



# SPORT · OPENS · SCHOOL

## PHYSICAL EDUCATION TEACHING MODULE SHEETS

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English version

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# THEORIES, TECHNIQUES & TEACHING METHODS OF SPORTS

## Pillar n. 1| Physical Activity and Health



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### Needs analysis

## Research summary

Physical education has the primary purpose of developing all the functions of the person, but methodological and didactic models are needed to make it possible. The investigations carried out in the context of the evolution of physical education denounce a progressive deficit in physical and motor efficiency in the school population (Pesce, 2015). It is therefore a matter of renewing methods that are no longer in keeping with the times and teaching the most up-to-date concepts on physio-psycho-pedagogical aspects of the individual, to achieve an appropriate didactic strategy. The purposes of physical education therefore fall within those of general education and, in this context, the effectiveness of the sports educator is essential and it is strongly influenced by its ability to teach. Sports educators must be aware that knowledge and training techniques are not enough if these are not accompanied by indispensable practical skills and didactic competences.

Three fundamental elements characterise the teaching skills of the sports educator:

- **Psychology:** different psychological abilities and motivational processes facilitate the involvement in sport and keeping the engagement over time, as well as motivation to success and expectations regarding future performance.
- **Sociology:** sport involve and influence the dimensions of everyday life and it is the most widespread form of cultural participation, able to break down barriers.

## Knowledge & skills to be acquired

- Knowing how to communicate optimally
- Knowing how to solve problems and make decisions
- Knowing how to build relationships
- Knowing how to handle stressful situations
- Being aware of having a reference model to define themselves and others
- Knowing how to design and plan teaching and training
- Knowing how to communicate, taking care of all aspects of the training proposal
- Knowing how to motivate
- Knowing how to observe

### General methodology

- Some of the modern methodological principles for learning sports practice include:
- The Learning by doing, where learning is not a mere memorisation but an internalised understanding.
- The Learning by thinking, reflecting on what has been learned makes the experience more productive, as it builds trust in the ability to reach the goal.
- The Learning by loving, which takes into account the relational, motivational, and emotional aspects of learning.

• Training methodology: concerns the teaching of sports techniques; the characteristics of the physical load; the programming and implementation of activities, cognitive processes linked to motor learning and physiological processes related to physical exercise.

The person who, although under different denominations (instructor, coach, teacher, educator), is the referent for the activities of teaching and transmission of knowledge, practices and capacity enhancement must certainly be a teacher, who have acquired and mastered the relevant competences and skills. In addition to personal and social skills, the teacher as a carrier of sporting and technical culture must also be qualified in general technical skills.

In conclusion, the contribution that motor experience can provide to further acquire the necessary learning skills in different disciplinary fields is a rich subject of study in continuous evolution. To this end, it is necessary to develop a didactic process that intentionally involves children and young people in a global way, contextualising every new acquisition. Undoubtedly, the current problems affecting physical education, concerning the increase of sedentary habits and the consequent decline in motor skills among young people, push for considering other aspects as relevant as the development of the repertoire of motor skills, which is the fundamental contribution that physical activity brings to social development. Future research in this area should proceed in different and complementary directions: continuous teacher training; systematic experiences of research-action also with the participation of teachers of other disciplines; collaboration with Universities for the development of studies and research that can generate the premises for the implementation of practical curricula.

# SPORT EDUCATION ADAPTED TO SCHOOL SETTING

## Pillar n. 1| Physical Activity and Health



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### Needs analysis

## Research summary

Everybody recognises the role of Physical Education and Education in a general sense through physical and sports activity. However, going beyond the traditional meaning of what we now call motor sciences, a need for further development of the skills that students can potentially apply at social level is increasingly emerging.

Promoting sport is intended to prevent anti-social attitudes, foster self-efficacy and collaboration among peers and guide students towards a path of responsibility and self-awareness of their status as citizens and/or responsible workers, involved in social life, capable of assuming roles and functions autonomously and, able to face the vicissitudes of existence (WHO, 1994). A fundamental point in all European curricula is to teach students and families that physical education should not be limited to improving motor skills, as it affects a much wider range of competences, such as emotional and social skills, as well as the cognitive processes. Thus, physical, personal and social development of young people becomes one of the main objectives of the whole education system. In all European countries attention to physical development remains closely linked to the promotion of health and healthy lifestyles. In addition to the improvement of physical abilities, which means developing speed, coordination, strength, flexibility and balance, some countries put a greater emphasis on the importance of transversal

## Knowledge & skills to be acquired

- self-efficacy
- body awareness
- safety and self-esteem
- confidence in physical abilities
- willpower
- sense of responsibility
- constructively address negative emotions and stress
- evaluate and make decisions
- leadership
- performing under pressure
- team work
- effective communication
- trust in teammates
- problem solving

### General methodology

The general methodology will have to take into account the fact that sport itself cannot guarantee the development of the person as the sum of all the features that make it up. We will have to focus on activities of an experiential nature that stimulate the growth of life skills and personal abilities in young people, even putting them in crisis. Games and exercises will be proposed with particular attention to team work and interpersonal relationships, strategic and decision-making skills, management of emotions and stress.

skills. Consequently, young people will acquire a deeper knowledge of the factors that influence their physical abilities and they will increase awareness of their necessities, goals and limits. These last aspects are those that probably make physical education one of the disciplines that can contribute mostly to the personal development of young people. The development of body awareness and confidence in their physical abilities, the more security and self-esteem, willpower, sense of responsibility, patience and courage, the ability to deal constructively with negative emotions and stress, are just some of the key aspects for the psychophysical maturation of the individual. Furthermore, having a realistic awareness of their abilities, both physical and mental, helps young people to make their own decisions and actions with confidence, it teaches them to accept themselves and the diversity of others. It is indeed important that in all European physical education curricula motor and sport competences develop in parallel with "life skills", meaning the personal, cognitive, social, emotional and relational abilities. The development of these skills allow students to face the challenges of everyday life, relating to themselves and others with confidence in their abilities and with a positive and constructive attitude. We can therefore state that today's physical education aims to enhance both the physical and moral qualities of students and to engage students in a wide range of activities that aim to develop all their personal abilities. Substantially, all sports activities need to be addressed as a means and not as an end, thus becoming the privileged tools for achieving the educational goals that the school proposes.

Finally, every individual prepared from the motor and sporting point of views, over time partially loses his competences if he does not continue to train them. Whereas, an individual trained in life skills through motor and experiential education, will continue to develop them with his daily life-long experience.

