



SPORT FOR THE WHOLE FAMILY GUIDELINES

Work Package 3: Guidelines

DISCLAIMER

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Lauren Logush | Sportief Besteerd Groep



SPORTIEF
BESTEED
GROEP





Table of Contents

- Introduction..... 2
- General introduction of the project..... 2
 - Specific Objectives and Achievements..... 2
 - Work Packages 3
 - Partnership..... 4
- Need analysis and research report 5
 - Summary of Key Findings 5
 - Levels of Physical Activity 5
 - Barriers to Physical Activity..... 7
 - Physical Activity with the Family 9
 - Barriers to Physical Activity with the Family 10
 - Conclusions 12
- Methodology and Development Process 14
 - Theory of Change 14
 - Co-Design and Development of the Modules 15
 - Summary of Stakeholder Findings..... 16
 - Stakeholder Feedback Report 18
- Activity Modules for Coaches 25
- Participants Satisfaction Survey..... 45
 - Summary of Results 45
 - Participants Satisfaction Survey Report..... 46
- Conclusions and Sustainability..... 50



Introduction

The project Sport for the Whole Family was born from a shared belief that sport can strengthen family bonds, promote inclusion, and build healthier communities across Europe. This document presents the main results, findings, and tools developed during the project. It is intended for sport professionals, organisations, and policymakers who wish to design or adapt family-based sport programmes within their own local or national contexts.

By reading these guidelines, we hope you gain inspiration from our experiences and find practical methods to engage families of all ages in sport and physical activity. The approaches, research results, and programme models presented here were co-designed and tested by partners from six European countries, ensuring that they reflect diverse cultural, social, and sporting environments across Europe.

This project was made possible through the support of the European Union, within the framework of the Erasmus+ Programme – Sport Cooperation Partnerships. We express our sincere gratitude to the European Commission for its commitment to promoting inclusion, education, and participation through sport, and for enabling initiatives like *Sport for the Whole Family* to grow and create impact across Europe.

General introduction of the project

The project Sport for the Whole Family encouraged participation in sport and physical activity across Europe, with a particular focus on families.

Data on sport participation within EU countries showed the need for new and creative ways to engage families in sport across generations. At the same time, there was a need to provide families with tools to benefit from the educational and social values of sport, which are widely recognised by the scientific community.

In this context, *Sport for the Whole Family* developed a programme of sport activities accessible to people of all ages. The project achieved this through the training of sport coaches, the implementation of local family sport programmes, and the co-creation of guidelines and tools to support the inclusion of families in sport at European level.

Specific Objectives and Achievements

To reach its overall goal, the project pursued and successfully achieved the following objectives:

- Developed a programme of activities and strategies that made sport accessible to intergenerational groups, involving different sport professionals throughout the entirety of the project. This ranged from numerous sport coaches to international project managers, participating in three Transnational Events (Kick-Off meeting, Pilot Training and Final Meeting).
- Conducted a European survey identifying the needs and resources related to the current sport offer for families, engaging over 200 participants, including sport coaches and families.



- Implemented and tested local family sport programmes in each partner country, involving at least 15 families per country, and created a framework for future continuation and expansion.
- Created an interactive web platform for sport coaches and families, offering access to project results, materials, and a growing local and European network of *Sport for the Whole Family* initiatives.

Work Packages

The project consisted of five Work Packages, each coordinated by one or more partner organisations according to their expertise:

WP1 – Project Management and Coordination (coordinated by NECI, Cyprus)

This work package covered the management, monitoring, and coordination of all project activities throughout its duration. NECI ensured smooth communication between partners, adherence to deadlines, and the quality and coherence of the project's overall implementation.

WP2 – Research (coordinated by University of Thessaly, Greece, and KARGENC Club, Turkey)

This work package focused on analysing the accessibility of sport activities for families and intergenerational groups in each partner country.

The research included:

- a questionnaire distributed among stakeholders and coaches (including those participating in the international training),
- focus groups held in each country with approximately 15 participants per group, and
- an analysis of at least three national good practices per partner, including at least one targeting people with intellectual disabilities.

The findings were compiled into a comprehensive European Survey Report outlining current practices, barriers, and opportunities.

WP3 – Guidelines (coordinated by Sportief Besteed Groep, Netherlands)

Based on the research results, partners jointly co-designed the "Sport for the Whole Family" Guidelines during an online event.

Sportief Besteed Groep developed the first draft, which was reviewed by external stakeholders before finalisation. The guidelines were then tested in practice through both international and local training activities:

- The international training took place in Biržai, Lithuania, hosted by BLASK, involving 24 participants (3 trainers and 1 staff member per country). The 3-day event combined theoretical and practical sessions using non-formal education methods.
- Local courses were held in each partner country (3 per country, 18 in total), engaging around 270 participants—five families per course. Each course ran for three months, with weekly two-hour sessions. Feedback from trainers and participants informed the final version of the guidelines and confirmed their effectiveness in promoting intergenerational participation in sport.



WP4 – Website (coordinated by BLASK, Lithuania)

BLASK developed an interactive, multilingual project website, structured around two main sections:

- a Coaches Section, including guidelines, planning tools, and resources for implementation within sport clubs; and
- a Families Section, providing a user-friendly overview of local and European *Sport for the Whole Family* activities.

The platform was developed in English and translated into all partner languages, ensuring accessibility and wide dissemination.

WP5 – Impact and Dissemination (coordinated by L'ORMA, Italy)

L'ORMA coordinated dissemination efforts throughout the project to ensure visibility and engagement. Each partner contributed to local and international promotion through newsletters, events, and online channels. The dissemination strategy strengthened the project's European network, supported long-term cooperation, and encouraged replication of the family-oriented sport model.

Partnership

The consortium consisted of six organisations with complementary expertise in sport, education, and social inclusion:

NECI (Cyprus), L'ORMA (Italy), KARGENC CLUB (Turkey), University of Thessaly (Greece), SPORTIEF BESTEED GROEP (Netherlands), and BLASK (Lithuania).

Together, the partners exchanged best practices, shared knowledge, and co-created a sustainable and inclusive sport model designed to strengthen family participation across Europe.



Need analysis and research report

Summary of Key Findings

Levels of Physical Activity

The research revealed that overall participation in physical activity among adults remains below recommended levels. On average, participants reported:

- 201 minutes of low-intensity activity (walking) per week
- 90 minutes of moderate-intensity activity per week
- 60 minutes of vigorous activity per week
- and 6.35 hours of sedentary time per day

When compared to the World Health Organization (WHO) recommendation of at least 150–300 minutes of moderate-to-vigorous physical activity per week, 59% of respondents fell below the recommended threshold. This confirms the continued deficit of physical activity within the general population and underlines the importance of initiatives that make sport participation more accessible and appealing for all age groups.

Country Comparisons

Cross-country analysis identified significant variations in leisure-time physical activity. Participants from Lithuania and Greece reported higher levels of low-intensity physical activity compared to participants from the other partner countries. However, no major differences were found between countries in terms of moderate- or vigorous-intensity activity or sedentary behaviour.

The mean scores per country are presented in Figures 1 and 2, which illustrate these variations in leisure-time physical activity across the participating nations.

These findings suggest that while walking and light activity may be more culturally integrated in some countries, overall patterns of insufficient activity are common across Europe, reinforcing the need for a shared, transnational approach to promoting family-oriented physical activity.

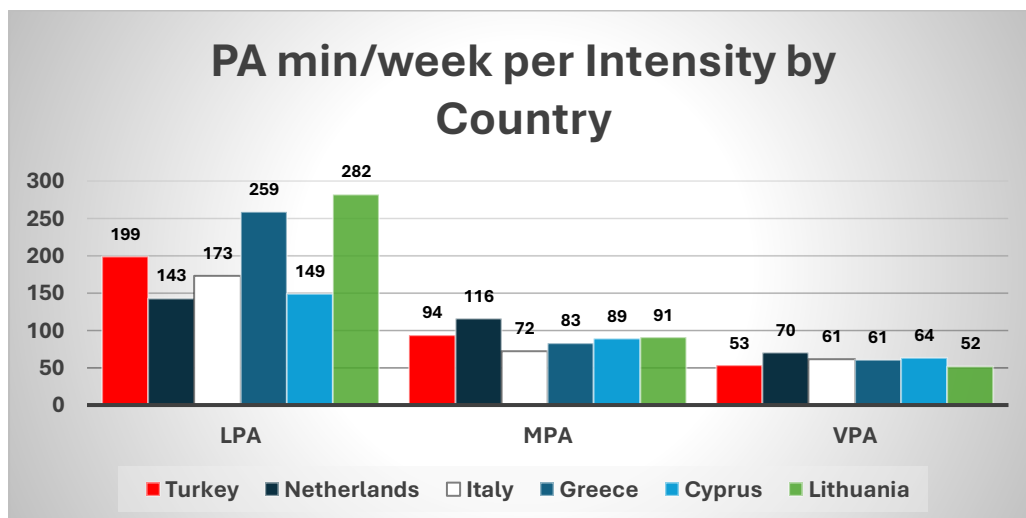




Figure 1. Mean scores for physical activity across the different countries.

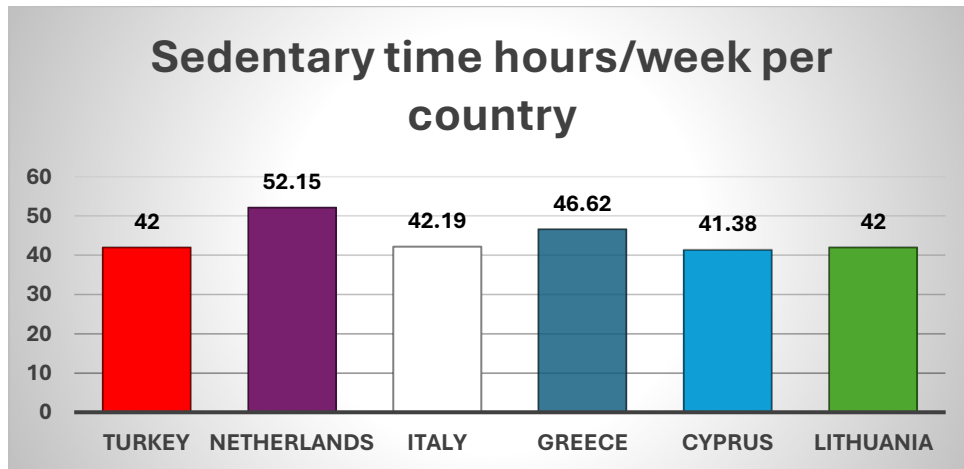


Figure 2. Mean scores for sedentary time across the different countries.

Sex Differences

The analysis also examined differences in physical activity between males and females. Results showed a significant effect of sex, with females reporting lower levels of low-intensity (LPA), moderate-intensity (MPA), and vigorous physical activity (VPA) compared to males. However, no notable differences were found in sedentary time between the two groups.

These findings highlight a gender gap in physical activity participation, suggesting that women may face additional barriers or lower motivation to engage in regular exercise. Addressing this imbalance is essential for designing inclusive sport programmes that encourage and support equal participation opportunities for both men and women. The mean scores by sex are presented in Figures 3 and 4, illustrating the differences in reported activity levels between male and female participants.

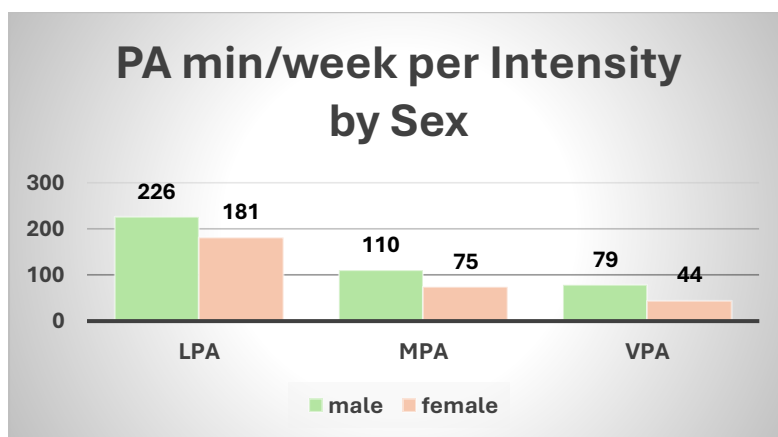


Figure 3. Mean scores for physical activity per sex.

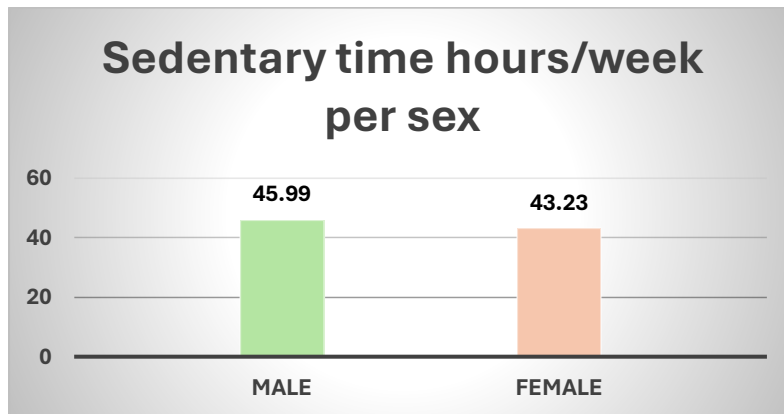


Figure 4. Mean scores for sedentary time per sex.

