

Recreation and sports as tools of social integration and community building

Lecturer: Borbála Takács

Time: 18:00 – 19:30 on 22nd, 29th September; 6th, 13th, 20th, 27th October; 3rd, 10th, 17th, 24th November; 1st, 8th December

Purpose of the course

The aim of the course is to introduce students to experiential pedagogical methods and sport-based good practices that can be used to promote the social integration of disadvantaged social groups and to reduce prejudice. The objective is to combine theoretical background with experiential learning to provide students with a broad background knowledge of the social impact of recreational and school sport and to gain experience of how to implement professionally sport based youth development programmes that promote social inclusion in practice.

Results, competences

By completing the course, students will gain a rich theoretical and practical background on the community-building and social-forming aspects of recreational sports. Students will acquire sociological, socio-psychological and pedagogical knowledge on the reduction of prejudice and on the topic of social inclusion through sport. They will learn about funding opportunities in the NGO sector and while implementing an inclusive recreational programme they will develop skills such as:

- communication,
- team work,
- leadership skills,
- organisation,
- intercultural competences.

Course Content

Methodology:

Interactive seminars (Kazy 304):

22nd September: The theoretical background of sport sociology:
Social inclusion in and through sport

29th September: A theoretical background in social psychology:
Reduction of prejudice through sport and community development

6th October: Theoretical background in sports education:
Prejudice reduction, social inclusion and differentiation in sport

27th October: Funding opportunities, practical implementation in the civil sector

Sport session (BEAC)

13rd October: Practice: sports activities, practical experience of the methodology

Group work (Kazy 304):

20th October: Group work: Good practices in the world

3th, 10th, 17th, 24th November; 1st December (Kazy 304 and an external venue):

Putting theory into practice: implementation and reporting of a jointly organised inclusive, recreational event in the framework of the FARE (Football Against Racism in Europe) #footballpeopleweek campaign week

8th December (Kazy 304): Reflection

Evaluations

- Active participation in classes and in the organisational sessions, with a maximum of three absences.
- Group presentation in the class of 20th October: presentation of a good practice.
- Active participation in the organisation and implementation of the joint event.
- Preparing a financial and narrative report of the event with the group.
- A 1.5-2 page long written reflection on the experiences and lessons learnt in the light of the theoretical background, using the recommended literature.

evaluation	grade
90%-	5
75-89%	4
60-74%	3
50-59%	2
-49%	1

Readings

Cunningham, George. (2011). Does Diversity in Sport Reduce Racial Prejudice?. DOI: 10.1057/9780230305892_14.

Dóczi, T., Kammerer, S., Maijala, H-M., Nols, Z., Pekkola, H., Strauch, M., & Theeboom, M. (Eds.) (2012). *Creating a level playing field: Social inclusion of migrants and ethnic minorities in sport*. ENGSO.

Fox, Hebel, Meiers, Springborg (2015) *Football3 Handbook – How to use football for social change*. Berlin: streetfootballworld gGmbH

Ha, Jae-Pil & Lyras, A.. (2013). Sport for refugee youth in a new society: The role of acculturation in sport for development and peace programming. *South African Journal for Research in Sport, Physical Education and Recreation*. 35. 121-140.

Morela, Eleftheria & Hatzigeorgiadis, Antonis & Sanchez, Xavier & Papaioannou, Athanasios & Elbe, Anne-Marie. (2017). Empowering youth sport and acculturation: Examining the hosts' perspective in Greek adolescents. *Psychology of Sport and Exercise*. 30. DOI: 10.1016/j.psychsport.2017.03.007.

Mousa, Salma (2020) "Building social cohesion between Christians and Muslims through soccer in Post-ISIS Iraq." *Science*. Vol. 369, Issue 6505, pp. 866-870. DOI: 10.1126/science.abb3153

Moustakas, Springborg (2018) *Football3 Trainer manual*. Berlin: streetfootballworld gGmbH

Nagy, Takács, Višnevskytė, Packeviciute, Gaikevica, Valdenmaier, Fenech (2021) Capoeira Connects Europe, CCE Project

Petitpas, Albert & Cornelius, Allen & Vanraalte, Judy & Jones, Tiffany. (2005). A Framework for Planning Youth Sport Programs That Foster Psychosocial Development. *The Sport Psychologist*. 19. 63-80. DOI: 10.1123/tsp.19.1.63.

Whitley, Meredith & Massey, William & Camiré, Martin & Boutet, Mish & Borbee, Amanda. (2019). Sport-based youth development interventions in the United States: a systematic review. *BMC Public Health*. 19. DOI: 10.1186/s12889-019-6387-z.