# PHYSICAL AND MENTAL WELLBEING

## Pillar n. 1 | Physical Activity and Health



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### Needs analysis

## Research summary

Physical Activity (PA) is defined as any bodily movement produced by the contraction of skeletal muscles that results in an increase of energy expenditure over resting levels (Caspersen, Powell and Christenson, 1985). PA and sport participation are crucial activities in terms of physical and mental wellbeing, especially in young people (Galper et al., 2006; Harvey et al., 2010). Indeed, PA represents a protective factor with respect to both physical and mental illness (Coombes et al., 2015; Stanton, Happell and Reaburn, 2014). The benefits of PA on physical wellbeing are numerous (World Health Organisation [WHO], 2010). PA reduces the risk and the probability of developing type 2 diabetes, hypertension, obesity, cardiovascular diseases, osteoporosis, some cancer, and cognitive impairment (Coombes et al., 2015; Stanton et al., 2014). On the psychological side, PA prevents the development of psychological disorders such as anxiety and depression (Galper et al., 2006). Furthermore, PA and sport participation are linked to the development of a positive body image and high self-esteem through the perception of self-efficacy, physical competence, and physical acceptance (Eime et al., 2013). Self-esteem can be defined as a person's evaluative judgment of the self (Rosenberg, 1979). Self-esteem is crucial for a satisfying life and constitutes a fundamental aspect of psychological wellbeing (Rosenberg, 1965). Adolescence and young adulthood are times of rapid emotional, physical, and social changes. Such changes can be

## Knowledge & skills to be acquired

- Definition of Physical Activity (PA), Physical Exercise, and sport activity.
- Knowledge of the recommended amount of PA in accordance with the guidelines of the World Health Organization (WHO).
- Effects of PA and sport participation on physical and mental wellbeing.
- Adoption of active & healthy lifestyles.
- Increase of the total amount of PA and sport activity practised by students.
- Improvements in physical competence and physical acceptance.
- Improvements in self-esteem and general self-worth.
- Increase of enjoyment during the practice of PA and sport activities.

### General methodology

- Facilitating students' perception of **competence** and **enjoyment**: if PE teachers are able to increase students' perceived competence and enjoyment of their experiences in PE, the outcome of PE will transfer into motivation to adopt a physically active lifestyle out of school.
- Teaching strategies associated with a **task-oriented climate**: PE lessons should allow students to experience self-determination and feel competent in their own abilities (Parr & Oslin, 1998).
- Allowing students "**time to learn**" (Bloom, 1985, p. 185) promotes mastery-learning experiences.
- **Teaching the importance** and the positive impact of PA and sport for physical and mental wellbeing.

stressful for young individuals as they are at risk of experiencing a decrease in self-esteem and general self-worth (Baldwin and Hoffmann, 2002; Robins & Trzesniewski, 2005; Sonstroem, 1998). Therefore, the promotion of PA and sport participation in adolescents is crucial (Eime et al., 2013). Physical Education (PE) may be a key factor in the promotion of youth PA (Sallis and McKenzie, 1991). In fact, positive experiences in PE could influence the adoption of active lifestyles and Physical Education (PE) curricular programs can foster positive changes in students' motivation towards PA (Sallis and McKenzie, 1991). In this regards, a crucial role is clearly played by PE teachers (Sallis and McKenzie, 1991). Indeed, research conducted within PE over the last decade (Ntoumanis and Biddle, 1999) has demonstrated the potential role that PE teachers can play in facilitating students' perception of competence and enjoyment within an activity area (Treasure & Robert, 2001). In fact, if PE teachers are able to increase students' perceived competence and enjoyment of their experiences in PE, the outcome of PE will transfer into motivation to adopt a physically active lifestyle out of school. Moreover, PE lessons should allow students to experience self-determination and feel competent in their own abilities (Parr & Oslin, 1998). The notion of allowing students "time to learn" (Bloom, 1985, p. 185) has also been delineated as a key instructional variable in promoting mastery-learning experiences within educational research. Therefore, PE teachers can foster the engagement of students in PA and sport activity (Heath et al., 2012; Messing et al., 2019) by teaching the importance of PA and sport for physical and mental wellbeing. Therefore, it is crucial that PE teachers understand the benefits of PA and sport participation and explain the positive impact of these activities on students' wellbeing. Teaching methodology should therefore promote student enjoyment and participation in PA during PE classes and provide skills to be used out of school and throughout life (McKenzie et al., 1996).



# Activity

## Topics n.:

**2, 3, 5** (6 - 10)

## Age target:

All ages (different materials in accordance with participants' age)

## N. of people involved:

Min: 5 Max: 20

## Necessary materials:

Projector and slides

## Time:

30 mins per class

## Activity description:

Frontal/Groups lessons on the advantages to play sport and the importance of physical activity (PA):

1. Introduction to PA: Definition of PA, Physical Exercise (PE) and sport activity.
2. Guidelines of the World Health Organization (WHO; 2010): Recommended amount of PA.
3. Positive effects of PA on physical wellbeing: type 2 diabetes, hypertension, obesity, cardiovascular diseases, osteoporosis, and cognitive impairment.
4. Positive effects of PA on mental wellbeing: development of a positive body image and high self-esteem through the perception of self-efficacy, physical competence, and physical acceptance.
5. Inclusion of other relevant topics.

# EDUCATIONAL ROLE OF SPORT: THE UNWRITTEN RULES

## Pillar n. 1 | Physical Activity and Health



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### Needs analysis

## Research summary

Sports is about balance, discipline, care and beauty.

*"Sports teaches you to have character, teaches you to play by the rules, teaches you to know what it means to win and lose - teaches you what life is."* (Billy Jane King).

Sports is an educational and training tool for personal and social development, with an extraordinary power to adjust behaviours. In and through sports it is believed that people are capable of building a better society for themselves and for future generations. A society that does not encourage racist attitudes, violence, manipulation of competition results, failure to comply with fair play or ethical rules, is a developing society.

Through sports, children exercise, make friends, have fun, learn how to cooperate as a team member, learn to play fair and acquire skills and ideals vital to well-being, self-respect and self-confidence. At the core of these values there are the three fundamental Olympic values: excellence, friendship and respect.

The social role of sport activities is deeply related to communication and it generates many positive effects on various social groups. Sport activities provide a good opportunity to open up, to create social relationships and to get to know each other better.

## Knowledge & skills to be acquired

The types of activities carried out are meant to increase the physical and mental potential of the individual, thus improving the quality of life. At the same time, sports also involves motivation. Therefore, it educates ambition, courage, emulation, distributes attention and also develops determination, perseverance, calm, modesty, loyalty. Our students learn, work in a team, have patience with themselves and with the slower teammates, adapt to difficult situations by finding exits, be responsible.

### General methodology

The games / the relay races will be applied in the second part of the physical education lesson. They will be held in the form of a competition and will be arbitrated one by one by one student.