Barriers to Physical Activity

The research explored four main types of barriers to physical activity: access to facilities, time, personal factors, and social factors. Results showed a clear and statistically significant effect, with lack of time emerging as the most prominent barrier among participants. Time constraints were rated significantly higher than all other categories of barriers, highlighting how busy daily routines and competing priorities limit people's opportunities to engage in sport and physical activity.

The mean scores for perceived barriers are presented in Figure 5.

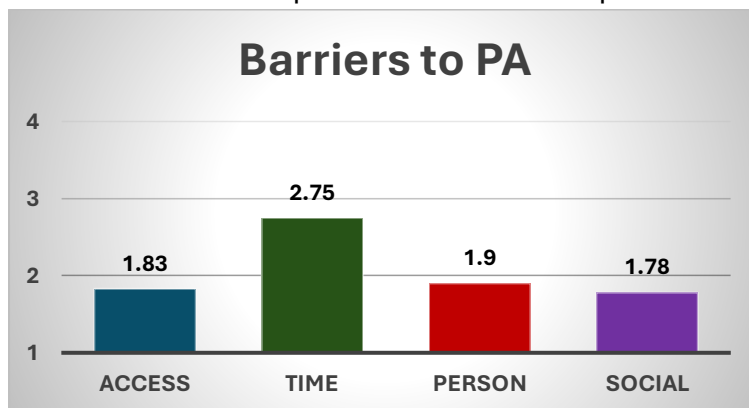


Figure 5. Mean scores for barriers to physical activity.

Country Comparisons

Analysis across countries revealed significant differences in certain types of barriers. Participants from Turkey and Lithuania reported higher access-related barriers, suggesting that availability and affordability of facilities remain challenges in these contexts. However, time constraints were the leading barrier in all countries, indicating a widespread issue across Europe.

The mean scores for perceived barriers per country are presented in Figure 6.

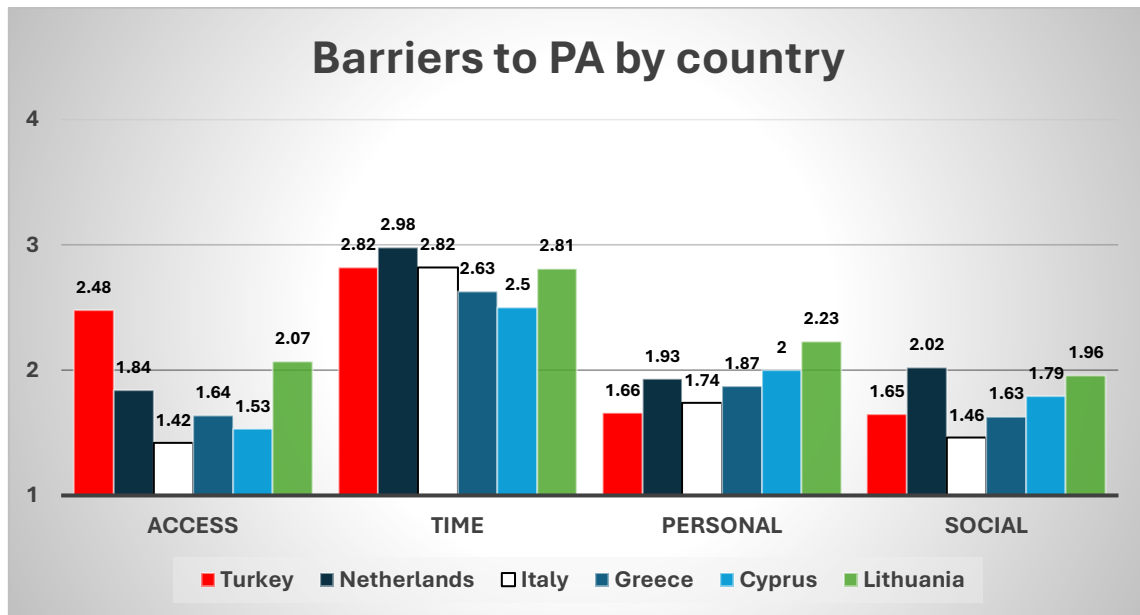


Figure 6. Mean scores for barriers to physical activity across the different countries.

Sex Differences

Gender-based analysis showed that females reported stronger personal barriers—such as lack of confidence, motivation, or perceived ability—compared to males. No differences were found for access, time, or social barriers. These results suggest that, beyond structural issues, personal and psychological factors may particularly influence women’s engagement in sport and physical activity.

The mean scores of perceived barriers per sex are displayed in Figure 7.

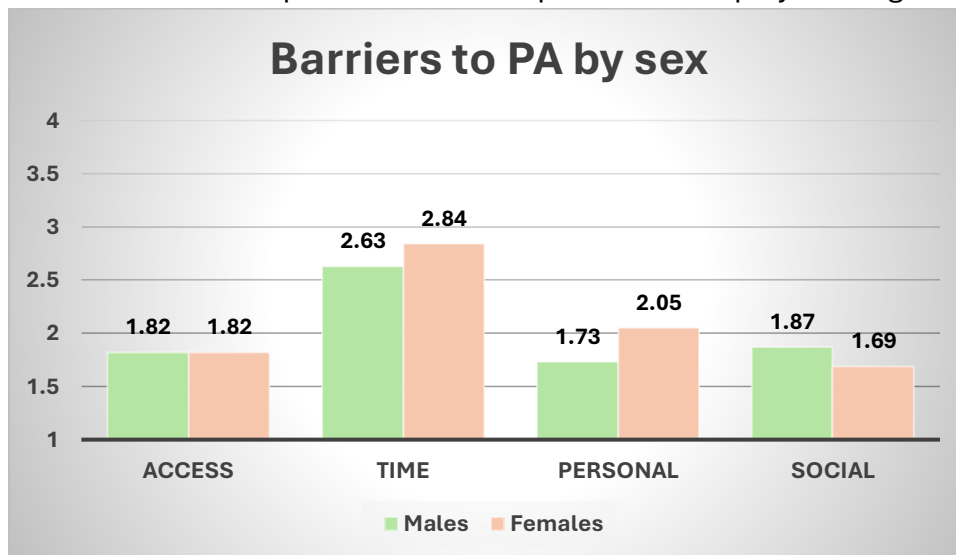


Figure 7. Mean scores for barriers to physical activity as a function of sex.



Physical Activity with the Family

Of the 251 survey participants, 147 individuals (approximately 59%) reported doing physical activity with family members. On average, these participants engaged in family-based activity 2.8 days per week, amounting to roughly 162 minutes of activity per week.

Country Comparisons

Cross-country comparisons showed no significant differences in the number of participants who exercised with family members. However, there were trends suggesting that participants from Greece and Turkey reported more minutes of family physical activity per week compared to those from Italy and the Netherlands.

The number of participants exercising with the family per country is illustrated in Figure 8, while Figure 9 presents the mean scores for total weekly minutes of family physical activity across countries.

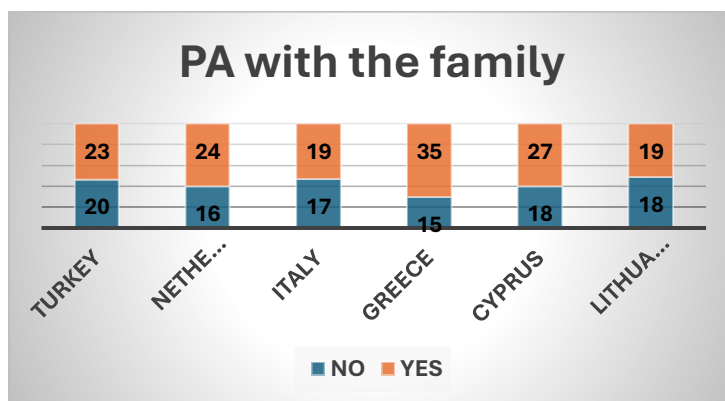


Figure 8. Number of participants exercising with the family across countries.

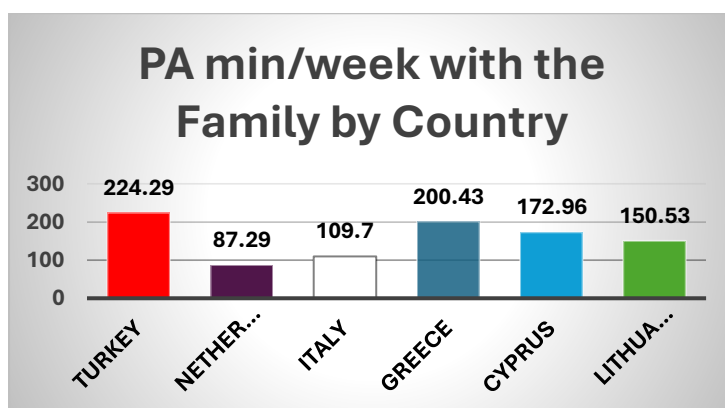


Figure 9. Mean scores for PA minutes with the family per week across countries.



Sex Differences

Gender did not significantly affect whether participants engaged in physical activity with family members. However, there was a slight trend suggesting that males reported more total minutes of family physical activity per week than females.

These findings, shown in Figures 10 and 11, suggest that although overall participation in family-based sport is relatively balanced between men and women, men may be more active during these sessions.

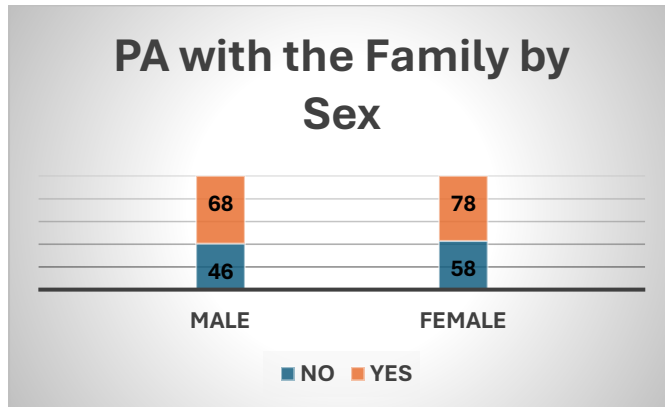


Figure 10. Number of participants exercising with the family across sex.

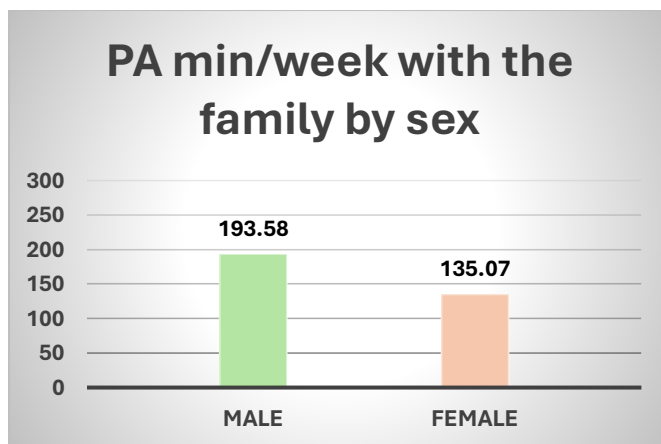


Figure 11. Mean scores for PA minutes with the family per week across sex.

Barriers to Physical Activity with the Family

The study also examined barriers specifically related to exercising with family members, focusing on access, time, and personal factors. Results again showed a significant overall effect, with time barriers ranking highest, followed by personal barriers, and finally facility-related barriers.

The mean scores for perceived barriers to family-based activity are displayed in Figure 12.

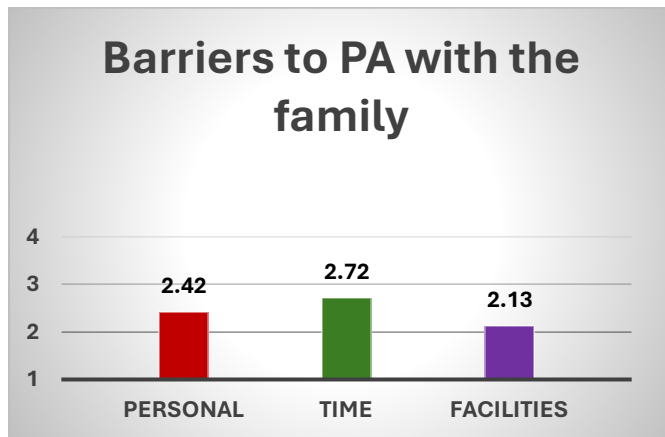


Figure 12. Mean scores for barriers to PA with the family.

