
- matching activities to the abilities of the group;
- having a first aid kit and emergency plan;
- ensuring adequate supervision at all times.

9.3 EMOTIONAL AND SOCIAL SAFETY

Emotional and social safety means creating an environment where participants feel respected, valued, and free from bullying or exclusion. This includes:

- using respectful language;
- avoiding pressure to perform;
- allowing participants to step back if needed;
- responding quickly to conflicts or unkind behaviour;
- creating group agreements about how to treat each other.

9.4 Safeguarding

Safeguarding means protecting children and young people from harm. This includes being aware of:

- inappropriate behaviour;
- abuse or neglect;
- unsafe relationships;
- situations that may make participants feel uncomfortable or threatened.

All staff and volunteers should understand the safeguarding rules and know how to respond if a concern arises. Safeguarding procedures should be clear, visible, and followed consistently.

9.5 Responsible delivery

Responsible delivery means planning and leading activities in a careful and professional way. This includes:

- arriving prepared;
- knowing the group and the space;
- explaining the activity clearly;
- keeping the session under control;
- monitoring how participants are feeling;
- adapting if something changes;
- closing the activity properly.

Responsible delivery also means being honest about what can and cannot be done safely.

9.6 Inclusion and safety together

Safety and inclusion are connected. A group can only be inclusive if participants feel secure enough to take part. At the same time, safety should not be used as an excuse to make activities too strict or closed.

The goal is to find a balance:

- enough structure to protect participants;
- enough flexibility to include different needs.

Key message

Safe and responsible delivery is the basis of good practice. When participants are physically, emotionally, and socially safe, they are more able to learn, connect, and enjoy the activity.

10. Monitoring, Reflection & Evaluation

Monitoring and reflection help you understand what works well and what can be improved. Regular evaluation makes activities better over time and shows the real impact of your work.

10.1 Why evaluation matters

Evaluation is not only about proving success. It is also about learning. It shows whether activities are inclusive and eco-friendly By reflecting on each activity, facilitators can:

- see what worked well;
- identify what needs improvement;
- understand participant experience;
- adjust methods for future sessions;
- show the value of the project to others.

10.2 What can be monitored

Useful things to monitor include:

- participation levels;
- engagement during the activity;
- inclusion of different participants;
- use of eco-friendly practices;
- group atmosphere;
- participant satisfaction;
- safety and organisation;
- community response.
- The focus should be on simple and meaningful observations, not on collecting too much information.

10.3 Simple evaluation methods

Evaluation does not need to be complicated. Some easy methods include:

- Short feedback forms or smiley-face cards at the end of sessions
- Quick group discussions or “thumbs up / thumbs down”
- Observation notes by the facilitator
- Before-and-after photos of the space
- Activity reports
- Participant reflection cards and self - reflection

10.4 Questions for reflection

You can use some of following reflective prompts after each session:

- Did everyone feel welcome and able to participate?
- What worked well today?
- What could be improved next time?
- What should be changed?
- Did we reduce waste and care for the environment?
- How did participants respond to the activity?
- Was the session clear and well organised?
- Was the activity suitable for the group’s needs?
- Did everyone have a chance to take part?
- Were any participants left out?
- Did the activity support inclusion?

10.5 Involving participants in evaluation

Participants should be part of the reflection process when possible. Their opinions are valuable because they experience the activity directly. You can ask the participants:

- What did you enjoy most?
- Did you feel included?
- Was anything difficult?
- What would you change?
- Did you learn something new about teamwork or the environment?

This helps participants feel respected and involved.

Some additional tips

- Let them suggest ideas for future activities
- Use simple questions suitable for their age and language level
- Encourage honest feedback in a safe and positive way
- Thank participants for their input

10.6 Using results for improvement

Evaluation is useful only if the results are used. Based on reflection, the facilitator can:

- Review feedback and notes after each session
- Identify 1-2 small changes to try next time (simplify instructions; change group size; adapt the equipment; improve the space; adjust timing)
- Share successful ideas with other facilitators
- Keep a simple record of what worked and what didn't
- Use results to adapt activities and improve planning
- Identify ways to strengthen inclusion strategies
- Think about ways to improve green practices

Key Message

Monitoring and reflection help turn good intentions into better practice. When organisations reflect honestly and regularly, they can improve both the quality and the impact of their eco-sport and inclusion work.

REMEMBER: small changes can make a big difference

11. Conclusion

The GP2P handbook shows that sport can be a powerful space for both inclusion and environmental responsibility. When activities are planned carefully, they can help young people feel welcome, build confidence, work together, and develop respect for the world around them.

Eco-sport is not about complicated solutions. It is about making simple, realistic choices that reduce waste, use resources wisely, and encourage care for shared spaces.

Inclusion is also not only about access. It is about participation, belonging, and giving every person a fair chance to contribute.

The ideas in this handbook are meant to be practical and adaptable. They can be used in schools, clubs, youth centres, and community settings. They can also be adjusted to fit different local realities, groups, and resources.

The most important message is this: small actions matter. A well-prepared session, a welcoming attitude, a reusable piece of equipment, or a team rule based on respect can have a real impact.

Together, these actions help create sport environments that are greener, fairer, and more connected.

GP2P is an invitation to continue this work — step by step, session by session, and community by community.

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