The number of teams is made up according to the students present at the physical education class capable for physical effort and according to the equipped materials, and in order to have a balanced competition in the composition of the teams, the physical capacities of each student are taken into account.

The number of repetitions depends on the number of teams, giving each team the chance to win. After each lesson there will be free discussions between students and teacher on the topic of

As a result, people connect and develop friendships, they form groups based on common interests and interact within these groups. Moreover, practicing sports help people become more sociable even in other situations created around everyday activities. We say it is a transfer of sociability from the sports area to various sectors of our existence. Practicing physical activities as a social phenomenon leads to the social integration of the individual, starting with the biological component which allows the developments of certain abilities needed for the human body to function normally in the social life.

The socialising, communicative effect of sporting activities generates a number of positive effects on various social categories. Sporting activities become a pretext for opening up to other people, for building rapport and getting to know them. In this context, one can identify common ground, make friends, become part of a cohesive group, while socialising within this group. Moreover, one can notice that those who practise a sport are much more sociable even in situations unconnected to sports. Thus, we witness a transfer of sociability from sports to other areas of society.

Practising physical activities as a social phenomenon contributes to the social integration of the individual, starting with the realisation of the biological component which enables the individual to develop capabilities that help him to function normally in the structure of social life.

# Activity

## Topics n.:

4 (2-6-7-10-15)

## Age target:

12+

## N. of people involved:

Min: 12 Max: 30

## Necessary materials:

Milestones, gymnastics circles, balls, rope

## Time:

50 mins

## Activity description:

**The Centipede:** the players develop their ability to work as a team, develop coordination, learn to follow rules.

The students, distributed in teams of 6-8 players, placed one behind the other, with their hands on the shoulders or on the hips of the one in front, will line up at the starting line.

At the signal, they will start to travel through a space delimited beforehand, during the shortest time, without the line being broken.

The students will start with the same foot, so they can keep pace throughout the journey.

The opening of the line will be fined with his return to the starting line to resume the race.

The team that returns first to the starting line wins.

**The Net and the Fish:** the players develop their attention, ability to work in team, learn to follow rules, have fun. The students are divided into two teams: the Net and the Fish. The students (5) that make up the nest hold hands and the fish swim in the "sea". At the signal, the net tries to catch the fish. In order to catch the fish the net has to close in a complete circle. The caught fish (the pupil / pupils) will join the children in the nest and the game continues until only one fish remain. He/she will be designated a winner.

Rule: The net is not allowed to be undone.

**The Jump of the Rabbit:** the players develop their ability to work in a team, develop coordination, patience, learn to follow rules.

The group of students is divided into several teams, placed in the column, at an arm's length, in the crouching position, with support on the palms.

In front of each row two students will be placed; they will have a gymnastics circle, held with one hand on both sides of the circle.

At the signal, the students carrying the circle will start towards the back of the column, keeping the circle with 20-30 cm from the ground.

When the circle reaches the crouching player, he will pass through it, first with the upper part of the body and keeping his palms on the ground, he will also pass with the legs, returning to the crouching position, thus executing a jump similar to the running of the rabbit.

When the two have reached the back of the row, one of them sits behind it, and the other returns with the circle in front, forming a pair with the first in the row, then retaking the route.

The team that finishes first wins, each of its members having a circle once.

**The Lifeguard:** the players develop their ability of coordination, patience with the less skilled members of the team, to follow rules and work in a team;

The group of students is divided into several teams and placed in the column. At a distance of 10 m, in front of each team there is the team leader, who has a gymnastics circle with a long rope in his hand. For distances of 10 m, from meter to meter, one object is placed (ball, milestone). At the sound signal, the team leader throws the circle to the first colleague in the column. It takes the circle, places it on the ground and enters it. Once the teammate enters the circle, the leader begins to pull the rope at him (the circle is pulled on the ground); the teammate moves with the circle. During this movement each student must pick up an object. Once the finish line is reached, the leader takes the circle and throws it to the next teammate. The team who crosses the finish line and collects more items wins the competition.

# HEALTH-ENHANCING PHYSICAL ACTIVITY AT HIGH SCHOOL LEVEL

## Pillar n. 1 | Physical Activity and Health



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### Needs analysis

## Research Summary

In Europe, the term sport is considered encompassing all forms of casual or recreational, prearranged, deliberate and repetitive physical activity, grassroots sports, and competitive sports, which improve physical fitness and mental well-being of citizens, develop social relationships and integration, have an important economic impact, and advance athletic performance. In light of such a broad definition, the terms physical activity, exercise and sport are used as synonyms. The increasing relevance of sport engagement and the attempt to limit prolonged sitting to prevent and treat non-communicable diseases (e.g., heart disease, stroke, diabetes, breast cancer, and colon cancer) determined several health-enhancing physical activity (HEPA) policies, extensive research, and a wide range of activity programmes. Paradoxically, in Western societies the proportion of individuals who never exercise or play sport has increased gradually and reached almost half of the European population, with 24% of 15-24 year old youth being inactive, 21% walking the way between home and school, and only 24% engaging in organised sports at school or university.

Several factors determine the adoption/maintenance of healthy active lifestyles. Despite the vast cumulated literature, it is not well established the role of determinants at biological, psychological, behavioural, socio-cultural, socio-economical, physical environmental, and policy levels. In general, the interpretation of the findings is limited due to the lack of a clear definition of sport, inadequate information on the sport typology and volume (frequency, duration, and intensity), a wide range

## Knowledge & skills to be acquired

- Physical and health literacy through provision of various joyful activities and sport opportunities;
- Healthy lifestyles including independent mobility, active transport, and sport within and outside the school context;
- Cardiorespiratory exercise (e.g.,  $\geq 150$  min·wk<sup>-1</sup> of moderate-intensity physical activity and  $\geq 75$  min·wk<sup>-1</sup> of vigorous-intensity physical activity, or 10,000-11,700 steps·day<sup>-1</sup>), and resistance, flexibility, and neuromotor training (2-3 d·wk<sup>-1</sup>);
- Avoidance of prolonged sitting time in class and use of screen time  $> 2$  hr·day<sup>-1</sup> (e.g., television, computer, and mobile devices).

### General methodology

Daily physical activity should be integrated in different situations. In considering unfeasible to increase the time allotted to a physical education curriculum, it is crucial to raise awareness that the limited energy expenditure related to prolonged sitting is linked to several non-communicable diseases and more sedentary behaviours in later years. Multi-, inter- and trans-disciplinary knowledge should endorse the recommendations to intersperse short bouts (3–15 min) of standing and/or activity breaks during academic lessons. Also, mobile or wireless devices providing feedback to the user through apps, wearable, websites, and social network could be considered valuable means to increase the healthy active lifestyles of students. Furthermore, variability of practice encompassing different attractive, joyful, and accessible sport opportunities should interface motor and cognitive development of students, as well as the development of skills, self-efficacy, enjoyment of exercise, peer cooperation, creativity and integration, which are mostly relevant in youth.

of study designs and methodologies, and an analytic approach to single or few variables.