Country Comparisons

Cross-country analysis revealed that personal barriers were reported as higher among participants from the Netherlands and Lithuania, while facility barriers were more common in the Netherlands and Turkey compared to Italy, Greece, and Cyprus. Despite these variations, lack of time remained the top barrier in all participating countries, reaffirming it as a consistent obstacle to family participation in sport.

The mean scores for perceived barriers to physical activity with the family per country are presented in Figure 13.

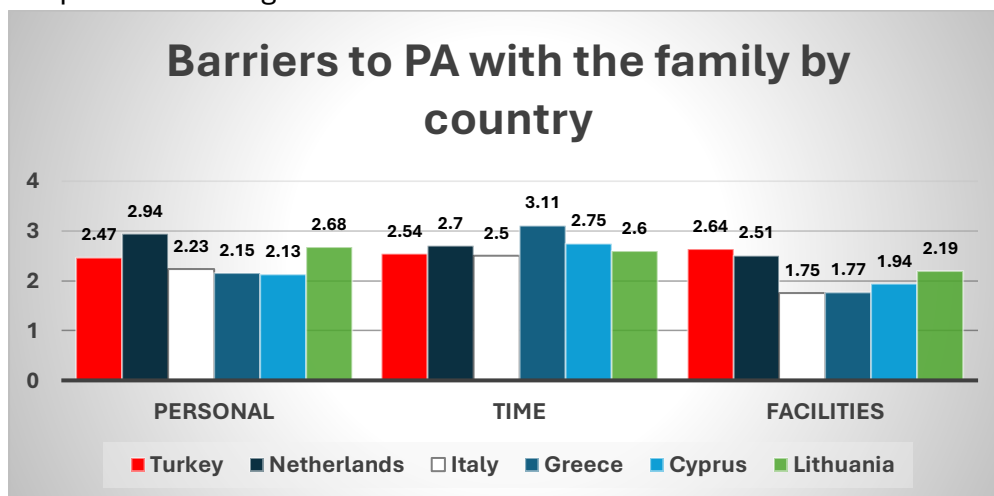


Figure 13 Mean scores for barriers to PA with the family across countries.

Sex Differences

No significant differences were found between men and women regarding barriers to physical activity with the family. Both groups identified similar challenges, particularly the lack of time and difficulty coordinating family schedules.

The mean scores for barriers per sex are shown in Figure 14.

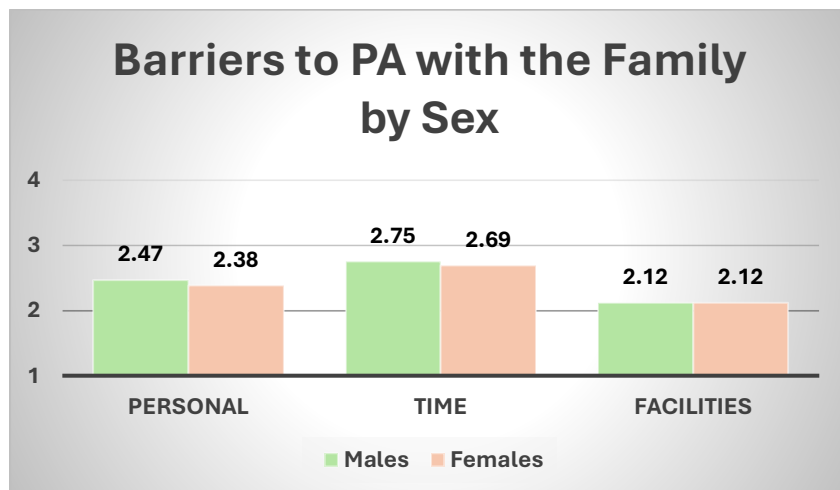


Figure 14. Mean scores for barriers to PA with the family as a function of sex.

Conclusions

The purpose of this survey was to examine physical activity habits among citizens of the partner countries, while at the same time exploring participation and barriers towards participation in physical activity with the family. The results revealed some interesting findings.

Participants reported MVPA for 3.5 days per week on average, thus being just over the minimum threshold for physical activity recommended by the WHO. Nevertheless, women were below the threshold the WHO threshold, indicating the need for improvement of physical activity programs to be more attractive for women. Through the Sport for the Whole Family Project, we could encourage mothers to participate in the activities that will be implemented as part of the project but also to become more involved and maybe take kids' transport to sport as a useful routine towards this direction.

Lack of time was by far the most pertinent reason for the lack of physical activity across all countries. These results confirm the importance of the activities to be implemented by SWF. Interestingly, women scored higher than men for personal reasons, thus reinforcing that women probably cannot find easily physical activity programs that satisfy their needs; thus, highlighting the importance of our project to involve women in the family sport and exercise activities, and maybe to communicate this to the members of the family to further support mothers' participation.

A relatively large percentage of participants reported doing physical activity with the family; this was mostly to participants from Turkey and Greece. Family culture may be the reason for that finding. Once again, gender differences were observed, with men being more likely to take part in physical activity with the family compared to women. Finally, similarly to personal physical activity, time was the most important barrier for physical activity with the family.



Overall, the results of the survey provide some challenging perspectives but also useful directions that can guide the designing and implementation of the Sport for the Whole Family project activities, considering the particularities of the different countries and mostly the challenge to get women more involved in physical activities with the family.



Methodology and Development Process

Building on the research findings and the *Theory of Change* established in the proposal, the project partners designed and implemented a structured process to create, test, and refine educational modules for sport coaches working with families. These modules served as practical tools to translate research insights into real-life activities that promote intergenerational physical activity.

Theory of Change

The project's Theory of Change (see Figure X) outlines the logical pathway from identifying the societal problem to achieving the intended impact. It begins with the recognition that one in three children in Europe is overweight or obese, and that 53% of adults do not meet WHO recommendations for physical activity. The main root causes identified include poor diet, sedentary lifestyles, and lack of physical activity, while the most common barriers are limited time and low motivation.

To address these challenges, *Sport for the Whole Family* aimed to develop and promote family-based physical activity as a sustainable way to improve health and well-being for all family members.

The project's objectives, interventions, and outcomes can be summarised as follows:

- Specific objectives:
 - Develop a programme of activities and strategies to make sport accessible for intergenerational groups.
 - Create an interactive web platform for sport coaches and families.
- Key interventions:
 - Conduct research activities, including focus groups and good practice analysis.
 - Develop an intensive set of Guidelines.
 - Test the deliverables in a pilot setting and organise local workshops.
 - Develop and promote the project's web platform.
- Outputs and results:
 - Research Report, Guidelines, and Web Platform.
- Outcomes:
 - Trainers gained a reliable and evidence-based tool for organising intergenerational courses for families.
 - A network was created to support continued development of family sport initiatives across Europe.
- Impact:



- Increased levels of physical activity among families, with some reaching WHO-recommended parameters.

Theory of Change – Sport for the Whole Family		
Core problem	One in three children overweight or obese in Europe 53% of adults are overweight	
Root cause	<ul style="list-style-type: none"> ▪ Poor diet ▪ Sedentary lifestyle ▪ Lack of physical activities 	
Barriers	<ul style="list-style-type: none"> ▪ Time ▪ Lack of motivation 	
Project General Objective	The project aims at developing family physical activity in order to promote a healthy life for all its members.	
Specific objectives	To develop a program of activities and strategies to make sport activity accessible for intergenerational groups.	To realize an interactive web platform for sport coaches and families.
Key interventions	<ul style="list-style-type: none"> ▪ Research activities and in particular focus groups ▪ Develop Online course and Manual ▪ Test the deliverable in a Pilot test ▪ Local Workshops 	<ul style="list-style-type: none"> ▪ Develop Web platform ▪ Dissemination activities
Outputs and results	<ul style="list-style-type: none"> ▪ Research report ▪ Guidelines ▪ Online course 	<ul style="list-style-type: none"> ▪ Web platform
Outcome	Trainers have a reliable tool for organizing intergenerational courses for the whole family.	A network will be created for the development of physical activity in which families and coaches will participate
Impact	The level of physical activity in families will increase and in some cases will fall within the parameters required by the WHO.	

Co-Design and Development of the Modules

The creation of the training modules was based on a co-design approach, ensuring that all partner organisations contributed their experience, expertise, and national perspectives. The modules were directly informed by the research findings, focusing on the main barriers identified during the needs analysis — particularly the lack of time, motivation, and access to suitable family-oriented activities.

The development process unfolded through three main stages:

1. International Testing and Training
The first version of the modules was introduced and tested during an international training course held in Biržai, Lithuania. Sport coaches and trainers from all partner



countries participated in three days of theoretical and practical sessions, using non-formal education methods to apply and evaluate the content. The training promoted peer learning, exchange of best practices, and immediate feedback on the structure and relevance of the modules.

2. Stakeholder Feedback

Following the international training, the draft modules were shared with external stakeholders, including sport professionals, educators, and local authorities. Their feedback was collected and analysed to improve clarity, inclusiveness, and adaptability. This step ensured that the modules would be practical and relevant for diverse contexts across Europe.

3. Local Implementation and Evaluation

After revisions, the modules were tested locally in all partner countries through courses that engaged families from various age groups and backgrounds. Each partner organised three courses (18 in total), each lasting three months, with weekly two-hour sessions. These sessions not only tested the effectiveness of the modules but also provided valuable feedback from both trainers and participants. Evaluations showed that the activities successfully fostered intergenerational participation, enjoyment, and awareness of the importance of physical activity for family well-being.

Through this iterative process, the final set of modules evolved into a flexible and evidence-based resource that sport coaches can adapt to different community settings. This ensured that the project's outputs are both scientifically grounded and practically applicable, supporting sustainable change in family-based physical activity across Europe.

Summary of Stakeholder Findings

A total of 44 stakeholders from the six partner countries (Cyprus, Greece, Italy, Lithuania, the Netherlands, and Turkey) participated in the evaluation of the *Sport for the Whole Family* modules. Respondents included coaches, physical education teachers, project managers, and sport club representatives, providing a broad professional perspective on the activities.

Overall Evaluation

Feedback was overwhelmingly positive.

- 66% of respondents rated the modules as *realistically implementable* (score 4–5 on a 5-point scale).
- 75% agreed that the activities *increase the likelihood of families engaging in sport*.
- Nearly 90% rated the modules as *excellent tools for promoting sport as a channel for education and intergenerational dialogue*.

These results confirm that the modules are both feasible in practice and aligned with educational and social objectives.

Most Effective Activities

Stakeholders identified several activities as particularly strong:

- “Mission is Possible”, valued for its creativity, outdoor setting, and team-based problem-solving.



- “Parent–Child Pentathlon”, praised for balancing competition and cooperation while being adaptable for all ages.
 - “Athletic Villagers”, highlighted for inclusiveness, minimal equipment needs, and its popularity with families.
- Overall, activities combining collaboration, fun, and adaptability were seen as the most effective for family participation.

Least Effective Activities

A minority of respondents pointed out areas for improvement.

- The “Role-Playing” activity was considered less sport-oriented, despite its educational value.
 - The “99 Problems (Kickboxing)” activity raised concerns about safety and accessibility for all family members.
- These comments underline the importance of maintaining both physical engagement and universal accessibility in family sport modules.

General Feedback on the Document and Training

Stakeholders described the guidelines and activity document as *clear, detailed, and creative*. They appreciated its structure and educational focus, noting that the activities were “fun, inclusive, and well-explained.” Many respondents emphasised that the modules:

- effectively connect families through shared physical activity
- are realistic to implement if adapted to available space and resources
- could be further enhanced by simplifying instructions, adding more sport-specific variations (e.g. football, volleyball), and providing additional guidance for coaches

Several stakeholders also praised the training course, calling it *educational, engaging, and inspiring for future application*.

Key Takeaways

The stakeholder feedback confirmed that the developed modules are practical, engaging, and adaptable across different cultural and organisational contexts. Their suggestions led to refinements in the final version, particularly in simplifying descriptions, enhancing inclusivity, and providing clearer implementation guidance. The revised modules were subsequently tested in local activities, where their effectiveness in fostering intergenerational participation was validated.

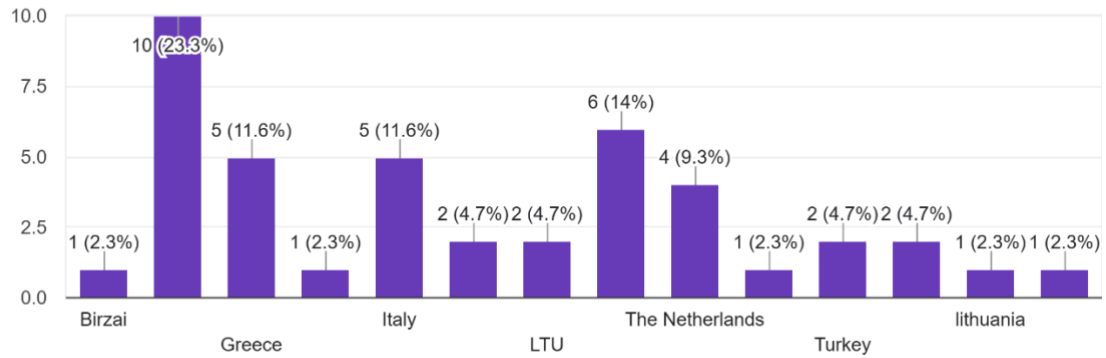
The following section presents the complete Stakeholder Feedback Report, including the full set of charts, responses, and qualitative insights collected from participating professionals across the partner countries. This detailed report provides a transparent overview of how the modules were received, analysed, and improved based on stakeholder contributions.



Stakeholder Feedback Report

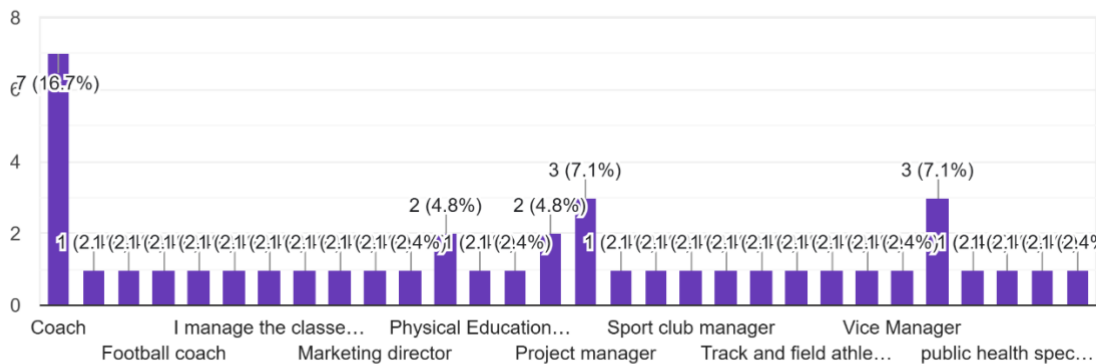
What country are you currently residing and working in?

43 responses



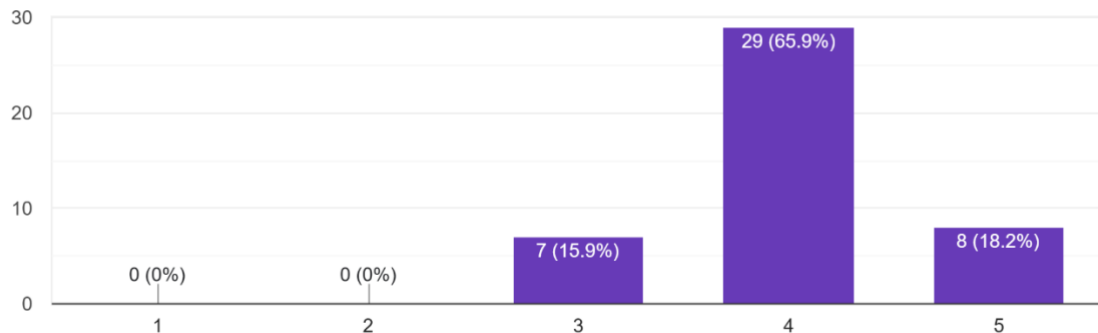
What is your position at your company/organization?

42 responses



On a scale from 1-5, the proposed activities can be realistically implemented in sport activities for the whole family; 1 being very poor and 5 being excellent.

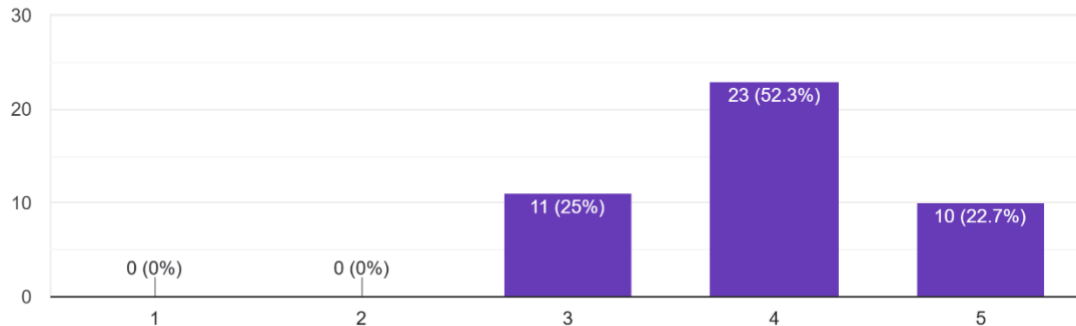
44 responses





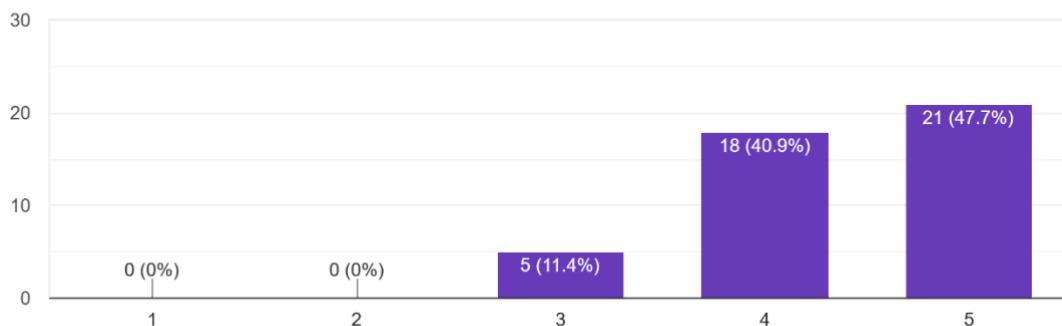
On a scale from 1-5, these activities increase the possibility of families practicing sport; 1 being very poor and 5 being excellent.

44 responses



On a scale from 1-5, these activities promote the value of sport as a powerful channel for education and intergenerational dialogue; 1 being very poor and 5 being excellent.

44 responses



Which activity is the most effective? Why?

44 responses

- Going to the villages is the best idea to gather the family; they can face some obstacles and help each other. Role-playing is also a good idea to start respecting the importance of each family member.
- Mission is possible
- Athletic Villagers
- The Pentathlon. I think this activity is the most accessible for all ages and because interchanging aims per exercise it tests different skills
- CIA. It addresses several learning objectives at the same time
- bicycle
- Running



- activities with ball
- Parent-Child Pentathlon – Because it combines competition and collaboration, providing opportunities for parents and children to share a stimulating sports experience.
- All!
- Parent-Child pentathlon. It seems to be very beneficial in the long term for families to involve their children in physical activity by combining different branches.
- Activity 6 - Mission is Possible since is carried out in nature, it involves creativity
- it would be nice to implement Castle ball because in our sport club we mainly practice sports with balls
- I think most useful is hair challenge for blind ones
- don't know
- I think the Role Playing- putting yourself children/parents' shoes. Because it is going to be funny and educative
- Children-patents pentathlon
- Mission is possible because is carried out in nature, it involves creativity and improves family relationships because it has a mission and a goal.
- All the activities are good as they teach to work as a team
- Parent-child pentathlon as it contains different exercises for everyone.
- Mission Possible because it is a nice way to use external locations
- do not know yet
- Mission is possible because is carried out in nature, it involves creativity and improves family relationships because it has a mission and a goal
- Activity 6! This activity improves family relationships because it has a mission and a goal! Competition but in a fun way!
- all
- athletic villagers are the most effective family sports activity. The reasons why this activity is the most effective sports activity are; children establish positive family ties with stations that appeal to different senses and all family members are included in sports, family eyes offer healthy competencies, children's physical and mental abilities contribute and many social media skills are blocked, it is a complicated sapor activity in terms of improving coping with difficult conditions and focus
- activities must be tested in an appropriate amount of time to measure the effectiveness
- activity 5 - simple, game like, and fun activity 2 - nice variation of tasks, interacting, and fun (some instructions seem not that clear)
- I think they were all very interesting
- 99 problem video was effective because it increased the emphatic skills of parents about how to include kids without letting them feel that they are stigmatized
- Cyprus' proposed day in the nature could work very well, it has the potential to be adapted to different needs/life skills. The athletics village and UTH's proposed activities also despite being quite simple in the approach and execution might require teamwork and coordination that could be very engaging for family members
- All team activities, because they teach us to work as a team
- The pentathlon because it covers many sports and different ways of working together
- The most interesting and effective activity for me is the "Athletic Villagers" activity. The reason is that with a few inexpensive pieces of equipment (and what is available from



any sport club) you can organize several activities depending on the level of the participants and the available space. In addition, this type of activity (e.g. obstacles) has

- become very attractive in recent years (at least in Greece), and I think children and parents will be motivated to participate and have a lot of fun together.
- castle ball
- not sure yet
- 2-3-6
- Parents-children pentathlon. It contains various exercises for everyone.
- I am quite sceptical about the families' wish to participate
- The most effective is the "human knot". All the activities are great but this particular one can happen anywhere, anytime with no equipment and with different intensity variations. It fits the minimum equipment requirements (no equipment needed at all), while also it is accessible at all spaces (inside the house or outside of it) and it can be adjusted according to the physical abilities of each family member.
- Thinking about how pupils differ from each other in various ways that have become more noticeable in schools in recent years, I believe that the integration activities are much more effective than other activities for the school environment. As PE teachers, we should adopt such kind of activities to motivate and integrate the pupils with an effective way to make all the pupils work together without thinking about any kind of differences. Also, there are a number of activities that you can think, organize and play with or without equipment in a school.
- I think the most effective is an activity which can make children and parents collaborate at the same time

Which activity is the least effective? Why?

32 responses

- The role-playing activity. There is no sportive aspect
- Role Playing. Very good activity, but sport is missing
- Nothing
- Role - Playing - Putting yourselves children / parents' shoes– While useful for raising awareness, it has less physical and sporting impact compared to other activities.
- 'Kickboxing for the whole family: an energising exercise for young and old. Although kickboxing is a sports branch, I think it is not suitable for family sports.
- Activity 4 - Role - Playing - Putting yourselves children / parents' shoes because I don't know how easy is to create diverse and inclusive scenarios for a range of families. also, some may not like performing
- I think they are all very valuable!
- Maybe ours
- Parent-child pentathlon could be a little more difficult considering our resources
- I got 99 problems where kickboxing is involved, and it might not be safe for children
- all the activities are very interesting and unique on their own way.
- Kickboxing is not a good idea for all ages because some people may face physical difficulties or have health problems, so not every family can implement this exercise.



- Role - Playing - Putting yourselves in the children / parents' shoes as not everyone likes performing and it is not easy is to create diverse and inclusive scenarios for a range of families.
- I got 99 problems because it is less active for children
- that I got 99 problems where kickboxing is involved and some people may face physical difficulties or have health problems, so not every family can implement this exercise.
- All of them are very interesting, and I believe they are unique in their own way.
- Role Playing - Putting yourself in the shoes of children/parents;
- activities must be tested in an appropriate amount of time to measure the effectiveness
- The one with kickboxing. For safety reasons I wouldn't choose this activity for families
- Activity 4 is very interesting and valuable for enhancing understanding between family members but is not linked with sport or physical activity
- None!
- Role playing was not effective as planned since role playing skills pf families were not developed, it was hard to let them get in and out pf the role and they dis not take it seriously
- The "get in each others shoes" activity I think wouldn't be very effective as a group activity as for some families this might get into sensitive subjects for them.
- All individual, because it won't help improve communicative skills
- The role playing was less active
- The Kickboxing activity ("99 problems") is (in my opinion) aimed at a small part of the population. It probably won't be suitable or chosen by the majority of children and parents.
- running
- All the activities are very interesting and unique on their own way.
- 1-4
- I got 99 problems. The kick-boxing is a violent sport for children and there is a great possibility of injuring someone.
- I believe the least effective activity is the "i have 99 problems". I chose this activity because itis about a very specific sport (kickboxing) which may not be the best for beginners in the world of sports. Not all members of the family will like it so they all together can keep practicing it. Along this i can't identify how it creates the environment for the family to connect.
- The castle-ball activity is a nice activity that's fun for the pupils, but it seems to be an "old school" activity for "today's" pupils.

Please provide feedback over these training activities and document in general.

44 responses

- These activities might help in increasing the amount of sport activities in different families. All the training activities are explained in detail and the objective is clear and well-targeted. Theare activities enjoyable and effective. They all aim to connect the family through sports and an active lifestyle.
- I love the idea of implementing sports as a way to connect the family. They are very good icebreakers and team-building activities, such as Castle-Ball and MISSION IS POSSIBLE. They can create an environment where you should be one whole and support the family's



honour. It will create a strong bond within the family and provide a good foundation for future activities.