The integration of evidence and professional knowledge highlighted two factors specifically referred to school settings (e.g., “mandatory physical activity in community/schools”, and “physical activity and sport organisations advocacy”) and two factors referred to the capability of the individual to combine sport and education (i.e., dual career) and to time availability (Condello et al., 2016). These findings highlight the necessity to balance several commitments for maintaining active lifestyles, which need the establishment of comprehensive multi-sectorial partnerships .

School represents a valuable setting for guaranteeing physical and health literacy and for providing sport opportunities for students. This is especially important for young people with financial difficulties that limit their access to private sport facilities and extracurricular sport activities, or for girls who tend to be less active than boys. In fact, previous physical activity experience, independent mobility, active transport, and sport within and outside the school context seem to facilitate active lifestyles in youth.

Actually, physical education is usually included among the subjects of the educational curricula of European countries, being primarily focused on the development of cardiovascular and muscular endurance, coordination, balance, speed, reaction time, agility, strength, and motor learning. In comparison with other curricular subjects, physical education is assigned much less time, not sufficient to exploit the physical fitness and sport skills of students or to achieve/maintain the health-related recommendations for youth. To avoid the sedentary behaviours of youth and to help students capitalize capabilities for the promotion of healthy lifestyles, the promotion of joyful and various activities is necessary.

# Activity

## *Topics n.:*

**5** (3- 6 - 10)

## *Age target:*

- Teachers (all disciplines, with a special cooperation with teachers of science)
- Students: From 14 to 18 years old

## *N. of people involved:*

- Min: 12 Max: 20

## *Necessary materials:*

- PC and projector, questionnaire of physical activity frequency.

## *Time:*

- 2-hour lecture
- 2-hour focus group

## *Activity description:*

Lecture: Preparation of powerpoint presentation and list of relevant references on HEPA

2-hour focus group: discussion of achievable HEPA goals and relative monitoring.



# SPORT & HUMAN RIGHTS

## Pillar n. 2 | Fair Play and Integrity



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### Needs analysis

Generally, human rights is not a topic tackled in a standardised manner within high schools physical education curricula. As a matter of fact, the potential nexus between sport and human rights and the sport for development research area are quite recent (Rynne, 2016; Dagkas, 2018). As a result, it is up to the high school to either include it or not and if so, how. Indeed, only some of the schools involved in the present project deal with the human rights subject and in doing so their approach varies.

Therefore, this project serves also the purpose of attempting to provide schools with a general framework within which taking into account human rights in the physical education curriculum.

## Research summary

What is the link, if any, between sport and human rights is the backbone of this teaching sheet. Indeed, if there is such a nexus between the two topics, taking into consideration human rights when teaching physical education at school will be *a sine qua non*.

UNESCO (1978, 2015) recognises that “every human being has a fundamental right to physical education, physical activity and sport without discrimination [...]”. Both the United Nations (UN) and the International Olympic Committee (IOC) acknowledge a fundamental right to sport (IOC, 2015). In light of this and according to the fact that human rights are besides universal, also interconnected, interrelated and interdependent (UNGA, 1993), sport can play a role in the enhancement of other human rights principles and standards. The UN have widely acknowledged and supported the role of sport in the development of human rights and development goals (UNGA, 2004, 2005, 2006, 2008, 2010, 2012, 2014, 2015, 2017). Yet, by using a critical sociological approach one cannot refute that on the one hand sport can potentially be identified as a tool to foster positive values underpinning human rights, such as tolerance, respect, friendship and non-discrimination (HRC, 2015; UNICEF, 2004). However, on the other hand sport can also adversely impact society (Blackshaw and Long, 2005). Indeed, sport is not necessarily a prosocial force (Coakley, 2002). It can also have some undesirable characteristics (Doidge, 2013; Bairner et al. 2016). The way sport is used and

## Knowledge & skills to be acquired

- General knowledge of human rights history;
- Human rights principles of universality and non-discrimination;
- Human rights (civil & political + cultural, economic and social rights);
- Application of the theoretical part in real life examples through sport.

### General methodology

#### THEORY:

- Lecture-based classes;
- Group workshops;
- Analysis of case studies;
- Flipped classroom approach.

#### PRACTICE:

- Team sports/games;
- Role play;
- April, 6th: International Day of Sport for Development and Peace (UNGA, 2013).

developed are determinant factors of its outcomes. That is why it is fundamental to appraise the practise of sport in a specific context to determine whether it is indeed a potential medium to advance and respect human rights. Hence, how sport is practiced in the school context (particularly in high school) acquires a pivotal role. To this scope, physical education (PE) holds a privileged position to be the environment within which using sport to foster human rights. Therefore, by using a critical sociological approach, human rights will be added in the PE curriculum of the high schools involved in the present project. It will be done in a three-fold manner. Firstly, by providing the students with a brief presentation of what human rights are. Secondly, by showing students the interconnection between human rights and sport and how specific human rights might be impacted while playing sport. For instance the right to health - when enhancing it - and the right to education when teaching other topics through sport (EU Council, 2011, 2014, 2017; Hastie et al., 2011; Hernandez, 2014; WHO, 2010, 2011, 2016; Latchem, 2012). Thirdly, by implementing specific exercises focusing on selected human rights. This will enable students and PE teachers to work more in depth on the connection between sport and the principles expressing human rights, namely their universality and non-discriminatory standards. Thus, when a specific human right will be selected, the activity carried out with the students, will always take into account those features. As a result, physical activities will be used to offer students a first hand experience on how human rights pervade one's daily life. This will elicit the purpose of assessing the potential positive impact of using a human rights approach when teaching a physical education curriculum in high school.

To sum up, the overall scope of this teaching sheet will be to appraise the impact of implementing a human rights approach when teaching PE in high school through the three pillars composing the S.O.S module.

# Activity

## Topics n.:

6 (7 - 10)

## Age target:

14+

## N. of people involved:

Min: 10 Max: N/A

## Necessary materials:

N/A

## Time:

Depending on the class time

## Activity description:

Any activity that will be suggested shall take into consideration the non-discrimination principle at the core of any human right.

To this purpose the inclusion of people with disabilities could be a crucial theme.

Examples of activities are the following:

- Modified dodgeball;
- Sitting volleyball;
- Baskin.

A further matter could be the right to freedom of opinion and expression (art. 19 UDHR)

For example students could discuss this right in class and then contemplate when playing sport whether they overstep it by name-calling, being intolerant, insulting, etc.

## Annexes:

- Universal Declaration of Human Rights (1948);
- International Covenant of Civil and Political Rights + International Covenant of Economic, Social and Cultural Rights (1966).

# FAIR PLAY

## Pillar n. 2 | Fair Play and Integrity



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### Needs analysis

## Research summary

Fair Play is a Western notion that comes from the Middle Age, in the period of knights, who were living according to a regulation called Code of Chivalry.

The transfer of values continued with the development of sports practised in the 19th century by the aristocrats and the gentlemen who succeeded the knights. In British colleges, sport was part of the educational programme, along with the moral values attributed to it such as fair play.

The founder of the Olympic Games in the modern age, Pierre De Coubertin, was particularly impressed by fair play during his trips to England and North America.

*“In our view – as De Coubertin said – the Olympic idea is the concept of a strong physical culture based in part on the spirit of chivalry – which you here (in England) so pleasantly call “fair play”, and in part on the aesthetic idea of the cult of what is beautiful and graceful” (P. De Coubertin - IOC, 1986).*

In contemporary philosophy, John Rawls writes that *“the public desire to execute good and fair play of the game must be regulative and effective if everyone’s zest and pleasure are not to languish” (Rawls, 1999).*

## Knowledge & skills to be acquired

- Knowing the meaning of fair play and what is included;
- Knowing some initiatives of fair play carried out by sport organisations.

### Ability to:

- Understand FairPlay at both professional and amateur level;
- Identify when people are not playing according to FairPlay rules and potentially correct them;
- Foster respect for the fellow players and the opponents;
- Play in accordance with the Olympic Spirit.

Moreover, John Russel (1999) argues - as suggested by the theory of Ronald Dworkin (1978) - that the rules of the game should be interpreted to preserve good conduct and to avoid the creation of unfair cases.

According to this idea, for instance, strategic intentional fouls are a violation of the spirit of competition (Trivino, 2012).

Thus, the practice of sport has to be at the same time competitive and cooperative. In fact, as it happens, in a legal proceeding, the possibility of playing the games not founded on autonomy but on the sharing rules and values of cooperation of every participant to the dispute (referee, opponents, spectators).

In conclusion, the concept of fair play does not end with the simple respect of the rules. Indeed, as stated in the European Code of Sport Ethics at article 6 (adopted by the Committee of Ministers of Europe on 24 September 1992 and revised for the first time on 16 May 2001), it incorporates the concepts of friendship, respect for others and sporting spirit. Those are the same exact features included in the Olympic Spirit (IOC, 2015).

## General methodology

- Offering activities that promote participation of every student;
- Group activities;
- Organising games in which students could take on the roles of coach, teacher, official or referee in addition to that of participant;
- Activity in which students create rules for a new possible sport;
- Exploring new strategies that have yet to be documented.

# SPORT VIOLENCE

## Pillar n. 2 | Fair Play and Integrity



SPORT · OPENS · SCHOOL

### Needs analysis

## Research Summary

It is perfectly clear that sports have become the scene of multiple forms of violence. We can distinguish between physical, verbal and psychological violence. Therefore, we have to address: a) the brutality manifested during sporting events towards the opponents, as a means of intimidating them, diminishing their physical potential; b) swear words addressed to the adversaries, conflicts between athletes and the audience, athletes and referees, the audience and the referees and even amongst the audience; c) the pressure that parents and coaches put on the players, often seen as the route to success.

Guidelines for teaching children to shun violent behaviour in sports include:

- (a) **Put sports into perspective.** Do not emphasise winning at all cost. Enjoyment and the development of individual skills should be the objective.
- (b) **Avoid associating the team at a symbolic level with professional teams** (names, logos).
- (c) **Develop team ownership** by replacing the traditional hierarchy which presupposes an authoritarian coach followed by submissive players.
- (d) **Integrate values-oriented intervention strategies into the curriculum.** Teachers and coaches should commit themselves to actively teaching positive sports-related values, and devise curricula that do so.
- (e) **Involve parents.** Parents are one of the most influential figures for a child.

## Knowledge & skills to be acquired

- Increased self-awareness and team spirit
- Improved level of tolerance
- Awareness of different degrees of violence and aggressiveness

### General Methodology

PE teachers / coaches will follow a three-stage programme during the implementation period, which is meant to tackle and reduce violent attitudes. The three stages do not have to be undertaken chronologically or separately, but should be considered as part of the general programme. Therefore, Activities 1-4 should be applied during the implementation period.

**Stage 1** - General approach on the part of coaches/PE teachers – after each match, coaches will encourage players to express their opinions about their own performance, the team's overall performance, positive and negative aspects. (Activity 1)

**Stage 2** - lesson aimed at raising awareness about types of violence (Activity 2).

**Stage 3** - at the beginning of the programme, parents will be given a questionnaire in order to identify their perception of their child's performance (Activity 3). During the programme, at the end of each month, they will receive an individual progress sheet completed by the coach/teacher to record their improvements. (Activity 4).

Coaches should inform parents of individual goals. Positive attitudes toward competition and physical activity should be promoted among parents. Also, parents need to have realistic expectations in terms of their child performance.

# Activity I

Activity to improve self-awareness and assertiveness

*Topics n.:*

8

*Age target:*

I2+

*Time:*

10-15 minutes

*Activity description:*

1. After each match, coaches/PE teachers divide the class into 6 groups. Each group is assigned a question and group members discuss among themselves and provide a common answer to it within 5-10 minutes.

*Sample questions:*

- Where do you think you could have employed different tactics?
  - What do you see as the defining moments of the game?
  - What should you change for your next game?
  - Did the other team do anything that was surprising strategically?
  - Did the team implement the plan laid out for them by the coach?
  - Was this loss because the other team played differently than you expected, or that the strategy that was laid out for the team was not implemented or something else?
2. After 10 minutes, the team/class share their answers. The other teams are also invited to express their agreement/disagreement (5 minutes)



# Activity 2

Activity to raise students' awareness of the phenomenon of violence in sports

*Topics n.:*

8

*Age target:*

I2+

*Time:*

50 minutes

*Activity description:*

1. Teacher divides the students into groups of 4. Each student in the group is given a card containing information about one type of violence. They study their own cards and then, in turns, all the students in the group present their information to the other members.

CARDS - Types of violence in sports:

*Card 1. Body Contact*

The first type of sports violence is body contact, which is often accepted as a normal part of many contact sports, such as tackles in football and body checks in hockey. Players know that body contact is a part of these sports, and everyone expects that this type of body contact will occur. Even though body contact sometimes leads to injuries and can be quite brutal, athletes are expected to initiate body contact in these sports in order to successfully play the game.

*Card 2. Borderline Violence*

The next type of sports violence is borderline violence. These acts are not normal parts of a contact sport; rather, they are illegal tactics that players often use to play "dirty" or get back at an opponent for a perceived slight. Borderline violence might include the outbreak of a fistfight in hockey or a sharp elbow throw while playing soccer.