- Good!
- In general, the document is clear. I would add suggestions about how/when/where to gather families in order to apply such activities with them
- Activities are well explained. The number of activities could be increased
- Great everything
- The project gave us cultural knowledge
- The document is well-structured, and the activities are well-designed to engage families and children. Each proposal has a clear educational and sporting objective, making it an excellent tool for promoting inclusion and sport for all.
- Excited
- The activities are very creative and varied. It has a structure to encourage families to get involved in sports. It is definitely a sustainable plan if the appropriate space and equipment are available.
- all the training activities are explained in detail and the objective is clear and well-targeted
- I think it's a good idea to have a document like this available for our coaches
- Was a great experience
- Good
- It's very detailed and rich of creative ideas
- I think they are interesting and could be valuable
- these activities might help in increasing the amount of sport activities in different families.
- should be ok
- I think other sports can be incorporated such as football, padel, etc.
- hope it will be fine
- The activities are enjoyable and effective! They all aim to connect the family through sports and an active lifestyle.
- excellent
- This activity can provide positive skills in developing focus, mental skills and empathy for families and children, but since physical activity and mobility are not included in sports activities, this activity will not meet the demand in terms of providing goals and gains.
- looks good
- It's a clear document. Maybe you could add more activities to have more choice for families
- Overall, some exciting ideas to get the members of the family involved. Maybe involve more sport-like activities (adapted so that everybody can participate). Some activities are not that easy to understand - keeping them simple would help as people of different ages will be involved. Some activities require equipment that may be not that easy to get.
- I think it could be improved in its design but the general information are very functional
- Training in general was quite supportive, I believe that, by the feedbacks of coaches, these activities will be evolving and all families and young people will benefit in long term, thank you



- In general, I would say that you don't have to overcomplicate activities. Sometimes simple tasks that require teamwork and coordination could go a long way into provide meaningful shared time for family members and can be very engaging
- I guess, that these activities might help in increasing of the amount of sport activities indifferent families.
- I think more information is needed to fully explain to the coaches what they need to do
- Very interesting activities that give us new ideas to offer new "children-parents services" to our club members. Getting children and parents to work together, perhaps educating both (children and parents) to be more "athletic" (behaviour) when participating in sports and exercise.
- the training was very educational
- great
- Overall, the games are fun and inclusive. Game objectives can be defined in more detail. Some game durations can be shortened.
- Very good activities as they are original and interactive. The adults and children will like them.
- we will see
- The training activities form a very complete document with a big pool of activities from which you can choose from according your needs, abilities and equipment. I would also add to this document more specific team sports (e.g. soccer games, volleyball games, basketball games), so the participants of the activities can have the ability to choose sports they were either doing at their younger years or sports they are curious at trying for the first time. Always in an enjoyable version of the real sport!
- The activities document is very helpful for every physical education teacher and all of us should be up to date not only on how to apply an activity, but also on what is the purpose of each activity.



Activity Modules for Coaches

These activities are intended to be conducted by sport professionals and/or youth coaches.

ACTIVITY 1 TITLE	I got 99 problems		
TYPE	<input type="checkbox"/> Get to know each other <input type="checkbox"/> Icebreaker <input checked="" type="checkbox"/> Energizer <input type="checkbox"/> Group Building <input type="checkbox"/> Team Building <input type="checkbox"/> Group Division	<input type="checkbox"/> Sports Exercise <input type="checkbox"/> Simulation <input type="checkbox"/> Discussion/Open Talk <input type="checkbox"/> Board Game <input type="checkbox"/> Info Session <input type="checkbox"/> Presentation	
TOPIC	"Kickboxing for the whole family: an energizing workout from young to old"		
LEARNING OBJECTIVES	1. To encourage people of all ages to be physically active. 2. Maintain a healthy lifestyle and good physical condition. 3. To promote the strengthening of family ties through joint training. 4. Improve physical and psychological endurance and self-discipline 5. Motivation and energy.		
GROUP SIZE / AGE	8-12 people would be the perfect size to ensure that each participant feels closely monitored and receives the necessary corrections. Age from 10 to 45 years	DURATION	60 minutes Warm-up: 10 minutes (flexibility exercises, cardiovascular warm-up) The main part of the training: 45 minutes (kickboxing movements, punches, kicks, aerobic elements, coordination) Cool down: 5 minutes (stretching, breathing exercises, relaxation)
MATERIALS	<ul style="list-style-type: none"> • Gloves, protectors and wristbands (impact protection) • Sportswear and training shorts (comfort for movement) • Tooth guard, helmet and leg armour (protection during combat) • Training bags, focus gloves (training pads) 		
STEP BY STEP IMPLEMENTATION	1. Set goals and motivation. 2. Choose the right learning method. 3. Choose the necessary equipment. 4. Create a training schedule. 5. Body preparation and warm-up. 6. Practice techniques with a partner or on a bag. 7. Track your progress and set new goals. 8. Relaxation and regeneration. 9. Motivation and team spirit. Summary: Kickboxing is a great sport that is great for both individuals and the whole family. It's important to take it step by step: from setting goals, choosing the right equipment, creating a training schedule, to learning technique and tracking progress. Regular training, proper warm-up and cool-down, and staying motivated will help you achieve the results you want.		
SUGGESTIONS FOR THE FACILITATOR			



ANNEX			
SOURCES OF KNOWLEDGE			
ADDED BY	BLASK, Lithuania	CREATED BY	BLASK



ACTIVITY 2 TITLE	Parent – Child Pentathlon		
TYPE	<input type="checkbox"/> Get to know each other <input type="checkbox"/> Icebreaker <input type="checkbox"/> Energizer <input type="checkbox"/> Group Building <input checked="" type="checkbox"/> Team Building <input type="checkbox"/> Group Division	x Sports Exercise	<input type="checkbox"/> Simulation <input type="checkbox"/> Discussion/Open Talk <input type="checkbox"/> Board Game <input type="checkbox"/> Info Session <input type="checkbox"/> Presentation
TOPIC	Competing together against other parent/child duo's		
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Building the relationship between parent and child • Stimulating healthy competition and cooperation in sport activities • Providing examples of activities to do at home together and to break down the stigma that your parents are “uncool” • Sharing the pleasure and enjoyability of sport 		
GROUP SIZE / AGE	20 total (10 duo's) / age 10-12 (child)	DURATION	60 mins
MATERIALS			
STEP BY STEP IMPLEMENTATION	<p>Warm up: Begin with the entire group.</p> <ol style="list-style-type: none"> 1) Jog back and forth, high knees, shuffles (approximately 3 minutes). 2) The duo's assemble together and do the wheelbarrow exercise -> the parent holds the child's feet and they move as a wheelbarrow toward the halfway line. On the return, the parent carries the child on their back. 3) The child chooses a fun/creative way to get to the halfway line and the parent copies them. On the way back, the roles are switched. The objective is to make sure that the entire body is warm. Do this twice. <p>Explain the heptathlon. The duo's are a team and compete against each other. Each activity has its own point system: 1st place = 10 points, 2nd place = 9 points, 3rd place = 8 points and this is continued until 10th place = 1 point. The instructor is responsible for keeping score and assigning the correct amount of points. There are 5 different activities thus two duo's will be participating per activity. They will rotate in opposite directions so there is more inter-duo (and intercultural) interaction.</p> <p>Activity 1: On the sheet, there are several math problems. The answer to each problem is written on a Jenga block. You take the correct Jenga block, run to the end of the hall, and place it there. The parent child take equal turns running back and forth. Then you run back, solve the next problem, and grab the corresponding block. You keep running back and forth like this until time is up. The total amount of blocks plus the total amount of correct answers dictates your score.</p> <p>Activity 2: Shotput throw. Prior to starting, measure the distances per half meter with pylons. The child and parent take turns with their shotput throw, they are able to throw as many times as possible within the timeframe. The score is calculated by adding the furthest distance of each parent and child and that dictates the winner and consequent rankings.</p> <p>Activity 3: There are two squares: one large square and one smaller square inside it. The parent and child decide together which square they will run. Whether it's the large or small square, they decide who will run which one. They start at the starting line and run their chosen square for three minutes. At the end of the three minutes, they count how many times they completed their square. The parent and child choose for themselves whether to run the large or small square.</p> <p>Activity 4:</p>		



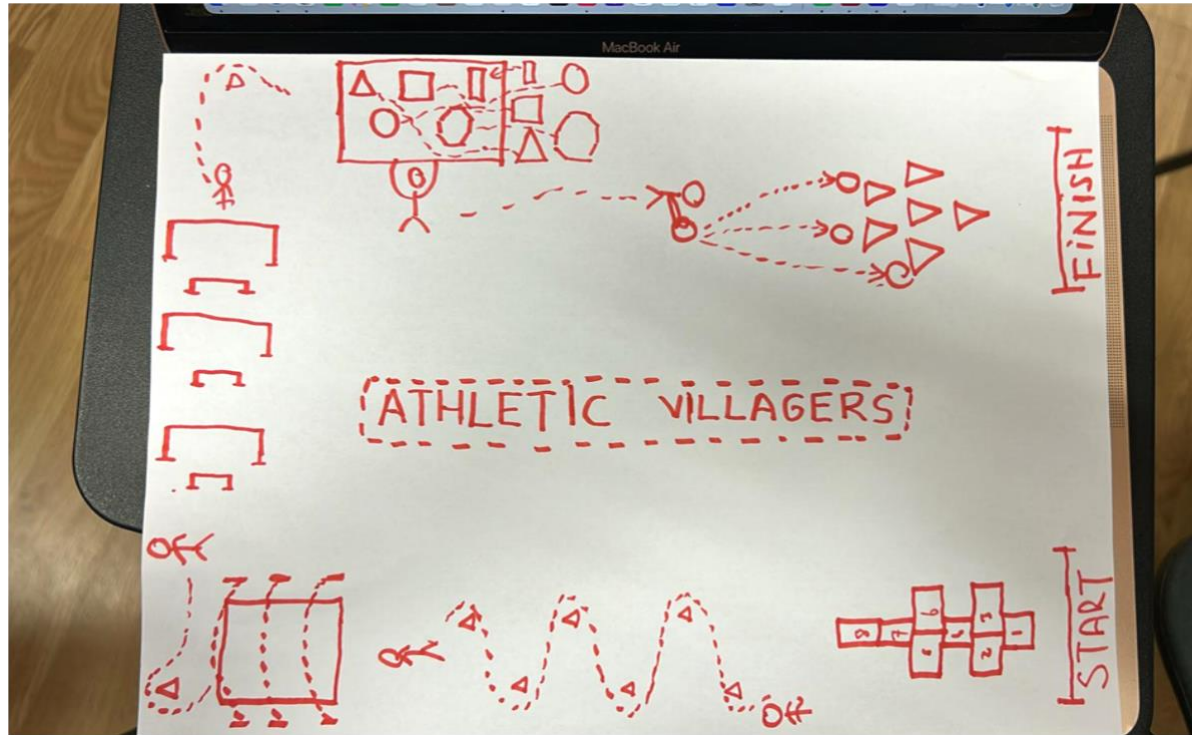
	<p>Parent and child each have a tennis racket. Their goal is to keep the ball in the air as long as possible within three minutes. If they reach 100 hits, they must step into a large hoop and stay inside it. At 150 hits, they move to a smaller hoop, making it more challenging. If they reach 200 hits, they step into an even smaller hoop for further differentiation. More challenges? Yes, but those will come later.</p> <p>Activity 5: Activity: Score as Many Points as You Can! A parent and child team up for this fun challenge. Five chairs are placed at different distances, each with a point value:</p> <ul style="list-style-type: none"> • Chair 1: 10 points • Chair 2: 20 points • Chair 3: 30 points • Chair 4: 40 points • Chair 5: 50 points <p>The goal is to throw a ball or beanbag onto the chairs to score as many points as possible. Each team gets five throws and can choose which chair to aim for. The ball must land fully on the chair to count, and bouncing is not allowed. This activity promotes teamwork, coordination, and motor skills in a playful way. Ideal for kids aged 4-12 and their parents, it works best in a spacious indoor or outdoor area. Just set up five sturdy chairs, provide throwing materials, and let the fun begin!</p>		
SUGGESTIONS FOR THE FACILITATOR	<ul style="list-style-type: none"> • Vary the use of materials • Be creative with your setup • Proper preparation is key 		
ANNEX			
SOURCES OF KNOWLEDGE			
ADDED BY	Sportief Besteerd Groep, The Netherlands.	CREATED BY	Lauren Logush, Dick Kalkman, Kevin De Wit, Jeffrey Broos



ACTIVITY 3 TITLE	Athletic Villagers		
TYPE	<input type="checkbox"/> Get to know each other <input type="checkbox"/> Icebreaker <input type="checkbox"/> Energizer <input type="checkbox"/> Group Building <input type="checkbox"/> Team Building <input type="checkbox"/> Group Division	x Sports Exercise <input type="checkbox"/> Simulation <input type="checkbox"/> Discussion/Open Talk <input type="checkbox"/> Board Game <input type="checkbox"/> Info Session <input type="checkbox"/> Presentation	
TOPIC	Competition		
LEARNING OBJECTIVES	<ul style="list-style-type: none"> - Cooperation between family members - Increasing of the active listening - Understanding the feeling of losing and winning - Raising teamworking skills - Creating more quality time for children/youngsters and their parents - 		
GROUP SIZE / AGE	20 / 9 - 70	DURATION	1 hour
MATERIALS	Pontoon, funnel, ball, plate, medicine ball, coordination game, Pilates ball, vest, labut,		
STEP BY STEP IMPLEMENTATION	<ol style="list-style-type: none"> 1. 2 parkours will be established 2. The parkour will be explained to families station by station 3. Experts will build the parkour and give a hands-on demo 4. Families will be given time to familiarize themselves with the station 5. Then teams will be formed (for fathers, mothers and children will be split as a team) 6. Alternatively, the fathers will compete first, after the fathers finish the course, the mothers will join the course and finally the children will take part in the course. 7. The parkour consists of 6 different stations. 8. Each station has a different level of difficulty (difficulties are distributed homogeneously) 9. The person starts the course with the hopscotch game, which is the starting point. 10. Then the second station will complete the slalom part by running. 11. In Station 3, competitors will complete the station by crawling on the ground and not touching the obstacles. 12. At Station 4, they will complete the station by jumping over small obstacles and passing under large obstacles. 13. In the 5th station, they will place the scattered geometric shapes in the appropriate places and complete the station. 14. At the last station, he will try to drop the funnels standing 7 meters away as a target by shooting with a volleyball. The first person to knock down all the funnels will complete the game. 15. In case of a tie after all athletes have competed, each team will have the right to send its strongest player to the parkour. The final game will decide the winning family. <p>6 stations have been identified. Stations will be prepared so that children and families can work together. Together with our team of experts, we will determine a total of 12, but we will adapt 6 of them according to the choice that families will make.</p> <p>These activities will be carried out with the families living in the villages by going to the villages.</p>		



<p>SUGGESTIONS FOR THE FACILITATOR</p>	<ul style="list-style-type: none"> - Continuous control of the security measures of the playground - Having a first aid kit in case of emergency - Informing that we are organizing this event for families to spend quality time together, not for competition - Asking the participants if they have any health problems. Revising the parkour stations according to the answers received - Ensuring that the stations on the course are fully and clearly understood by the participants
---	--



<p>SOURCES OF KNOWLEDGE</p>			
<p>ADDED BY</p>	<p>Kargenc Club, Türkiye</p>	<p>CREATED BY</p>	<p>Volkan Sert, Yücel Erol, Begüm Seyhan, Esra Erdem</p>



ACTIVITY 4 TITLE	Role - Playing - Putting yourselves children / parents shoes		
TYPE	<input type="checkbox"/> Get to know each other <input type="checkbox"/> Icebreaker <input type="checkbox"/> Energizer <input type="checkbox"/> Group Building <input type="checkbox"/> Team Building <input type="checkbox"/> Group Division	<input type="checkbox"/> Sports Exercise <input checked="" type="checkbox"/> Simulation <input type="checkbox"/> Discussion/Open Talk <input type="checkbox"/> Board Game <input type="checkbox"/> Info Session <input type="checkbox"/> Presentation	
TOPIC	Increasing the awareness of the parents and children		
LEARNING OBJECTIVES	<ul style="list-style-type: none"> - Understanding other side - Empathy with parents and children - Changing perception in a positive way - 		
GROUP SIZE / AGE	20 / 9 - 70	DURATION	1 hour
MATERIALS	<ul style="list-style-type: none"> - Scenario outputs - A scenario for every family - 		
STEP BY STEP IMPLEMENTATION	<ul style="list-style-type: none"> - A special script will be written for each family - Main topics will be selected related to the pressures families put on children - Each family will read the script and children will be parents and parents will be children - Then each family will implement this scenario and present it as a performance - Each team will monitor the performance of other families - After everyone has completed their performance, 3 questions will be determined for the de-briefing part. How did they feel as a child. How they felt as a parent. What would be their solutions in case of such an event. - After the talk is completed, they will be asked if they have anything to add or if they have any questions and the workshop will be over. <p>Examples of scenarios:</p> <p>1. School Course Pressure</p> <p>The child plays the role of parent:</p> <p>The child, in the role of a parent, constantly pressures a student who has exams coming up to study. The person in the parent role wants to make time for their own interests, but is stressed under the pressure.</p> <p>Child's sentences: "Focus on your studies! How will you succeed if you're so distracted? The exam is very important!"</p> <p>Parent's sentences: "I want some rest, I can't be happy working all the time!"</p> <p>The parent plays the role of the child:</p> <p>The parent, in the role of the child, wants to play and relax, while the child is constantly told to study.</p> <p>2. Pressure Related to Hobbies</p>		



	<p>The child plays the role of parent:</p> <p>The child, in the role of parent, pushes the child for hobbies and asks the child to do activities that do not interest him/her.</p> <p>The child's sentences: "Give up piano lessons? No, no! We spent all that money, you'll continue."</p> <p>Parent's sentences: "But I don't want to play the piano, I like dancing better!"</p> <p>The parent plays the role of the child:</p> <p>The parent, in the role of the child, is forced into an activity they do not like and find it difficult to express their own preferences.</p> <p>3. Technological Products Printing</p> <p>The child plays the role of parent:</p> <p>The child, in the role of the parent, sets rules about the use of technology and scolds the child for spending too much time on the phone and tablet.</p> <p>The child's sentences: "You are always looking at the phone. This will numb your brain!"</p> <p>Parent's sentences: "But I talk to my friends, I have so much fun!"</p> <p>The parent plays the role of the child:</p> <p>The parent, in the role of the child, is subject to constraints and tries to access technological products.</p> <p>4. Social Media Addiction</p> <p>The child plays the role of parent:</p> <p>In the role of the parent, the child gets angry at the child who spends too much time on social media and tries to direct him/her to real life.</p> <p>The child's sentences: "You are always on social media! Now spend time with your real friends."</p> <p>Parent's sentences: "But everyone is here, there's so much fun content being shared!"</p> <p>The parent plays the role of the child:</p> <p>In the role of the child, the parent defends himself against criticism about social media addiction.</p> <p>5. Circle of Friends</p> <p>The child plays the role of parent:</p> <p>In the role of parent, the child questions his/her child about his/her choice of friends and thinks that he/she is spending time with the wrong friends.</p>
--	--



	<p>The child's sentences: "This group of friends is not very trustworthy. Spend less time with them."</p> <p>Parent's sentences: "But I love them and we have fun together."</p> <p>The parent plays the role of the child:</p> <p>The parent, in the role of the child, wants to be free with friends but is constantly criticized.</p> <p>6. Future Anxiety and Pressure to Choose a Career</p> <p>The child plays the role of parent:</p> <p>In the role of a parent, the child imposes serious responsibilities on his/her child about his/her future and tries to steer him/her towards a profession he/she does not like.</p> <p>The child's sentences: "You want to be a doctor, don't you? It's the only way to secure your future."</p> <p>Parent's sentences: "But I want to be an artist, why do I have to be a doctor?"</p> <p>The parent plays the role of the child:</p> <p>In the role of the child, the parent shares his or her own dreams for the future and tries to resist the pressures.</p> <p>7. Conflict over House Rules and Responsibilities</p> <p>The child plays the role of parent:</p> <p>The child, in the role of parent, constantly warns the child about household chores and rules.</p> <p>Child's sentences: "Have you tidied up your room yet? Such a mess is unacceptable!"</p> <p>Parent's sentences: "But I'm so tired, I'll do it later."</p> <p>The parent plays the role of the child:</p> <p>The parent, in the role of the child, wants to be free with his/her own responsibilities and rules, but is constantly criticized.</p>
<p>SUGGESTIONS FOR THE FACILITATOR</p>	<p>School / course pressure Hobbies Phone/tablet (technology addiction) Social media addiction Circle of friends Anxiety about the future and pressure to choose a career Pressure on household rules and responsibilities</p>
<p>ANNEX</p>	
<p>SOURCES OF KNOWLEDGE</p>	



ADDED BY	Kargenc Club, Türkiye	CREATED BY	Begüm Seyhan Volkan Sert Esra Erdem Yücel Erol
-----------------	-----------------------	-------------------	---



ACTIVITY 5 TITLE	Castle-Ball		
TYPE	<input type="checkbox"/> Get to know each other <input checked="" type="checkbox"/> Icebreaker <input type="checkbox"/> Energizer <input type="checkbox"/> Group Building <input type="checkbox"/> Team Building <input type="checkbox"/> Group Division	<input checked="" type="checkbox"/> Sports Exercise <input type="checkbox"/> Simulation <input type="checkbox"/> Discussion/Open Talk <input type="checkbox"/> Board Game <input type="checkbox"/> Info Session <input type="checkbox"/> Presentation	
TOPIC			
LEARNING OBJECTIVES	Playing together giving each other his own space		
GROUP SIZE / AGE	15-20 / 6-50	DURATION	45 min
MATERIALS	16 circles, cones.		
STEP BY STEP IMPLEMENTATION	<ol style="list-style-type: none"> To get the families know each other, you could begin with an icebreaker* After that it's time to play "Castle-Ball"! <p>Game description: 2 teams: team A and team B, parents and children mixed. The whole field is subdivided in 2 parts, team A chooses a side and team B places itself on the opposite one. Each team has 4 so-called "castles" made by 2 circles each (so 12 circles per team) at the end of each side of the field.</p> <p>Game objective: The main goal of the game is for team A break down all the castles of team B and vice versa. The first team that breaks down all 4 opposite's castles wins the game.</p> <p>Rules:</p> <ul style="list-style-type: none"> NO ELIMINATION you can use all of your body to protect the castles if the ball bounces and hits the castle, it is fair. There isn't a maximum number of bounces (neither a minimum) in 3 matches, the team which wins 2 times wins the whole game. the whole body can be used to defend, but also to throw the ball. you can't invade the opponent's field. 		
SUGGESTIONS FOR THE FACILITATOR	<p>if the game doesn't finish in about 15 minutes, you can stop the game and switch the teams.</p> <p>Variants:</p> <ul style="list-style-type: none"> When you break down one of the opposite's team castles, you remake it in your field. At the end of the game, the team which owns more castles wins. Without balls, there is a safe zone at the end of each field. Your goal is to break down all opponent's castles with you hands without being touched by other team's members. If a player is touched, he has to stand without moving where he has been touched, until one of his teammates frees him touching both his shoulders simultaneously. 		
ANNEX	WhatsApp video		
SOURCES OF KNOWLEDGE			



ADDED BY	L'Orma, Italy	CREATED BY	Iris Carole Guedegbe, Giacomo Scolari, Dario Conca, Anna Rodio
-----------------	---------------	-------------------	--



ACTIVITY 6 TITLE	MISSION IS POSSIBLE		
TYPE	<input type="checkbox"/> Get to know each other <input type="checkbox"/> Icebreaker <input type="checkbox"/> Energizer <input type="checkbox"/> Group Building <input checked="" type="checkbox"/> Team Building <input type="checkbox"/> Group Division	<input type="checkbox"/> Sports Exercise <input type="checkbox"/> Simulation <input type="checkbox"/> Discussion/Open Talk <input type="checkbox"/> Board Game <input type="checkbox"/> Info Session <input type="checkbox"/> Presentation	
TOPIC	Team Building activity in Nature (Sea , Mountains , Park , Forest)		
LEARNING OBJECTIVES	Effective communication and cooperation. Strengthening Family bonding. Promote environmental awareness.		
GROUP SIZE / AGE	10-15/ 8-60	DURATION	60 MIN.
MATERIALS	Plastic Bags. 20 eggs. Timer, 15 spoon, yellow and orange bibs		
STEP BY STEP IMPLEMENTATION	<ul style="list-style-type: none"> • Split the participants in 2 teams (2-3 families each team) • Each team will be supervised by 1 instructor (2 instructors minimum needed) • The participants receive the envelope with their mission (sports tasks , educational and entertainment) attachment below • In 45 minutes, the teams must complete as many tasks as possible to collect points. • By the end of time teams return to base and for 10 minutes they do stretch with instructor • While stretching the reflect on the activity and give feedback. • At the end the team with the most points will be the winning team • Every week the tasks and location will be changed 		
SUGGESTIONS FOR THE FACILITATOR	To be flexible and have plan B if the weather is not good. To be aware of any diverse when writing the tasks		
ANNEX			
SOURCES OF KNOWLEDGE			
ADDED BY	NECI, CYPRUS	CREATED BY	NECI CYPRUS TEAM



***** TOP SECRET *****

!!! MISSION IS POSSIBLE!!!

Team Name:

Instructions:

- 45 MINUTES.
- The teams should complete as many missions as possible.
- The missions should be completed as a group with all members taking part.
- Every mission gives specific points
- Each team will be supervised by one instructor
- The team who collects the most points wins!!!
- Be as creative as possible!
- Have fun!!!!