These moves are not technically allowed, but players often utilise them in order to intimidate their opponents. These actions have become an expected part of contact sports. The concerns of this type of violence are the impact it may have on children watching the sport and observing the violence played over and over by the media. The children may copy this activity, or imitate it, or just become non-sensitive to violence.

*Card 3. Quasi-Criminal Violence*

The third type of sports violence is quasi-criminal violence, which include actions that violate the formal rules of the game. These violations can lead to game penalties, such as suspensions and even expulsions. Cheap shots and flagrant fouls can potentially hurt other athletes, and so game officials will punish players who take such actions.

*Card 4. Criminal Violent Behaviour*

The final level of sports violence involves criminal violent behaviour, which clearly not only violates the rules of a game, but also violates the law. No athlete should sanction such behaviour, and it is clearly outside the norm of even the roughest contact sport. An example of a criminal act might be a premeditated assault on a player using a hockey stick as a weapon.

2. In the same groups, students watch the video about violence in sports and put each situation under the category they think fits best in each case. Then groups compare their answers and justify their choices.

Scan QR Code to get the video



BODY CONTACT

QUASI-CRIMINAL

BORDERLINE

CRIMINAL

### 3. Concluding discussion

- Have you ever been aggressive during a match? In what way? How did you feel after that?
- What are the reasons why players become violent during a match?
- What can each individual do in order to control aggressive behaviour?

# Activity 3

Activity meant to record the attitudes of parents towards the success of their child in sports and their own approach to aggressiveness.

*Topics n.:*

8

*Age target:*

Parents

*Time:*

10 minutes

*Activity description:*

Parents answer a questionnaire in the initial stage of the programme, according to the following model:

1. How well do you think your child performs on a scale from 1-5? Tick the appropriate box.

1	2	3	4	5

2. Why do you think it is important for your child to practice a sport?

- a) to have a healthy body
- b) to keep away from typical temptations for his/her age
- c) to become a professional
- d) to improve self-confidence
- e) to improve discipline
- f) other \_\_\_\_\_

3. How do you 'prepare' your child **before** the match?

- a) I discuss with him/her how he/she should tackle the match and that particular opponent
- b) I ask him/her not to let me down
- c) I encourage him/her and tell him/her that winning is not everything
- d) I just want him/her to relax, so I avoid talking about the match.
- e) Other \_\_\_\_\_

4. How do you react if **during** a match the referee makes the 'wrong' decision?
- a) I get frustrated, but I accept the decision
  - b) I start cursing the opponents
  - c) I start cursing the referee
  - d) I start an argument with the opponent team's supporters
  - e) Other \_\_\_\_\_
5. How do you react **after** the match when your child loses?
- a) I tell him/her that he/she could have done better
  - b) I am disappointed but I try to hide this from him/her
  - c) I discuss the problems that led to the defeat
  - d) I encourage him/her and tell him that it will be better next time
  - e) I punish him/her
  - f) Other \_\_\_\_\_
6. How do you react **after** the match when your child wins?
- a) I praise him/her and let him/her know I am very proud and satisfied
  - b) I discuss his/her performance with him/her
  - c) I tell him/her that he/she could have done better
  - d) I reward him/her
  - e) Other \_\_\_\_\_

# Activity 4

PE teachers/coaches complete individual progress sheets at the end of each month of the programme and discuss it with the parents. (This model can be adjusted in accordance with the goals set by the teacher and with the specific sport)

*Topics n.:*

**8**

*Age target:*

-

*Time:*

10 minutes / player or student

*Activity description:*

PLAYER'S / STUDENT'S NAME.....

COACH / PE TEACHER .....

DATE .....

## i. Technical ability

Skills	Needs Improvement	On target	Above target	Exceptional
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Ball control

Passing

Dribbling

Heading

Finishing

**2. Tactical Awareness**

Skills	Needs Improvement	On target	Above target	Exceptional
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In attack

In defence

**3. Physical Aspects:**

Skills	Needs Improvement	On target	Above target	Exceptional
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Endurance

Speed

Agility

Strength

**4. Personality Traits:**

Skills	Needs Improvement	On target	Above target	Exceptional
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Drive

Determination

Responsibility

Leadership

Self-confidence

Mental toughness

*Teacher's comments about level of anxiety and / or aggressive behaviour:*

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# ANTI-DISCRIMINATION & RACISM

## Pillar n. 2 | Fair Play and Integrity



**SPORT · OPENS · SCHOOL**

### Needs analysis

Undoubtedly, the fight against discrimination and racism in sport shall be considered one of the top priorities. Addressing this topic in high school - therefore involving youth - could be instrumental to the foundation of a fairer and human rights based societal and sport environment.

Currently, the subject sometimes can still be overlooked in PE school contexts or simply be swallowed by other school's subjects. Hence, it is not approached via sport. In addition, there is not a single manner to tackle this issue through PE. As a matter of fact, only one of the schools involved in this project specifically deal with the matter through PE, whereas some indirectly do it through other school subjects. Thus, it will be interesting to analyse how this teaching sheet will develop when implemented.

### Research summary

The anti-discrimination principle is theoretically placed at the heart of any sport activities (UNESCO, 1978; IOC, 2017). As a result, also the fight against racism is deemed crucial in order to have a fair sport environment. Unfortunately, in practice, racism affects sport at structural (Gallagher, 2001; Powell, 2008), institutional (Carrington and McDonald, 2010; Bradbury et al., 2011; Bradbury, 2013; Price et al. 2013) and individual level (Marjoribanks and Farquharson, 2011). For the scope of this project the focus will be solely on individual racism.

Living in multicultural societies (EUROSTAT, 2012; 2017) learning how deal with diversity since young age is key. Scholars like Brown et al. (2003) posed the query whether race is an issue on the playing field, arguing that sport can play a positive role to overcome potential barriers. Also other academics, sport governing bodies, International Organisations and Institutions support the same positive opinion on the role of sport to combat discrimination and racism (EU Council, 2000; Garland and Rowe, 2001; UNGA, 2014). Yet, there is also copious research (Blackshaw and Long, 2015; Lavelle, 2015; Dixton et al. 2016) and episodes (FARE, 2017, 2018, 2019) showing that sport is not immune to racism. Therefore, the question that one would be likely to raise is why shall we consider sport as a potential tool to combat racism? This enquiry shall be framed within the sport for social change framework, it being a branch of the wider sport for development movement. Indeed, being discrimination and racism sociological phenomena,

## Knowledge & skills to be acquired

### Knowledge:

- Definitions of discrimination and racism in particular;
- Awareness of the major anti-racism sports policies and campaigns;
- Understanding of the state of affairs with regard to racist episodes/behaviours in their country of residence.