*** 10:45 you need to be back for the Bonus Activity: Egg Races one team against each other.

Good luck!

Tasks:

1. Collect as much rubbish as possible from the area. **(10 points for each plastic bag)**
2. Each group member must pick up 1 seashell **(3 points for each)**
3. Communication is key. One is explaining the given paint. The other is drawing it on the sand **(5 points)**
4. Workout Time! Follow the instructor's exercises for 10 minutes **(20 points)**
5. Cats are the most populate animal in Cyprus Find and Snap 5 cats **(10 points)**
6. Chain-Run for 100 meters **(10 points)**
7. Use anything around you to create a "mascot" that represents your team.
8. Take a group photo with the instructor.



ACTIVITY 7 TITLE	C.I.A. (Collective Inclusive Activities)		
TYPE	<input checked="" type="checkbox"/> Get to know each other <input checked="" type="checkbox"/> Icebreaker <input type="checkbox"/> Energizer <input checked="" type="checkbox"/> Group Building <input checked="" type="checkbox"/> Team Building <input type="checkbox"/> Group Division	<input checked="" type="checkbox"/> Sports Exercise <input type="checkbox"/> Simulation <input checked="" type="checkbox"/> Discussion/Open Talk <input type="checkbox"/> Board Game <input type="checkbox"/> Info Session <input type="checkbox"/> Presentation	
TOPIC	Inclusive Activities for the Family		
LEARNING OBJECTIVES	Social mechanisms (social awareness, teamwork, collective thinking, respect on differences), Good sportsmanship (effort, morality is more important than winning, team cohesion and cooperation) Athletic skills (coordination, agility, neuromuscular junction, flexibility, reflexes)		
GROUP SIZE / AGE	20 – 30/ 12 – 64	DURATION	60 min
MATERIALS	Minimum equipment -> 3. 2-4 sheets, 1-2 light ball(s), 4. a few piece of cloth, a few obstacles, 5. 2-4 chairs, 6. 1 notebook, 1 pen and random objects, 7. cups, ping pong balls, and any kind of bat shaped object, 1-2 piece of cloth, 8. 1 bottle		
STEP BY STEP IMPLEMENTATION	<ol style="list-style-type: none"> 1. Silent line up According to size we can split the group into two teams... We give them prompts like age, most likely to do (X), lives the furthest away etc., and they have order themselves but without speaking. We can vary the prompts depending on if they know each other or not... 2. Human knot All participants bunch up in the middle of the room, they are instructed to hold hands with two random people (not next to them). They have to untangle themselves; we can make it more difficult by not allowing them to speak, or we can make it competitive by having 2 teams and a race between them. 3. Volleyball with sheets We split the participants into two groups and hand them a sheet each and instruct them to hold it stretched out. We place a light ball in one of the team's sheet. The goal can be either collective (exchange the biggest amount of passes possible) or competitive by tying a rope and making it as a net, and following volleyball scoring rules. 4. Blindfolded obstacle race We split the participants into pairs (could be parent and child), each participant take turn being blindfolded. The non-blindfolded participant has to guide the blindfolded person through a series of obstacles (we can adjust the difficulty according to the group). This game has two variations including verbal communication or having to rely on non-verbal communication, or non word-sound. 5. Back to back We split some of the group into pairs, and some just as the "audience", the pairs stand back to back, the audience takes turns asking questions about "more like to do (X)" "who cooks better?" etc. The disagreeing pairs have a rapid fire discussion about it with the audience and the next question comes fast. Participants rotate from pairs to audience. 6. Orienteering/ scavenger hunt This can be played either outside or inside. Participants are split into many groups. Coaches hide different objects or notes in the room/area. With each note 		



	<p>containing instructions to the next object (not extremely clear if its in a closed area or coordinates on a map if it's a large area).</p> <p>7. Mini golf – blindfolded Participants are paired up, one participant is blindfolded and the other is instructing. The mini-golf course is prepared before hand (cups, ping pong balls, and any kind of bat shaped object can be used). Participants are using verbal instructions and try to clear the courses with the fewest attempts.</p> <p>8. Bottle Groups are split in groups. One participant is handed a bottle (works with any object), and the asked one question (e.g. Who is more likely to be lost in the streets), he hands the object to the participant they think they are the answer, and either ask them one question themselves or ask a series of predetermined questions the coach has prepared</p> <p><u>BACK UP:</u> Fibbage</p>		
SUGGESTIONS FOR THE FACILITATOR	<ol style="list-style-type: none"> 1. Silent line up could be done for example with age, height, hair length, 3. Race with sheets -> you try to run to a point and the ball must not fall on the ground 4. Chain obstacle race -> people are in pairs and they are holding each other tightly and try to get through the obstacles. 6. Instead of notes there could be a puzzle in the way participants look for object, for example if the first object they uncover is red then they have to find only the red hidden objects. 7. Instead of verbal instructions you can give instructions by drawing the direction of the ball on the back of the golfer. 		
ANNEX	University of Thessaly		
SOURCES OF KNOWLEDGE	Previous experiences with lower socio-economic and asylum seeker populations. On their majority they were taught by the DPESS of University of Thessaly, while some other were on the literature on inclusion research.		
ADDED BY	University of Thessaly, Greece	CREATED BY	Manos, Nassia, Foteini, Theo



TITLE	Parent/child Padel Tournament		
TYPE	<input type="checkbox"/> Get to know each other <input type="checkbox"/> Icebreaker <input type="checkbox"/> Energizer <input type="checkbox"/> Group Building <input checked="" type="checkbox"/> Team Building <input type="checkbox"/> Group Division	<input checked="" type="checkbox"/> Sports Exercise <input type="checkbox"/> Simulation <input type="checkbox"/> Discussion/Open Talk <input type="checkbox"/> Board Game <input type="checkbox"/> Info Session <input type="checkbox"/> Presentation	
TOPIC	Competing together against other parent/child duo's		
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Building the relationship between parent and child • Stimulating healthy competition and cooperation in sport activities • Sharing the pleasure and enjoyability of sport • Getting to know the sport club 		
GROUP SIZE / AGE	52 total (24 duo's) / age 9+	DURATION	90 mins
MATERIALS	Padel Court Padel racket Padel balls		
STEP BY STEP IMPLEMENTATION	<p>The Parent-Child Padel Tournament was part of the holiday programme of <i>Schiedam Beweeegt</i>, in collaboration with <i>RacketSportSchiedam</i>. Together, we decided to organise a tournament for children and parents to play sports together and enjoy some fun time.</p> <p>We chose to focus on the target group of children aged 10 and up, playing together with a parent. During the tournament, we took the children's ages into account. In total, 24 teams signed up, with 52 children participating. Some parents joined with more than one child.</p> <p>Before the matches started, the teams were assigned to a match schedule. The rules of the tournament were explained clearly to everyone. All necessary materials, like rackets and balls, were handed out.</p> <p>The tournament was led by <i>RacketSportSchiedam</i>. Matches were played on several courts and lasted about 90 minutes. Afterwards, we held the award ceremony and shared a short talk about the importance of being active and building a connection between parent and child through sport.</p>		
SUGGESTIONS FOR THE FACILITATOR	<ul style="list-style-type: none"> • Providing the location (we had the budget for this). • Make sure you have enough rackets and balls ready • Explain the rules clearly before starting • Create a match schedule and hand it out to all teams • Consider different ages and skill levels • Plan enough breaks and provide drinks • Arrange a small prize or souvenir for all participants • Take photos as a nice memory • Share a short message about why playing sports together matters 		
ANNEX	Sportief Besteerd Groep		
SOURCES OF KNOWLEDGE	Previous experience with various groups of children and parents within different municipalities and Socioeconomic Status		
ADDED BY	Kevin De Wit, Sportief Besteerd Groep	CREATED BY	Kevin de Wit, RacketSportSchiedam



3-Hour Family Training Program

Before the session begins, there will be a brief introduction outlining the activities planned for the day, along with time for any questions or clarifications. After that, we will start with a fun and energising game to help participants get to know each other and feel more comfortable.

1) The Big 5 – Five Fun Games for Families

This program includes 5 different games designed for families to play together. Each family forms a team of 3 members, and all teams will compete in every game. In total, 4 families will participate.

At the beginning of the session, each team will have 3 minutes to come up with a creative team name (e.g., Lions, Tigers, etc.).

The team that earns the most points across all games will be declared the overall winner.

Game 1: The Relay Challenge

- All four teams will compete simultaneously through 7 rounds of different exercises.
- Each team starts from the same point and must complete each round as a group.
- In every round, one team member at a time completes the task, then tags the next.

The team that finishes first in each round earns 1 point.

Example: In the first round, participants will run to a wall (5 meters away) and back. Once done, the next teammate begins without stop. Every team member must participate in every round.

Game 2: Catch & Eliminate

- All participants sit in a circle, holding an abs position (core engaged).
- A ball is passed randomly among players, aiming to trick others into missing the catch.
- If a player drops the ball or misses it, they are eliminated.

We play this game 3 times, 1 round winning= 1 point for the team

After the 2-3 rounds, we tally the points earned by each team based on remaining players and discuss strategies to improve, encouraging team spirit and friendly competition.

Game 3: Skipping Rope Challenge

- Every participant has 1 minute to perform as many jumps as possible using a skipping rope.
- At the end, we sum all the jumps per team.
- The team with the highest total number of jumps wins the round and earns 1 point.



Game 4: Traffic Lights

- Participants will move around the space and respond to commands based on traffic light colours:
 - Green: Run freely around the space
 - Orange: Run in place
 - Red: Freeze and stay still
- If someone performs the wrong action or gets confused, they are out of the round.
- If an instruction is given that isn't one of the three colors (e.g., "Stop, Blue"), they must continue the previous action. If they perform something else also are out of the round. They perform only in these 3 colours.

The last participant remaining earns 1 point for their team. We play this game in 2 rounds.

Game 5: Blindfold Survival Game

- Each team selects one parent to represent them.
- The chosen parent will be blindfolded and wait outside the activity area to avoid seeing the course setup.
- Meanwhile, the rest of the team will receive instructions about the obstacle course, which may include:

Walking in circles, Stepping over a chair. Jumping over a small object,

- The blindfolded parent must complete the course guided only by verbal instructions from their teammates. The team that successfully guides their parent from start to finish the fastest earns 1 point.

2) Martial Arts Session: Family Kung Fu Training

In this part of the program, all participants will take part in a fun and engaging Kung Fu training session together with their family members. The goal is to experience martial arts as a team, while learning and improving basic skills.

Session Outline:

First part of the session:

- **Fighting Stance:** Participants will learn the correct fighting position feet placement, posture, balance, and guard.
- **Basic Techniques:**

Families will practice the fundamentals of Kung Fu, including Punches (e.g., straight punch, uppercut), Kicks (e.g., front kick, side kick), Simple combinations of punches and kicks

- **Bag Work:** Each participant will get the chance to perform techniques on a boxing bag or pad, focusing on power, speed, and control.



Second part of the session:

- Family Coaching Time (Final 15 Minutes):

For the last 15 minutes of the session, the roles will switch:

- One family member will perform the exercises while the rest of the family members act as coaches. Every 5 minutes it will change the coaches and student.

Coaches will observe, give tips, offer corrections, and encourage their teammate. This activity helps to build trust, improve communication, and promote supportive teamwork within the family.

3) 2 game challenge

Charades (Παντομηνια)

All members stand in a circle. One person steps into the middle. The instructor secretly gives that person a task to act out a person, animal, or object using only gestures (no words or sounds).

The person in the middle must use body language and facial expressions to help others guess what they are pretending to be.

Once the group guesses correctly (or after a time limit), the next person takes a turn in the middle. Everyone should have at least one turn.

Time limit (e.g., 2 minutes per turn).

points to those who guess correctly.

Picasso

Form a line of 3 people standing one behind the other. Each person holds a piece of paper and a pencil. The last person in the line (at the back) starts by drawing a simple shape or small picture (e.g., a square, heart, star) on the paper that is on the back of the person in front of them. The middle person feels the drawing on their back and tries to copy what they think was drawn on the back of the person in front of them. The front person then draws what they felt on a piece of paper that is stuck to the wall (or on a table).

At the end, compare the final drawing to the original one and see how close (or different!) it is. Everyone should take a turn being in each position—the drawer, the middle, and the front.

Every round is going to be 1 minute.



Participants Satisfaction Survey

To evaluate the quality and impact of the *Sport for the Whole Family* local activities, a Participants Satisfaction Survey was conducted across all partner countries. The survey gathered feedback from 136 participants, representing families who took part in the programme's local implementation phase. Its purpose was to assess satisfaction, accessibility, motivation to continue, and overall experience with the family-based activities.

Summary of Results

The feedback demonstrated very high satisfaction levels among participants.