### Skills:

- Ability to freely discuss the matter at stake;
- Development of critical thinking;
- Identify episodes of name calling, prejudice, stereotypes and marginalisation due to diversity.
- Bridging differences through social contacts and potentially friendships.

### *General methodology*

- Participatory and interactive workshops;
- Role models;
- Sport practices that will allow to exchange (sport) cultural knowledges.

Allport's (1954) contact hypothesis shall be applied. The theory relies on the assumption that intergroup contacts can reduce prejudices formation and decrease the sprouting of stereotypes. In fact, becoming acquainted with someone culturally, ethnically, linguistically diverse should lessen the "fear of the diverse" and ease up relationships that could even turn into friendships. To elicit this scope, high schools will be the environment where to appraise the potential use of sport (specifically physical education) to support the fight against racism. In fact, the high school setting provides an invaluable framework where to start challenging racism and build a value system based on tolerance, respect and friendship. Nonetheless, it shall be taken into consideration that - besides school - many more agencies can have a significant influence on the students' beliefs, like family members, peers, media, etc., and also it will impossible to quantify the long-term effect of the exercises suggested. Nevertheless, that should not stop us from attempting to tackle racism by rendering youth aware of the subject and trying to overcome racial barriers by simply sharing cultures and sport practices. Surely, the possibility of assessing the short term effects of this module, will be helpful to either second or reject theories that sport (in this case physical education) can be beneficial to reduce racist incidents. Therefore, both workshops and sport exercises shall be developed bearing in mind three levels. Firstly, the general country social context must not be overlooked, since providing a framework is fundamental when dealing with human behaviours. Secondly, the sport social context is also crucial. Taking into account discriminatory/racist episode in both elite sports but also grassroots sports. Finally, the specific school environment. Were racist incidents being recorded? What can be done to address/prevent them through PE?

To sum up, PE will be used to on the one hand raise awareness of racism in sport and on the other hand to contribute to breaking down cultural barriers (EU Commission, 2007, Coakley, 2011) through Allports' contact hypothesis (1954) and Putnam's social capital (2000).



# Activity

## Topics n.:

9 (6-7-8-10-15)

## Age target:

14+

## N. of people involved:

Min: 10 Max: N/A

## Necessary materials:

N/A

## Time:

Class duration

## Activity description:

Any of the activities carried out in order to fight against discrimination and racism shall bear in mind a human rights approach. They shall all have the non-discrimination principle as cornerstone.

Since generally, getting to know the “other”, is a good way to avoid the emerging of prejudice, stereotypes and as a result discrimination and marginalisation, this will be the final goal of the activities.

A suggestion could be to look for and then play traditional games of the country/region where the school is based and to the same for the countries/regions of origin of the students coming from other countries. Sharing cultures and traditions with regard to sport could be an engaging way of building sound friendship relationships.

For instance in Italy some traditional games would be: *lippa*, *coda di cavallo*, *corsa con il sacco*.

If you do not have foreign students in your class, please just take into consideration the top 5 countries of origin of the migrants present in your country and propose their traditional games. Indeed, it will be very likely that - in contexts other than school - your students will get in contact with people holding those nationalities.

# SPORT VALUES

## Pillar n. 2 | Fair Play and Integrity



SPORT · OPENS · SCHOOL

### Needs analysis

## Research summary

The revival of interest in ethics is taking place in a post-modern context in which it is precisely the individual who is in search of new benchmarks subsequent to the loss of supervision by the state, the family and religion, and of the major role that the employment used to play in social integration. Today, archetypal images again take centre stage in civil society. Sport accordingly adopts the guise of a “hyper-real replacement” compensating for rejection of so-called modern beliefs, such as faith in progress and globalisation (Lipovetsky, 2006).

Sport is now widely considered to have inherent values that could promote social integration, multicultural dialogue and preventive health.

It is possible to identify two principle to which most theories of sport ethics refer: fairness and sporting excellence as a manifestation of human excellence. Results and performances should derive from virtuous and praiseworthy development of individual talent. So even if the general environment is fair, performances achieved under the influence of fear, biomedical manipulations, or constraint cannot be considered a manifestation of human excellence. However, if sport ethics can be broadly defined as a set of principles based on honesty and the pursuit sporting excellence, it becomes clear that the ethical difficulties acing sport nowadays go beyond the traditional problems of doping and violence.

## Knowledge & skills to be acquired

- Knowledge of sports values and of their importance in modern society;
- Awareness of the ethical part of sport;

### Ability to:

- Play to win but always respecting sport values;
- Make ethical choices (no doping, no cheating, respect for the others, etc.);
- Build a sport school environment based on positive social values like friendship, tolerance and fairness.

## General methodology

Students should fill out a short personal diary reflecting on what they did and how to behave.

Designing a programme that seeks to promote the characteristics of the person running it.

Implementing activities that encourages a lifelong commitment to healthy physical activity.

Extending the initiatives taken by national federations and organisations in order, in possible, to promote quality standards.

Providing students with as much information as possible to ensure awareness of the potential risks and attractiveness of reaching high levels of performance.

In 1925 Georges Hebert (1993) suggested that the sport needed to remain a means of educating young people and not become an element of moral and physical destruction.

Current sport is contested terrain. It can nurture positive values in the individual and society, but it can also be destructive. Competitive sport is an area of key tension between cynicism and self-interest and the ideals of individual and institutional fairness and human excellence.

Then, the defence and promotion of ethics in sport remains a topical issue. Above all, it is necessary to recognise a positive culture of sport, which should be promoted through communication and education. Physical and sport education should include learning how to make ethical choices. Only when this is done will it possible for sport to continue to be considered a factor for individual development, and for prevention of disease and of harmful or perverse conduct and habits (Enlarged Partial Agreement on Sport, 11th Council of Europe, Athens, 2008, working documents and preliminary elements for discussion on ethics in sport).