- Over 92% of respondents rated their overall satisfaction as 4 or 5 out of 5, with most highlighting the activities as fun, well-organised, and family-oriented.
- 89% of participants rated the activities as *highly accessible* for different ages and fitness levels.
- More than 90% expressed a *strong willingness to continue participating* in similar activities in the future.
- A similar proportion stated they would *recommend the activities to other families*, confirming the programme's positive reception and perceived value.

Open-ended responses reflected themes of enjoyment, family bonding, and inclusivity. Many participants emphasised how the activities provided a rare opportunity for parents and children to exercise together in a relaxed and supportive atmosphere. Several also appreciated the social dimension — meeting other families and building community connections.

Participants suggested a few practical improvements, such as larger indoor spaces, more breaks during sessions, simplified games for younger children, and small prizes or awards to increase engagement. These constructive remarks were used to refine future editions of the programme.

Overall, the survey results confirm that *Sport for the Whole Family* successfully created a positive, inclusive, and motivating environment that encouraged families to enjoy sport together, regardless of age, ability, or previous experience.

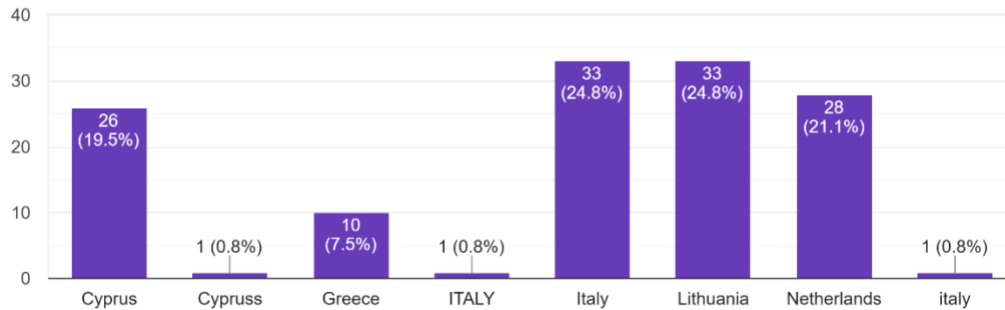
The following pages present the complete Participants Satisfaction Survey Report, including the full set of charts, quantitative data, and qualitative responses collected across the partner countries.



Participants Satisfaction Survey Report

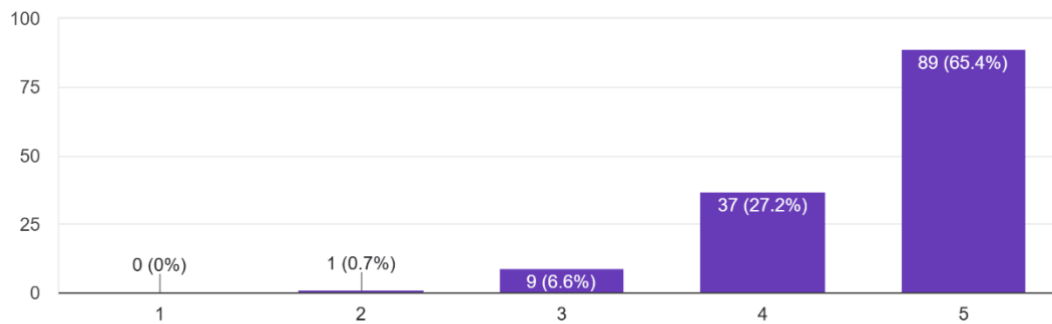
Which Country are you from?

133 responses



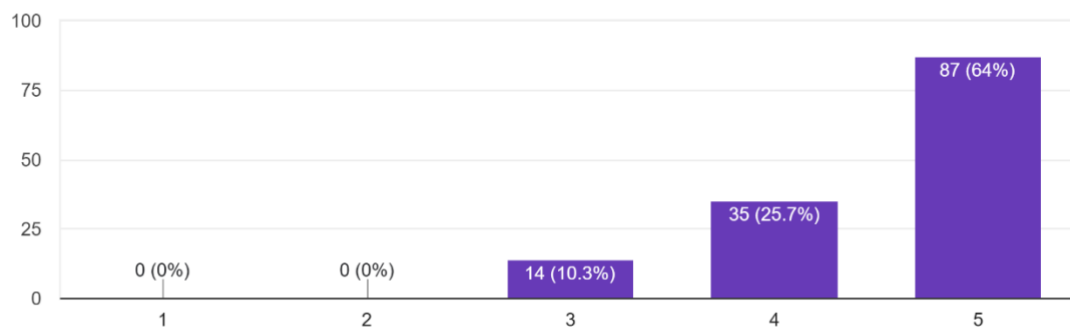
On a scale from 1-5 (5 being the highest), how satisfied are you with the activities you have participated in?

136 responses



On a scale from 1-5 (5 being the highest), how accessible were the activities to do together with your family?

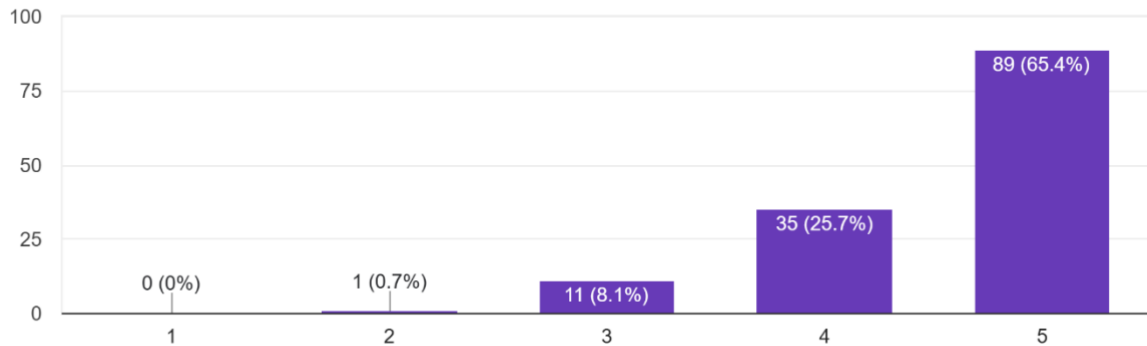
136 responses





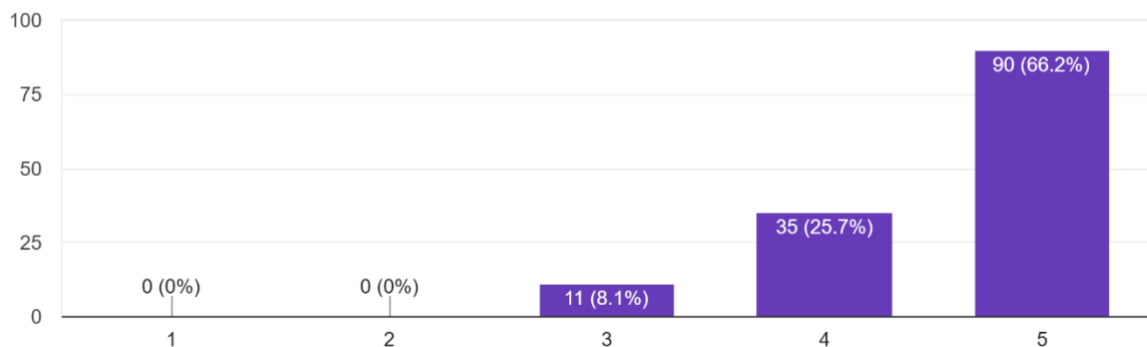
On a scale from 1-5 (5 being the highest), would you like to continue participating in these activities?

136 responses



On a scale from 1-5 (5 being the highest), how prone are you to further recommend these activities?

136 responses



Do you have any tips or tops?

- Nice
- Include more breaks. The activities were quite intense too.
- Very joyful
- Maybe use less equipment.
- Nope
- Everything good
- It was a perfect program. Maybe if it would be any award for the winner team
- I liked the variety
- We had a great time! The only thing I can think of is that the age limits in the app are set so strictly that a younger or older sibling just outside the range can't register, even though they might still be able to join. But it's not a big deal.
- Everything was very good



- some activities were too long
- It will be better if we have a bigger room.
- Please keep organizing this. It was so much fun, and we can't wait to join again soon!
- Was a pleasure to try activities in practical way
- I would like to do it again
- Let us know in advance how the final ranking will be determined. Since several teams didn't show up, a new schedule had to be made. We played five matches, of which three were counted in the ranking — without knowing which ones would count. This resulted in an unfair final ranking.
- It was great fun playing padel with my kids. Very flexible when some teams dropped out and when I brought an extra child who could join in. The guys running the activity were enthusiastic and really nice. Well organized!
- Mention that you'll be playing against other pairs. I thought I'd be playing against my son.
- Great team spirit and competitive participants.
- Very participative
- I loved that these activities managed to bring all family members together, despite of gender or age. I would recommend extending the duration of the program to help people to warm up and enjoy the activities even more.
- It was very nice to have some time for ourselves.
- The hula game was very funny, thank you
- Was great
- I think everything was quite good
- The coach had very good energy.
- Some exercises were challenging for people who do not exercise.
- It was very fun, I hope we can do it again
- It might be harder to join outside of the vacation periods
- Playing with my kids was the best part
- It was very nice to do this with my child
- There are many other games like Musical Chairs, Blind Mouse
- Continue with these activities!
- I really liked the activities
- To organize more often such events
- Very enjoyable to do activities with the kids.
- Very nice activities. Had fun!
- I loved it
- Maybe just to make some more easier games for toddlers
- No, everything was good
- Was nice
- I do not know if I want to add anything but maybe more activities for very young children
- Good
- It was a little cloudy but everything good
- Something new for our daily routine. I enjoyed the outdoor activities.
- Everything was perfect! Thank you for the great opportunity and I wish to repeat the experience. It was a great chance to come closer as family and meet other people
- no, everything was very fun



- The room was small. Better if we have more groups.
- My children was super happy to play together, i was also happy
- It would be nice to have an award for the winner
- Well done
- Too many people
- Nice and well organized, definitely recommended for future holidays!
- Perfect
- There was not enough space.



Conclusions and Sustainability

The Sport for the Whole Family project successfully demonstrated that sport can be a powerful and accessible tool to bring families together, promote intergenerational understanding, and encourage healthy, active lifestyles across Europe. Through its evidence-based approach, combining research, co-design, testing, and evaluation, the project moved from theory to practice, creating concrete and adaptable tools that can be applied in diverse community settings.

The project's activities, from the Parent–Child Pentathlon to Athletic Villagers and Castle-Ball, proved that inclusive and well-structured sport modules can engage families of all ages and abilities. Whether implemented during holidays, school breaks, or local community events, these activities consistently achieved their main objectives: strengthening family bonds, promoting collaboration over competition, and making physical activity enjoyable and accessible for everyone.

Stakeholder and participant feedback confirmed the project's relevance and quality. Coaches and professionals highlighted the clarity and practicality of the developed modules, while families appreciated the social and emotional benefits of exercising together. The pilot sessions showed that small adaptations, such as simplifying instructions for younger children or balancing competitiveness, can make the activities suitable for all.

From a methodological perspective, the project demonstrated the effectiveness of a co-design approach that integrates research, practitioner expertise, and stakeholder feedback. This ensured that the final outputs – the Guidelines, Web Platform, and Training Modules – were not just theoretical products but tested and refined tools grounded in real experiences.

Long-Term Impact and Sustainability

The project's sustainability lies in both its practical outputs and the networks it established. The interactive web platform and the Sport for the Whole Family Guidelines remain freely accessible, enabling sport coaches, educators, and organisations to continue using and adapting the materials long after the project's completion.

Moreover, the partners' ongoing collaboration ensures that the methodology can evolve and expand. Several organisations have already integrated the modules into their regular programming or plan to continue offering family-based sport activities locally. The activities' low-cost and adaptable nature makes them easily replicable, supporting the long-term goal of increasing physical activity levels among families and contributing to WHO-recommended movement targets.

The project also fostered a mindset shift, from viewing sport solely as competition to embracing it as a social connector that strengthens relationships, supports inclusion, and builds community resilience. By equipping coaches and organisations with tested tools and knowledge, Sport for the Whole Family created a sustainable framework for continued impact across Europe.

Final Reflection

Ultimately, Sport for the Whole Family achieved more than just participation in sport. It built bridges between generations, promoted equality and inclusion, and reminded families that



movement can be joyful, shared, and meaningful. Its legacy continues through the trained professionals, engaged families, and connected organisations who now carry forward the project's core message: that sport belongs to everyone, and every family can be active together.

Acknowledgment

The Sport for the Whole Family project was made possible with the support of the European Union through the Erasmus+ Programme – Sport Cooperation Partnerships. The consortium expresses its sincere gratitude to the European Commission for enabling this initiative and for its continued commitment to promoting inclusion, education, and participation through sport.

Special thanks go to all participating families, coaches, and stakeholders whose enthusiasm, feedback, and dedication shaped the success of this project. Their contribution ensured that the results reflect real needs, genuine experiences, and a shared belief in the social power of sport.