# PERFORMING WELL UNDER PRESSURE

## Pillar n. 3 | Life Skills



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### Needs analysis

## Research summary

Physical Activity (PA) and sport participation promote the development of life skills (Koh and Camiré, 2015). Life skills are crucial abilities that have been defined by the World Health Organization (WHO; 1999, p. 3) as “the ability for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life”. Furthermore, life skills have been defined as a group of psychosocial and interpersonal skills, which can help people make informed decisions, communicate effectively and develop coping and self-management skills that may help them lead a healthy life (UNICEF, 2004). Life skills can be taught in sport because sport is a metaphor of life and there is a resemblance between performance excellence in sport and personal excellence in life as well as a similarity between mental skills needed for successful performance in sport and in non-sport domains (Danish, Forneris, and Wallace, 2005). Physical Education (PE) can be the ideal field for introducing life skills to adolescents and studies implementing life skills programs at school during PE have provided promising results (Goudas et al., 2006; Goudas and Giannoudis, 2008). Hence, PE is as an attractive option to teach life skills (Goudas, 2010). Life skills learned while participating in sport can be transferred to domains other than sport such as work and they can help adolescents to perform well under pressure (Goudas, 2010). The ability to perform well under pressure is one of the most important skills in life, and it is the result of the

## Knowledge & skills to be acquired

- Definition of pressure;
- Knowledge of skills involved in performing well under pressure;
- Problem-solving skills;
- Decision-making skills;
- Ability to communicate effectively;
- Team-building skills;
- Cooperation skills;
- Ability to cope effectively with stress;
- Leadership skills;
- Motivating others skills;
- Ability to perform well under pressure.

## General methodology

- Implementing activities within the sport environment to intentionally coach life skills;
- Group activities;
- Active learning;
- Experiential learning;
- Implementing activities to coach how learned skills could be transferred beyond the context of sport.

acquisition of other life skills. Indeed, many life skills such as: problem-solving skills, decision-making skills, communication skills are necessary to perform well under pressure. Generally speaking, pressure may be defined as a combination of factors that increases the importance of performing well on a particular occasion and/or environment such as school and job (Baumeister, 1984). Choking under pressure describes performance decrements that occur when people perceived pressure (Beckmann, Gropel and Ehrlenspiel, 2013; Beilock, 2010). Antecedents accompanying a choking episode were found within the task (Kinrade, Jackson and Ashford, 2010), the situation (Baumeister, Hamilton and Tice, 1985), and the performer (Kinrade et al., 2010; Mesagno, Harvey and Janelle, 2012). When addressing the performer, a crucial skill, that could foster the ability to perform well under pressure, is the ability to cope effectively with stress. Coping with stress has been defined as the cognitive and behavioural efforts that master, minimise, tolerate, or reduce internal and environmental demands (Lazarus, 1982). The way in which an individual appraises stressors (i.e., as challenge stressors or hindrance stressors) results in differential impacts on task execution (Cavanaugh et al., 2000). A challenge stressor is a type of stress where the individual appraises the stress as potentially promoting their personal growth and achievement, and the individual responds with a sense of meaning, hope, or vigour (Podsakoff, LePine, and LePine, 2007). PE teachers can promote students' ability to cope with stress by promoting students' functional appraisal of stressful events and their ability to cope with stress by engaging in problem-focused coping strategies. The ability to perform well under pressure is a learned skill that can be improved through training (Andersen, 2009; Harmison, 2006; Hays, 2009; Williams and Harris, 2006). In this context, strategies employed by PE teachers are vital in the process of coaching the ability to perform well under pressure.

# Activity

## Topics n.:

**11, 13, 15** (3 - 7 - 10)

## Age target:

From: 14 To: 18

## N. of people involved:

Min: 16 Max: 24 (divided in 4 groups)

## Necessary materials:

- Different kind of balls: volleyball, basketball, rugby ball, fitball, tennis balls (etc.);
- Different kind of sports equipment: tennis rackets, hockey sticks, baseball sticks (etc.);
- Mats in different sizes

## Time:

15 minutes in total for each round:

- 5 minutes after the briefing to let the team enough time to organise the activities
- 10 minutes of activity

## Activity description:

The balls are above a mat at the end of the volleyball field; at the opposite side of the field the students waiting with sport equipment (tennis rackets, hockey sticks, baseball sticks, etc.). Students must use the sport equipment to take balls outside the decontamination area. When a student reaches the end of the field, he/she touches a team member and let him/her starting the activity. The last ball must be taken out of the decontamination area by a student with a bandage on his/her eyes (so he/she cannot see). This student will be guided by other students' voices. Balls can't be touched by students' body (only with sport equipment). Time is recorded to assure that the activity is done in 5 minutes.

# SELF MANAGEMENT

## Pillar n. 3 | Life Skills



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### Needs analysis

## Research summary

Self-management means, being able to manage daily tasks in order to live well under certain stress situations and conditions. The concept of self-management is broad-based and includes a wide portfolio of activities such as improving knowledge about different topics and decision-making for managing their own health (Barlow et al., 2002). Self-management is a strategy developed based on the cognitive theory. It is thought of as a procedure designed to promote one's awareness of behaviour and ability to function when he/she is aware of his/her own behaviour (Nelson, Smith, Young, & Dodd, 1991). The structure of self-management programs should be organised and having certain learning outcomes in order to establish the adaption of health promoting behaviours (Barlow et al., 2002; Centers for Disease and Prevention, 2013; Hardeman, & Mitchie, 2009).

Following Lorig & Stanford (2004) self-management programs should include many components to managing health, (e.g., medication adherence, pain management, fatigue and stress management, depression, healthy eating, exercise, self-efficacy, and mobilising social support). Self-efficacy for example is a major concept of social cognitive theory (Bandura, 1998), that is often used as a framework for developing self-management programs. Self-efficacy, described as one's perception of his ability to implement a specific behaviour (Bandura, 1997). The learning of personal competences, which are determined as "life skills" and are strongly connected to mentioned self-efficacy processes, is becoming even more important for health promotion reasons. From this point of view, the behaviour of a person is regarded as the main control medium for the prevention of the individual's

## Knowledge & skills to be acquired

- Higher level of self-efficacy (one's belief in one's ability to succeed in specific situations or accomplish a task. Bandura, 1997)
- Better understanding of the importance of Physical activity on general health status;
- Better understanding of self-management and goal setting strategies;
- Methodical competence for implementation of self-management strategies.

### General methodology

The learning of such self-management competencies like goal setting strategies and time management should be considered in the curriculum at high schools in order to enable their students to integrate a sufficient amount of physical activities units in their daily life and to master all other personal issues. By using self-management strategies, students become aware of their behaviour and are positively involved in their own behaviour management. This experience will motivate these students to understand their responsibilities and to work towards their goals. Thus, their inappropriate behaviour is reduced and replaced by an appropriate behaviour. As a result, the class routine is better organised to allow students to participate in learning activities as well as sport activities.

health. A key component of the individual competence structure is a high level of self-esteem, self-confidence and the ability of self-regulation (Bandura, 1977, 1998).

The life skills have a broadband effect. In particular, they should be responsible for the development period between childhood and early adulthood, and enable the individual to master and manage the central development tasks and thus contribute to the production of personal stability.

Accurate belief of control and a positive self-worth are important attributes that influence a person's life. These traits should be developed during childhood, since they affect a person's decision making throughout their lives. In this connection we should mention the theory of planned behavior, as a universal psychological theory, which seeks to establish human behavior by relating beliefs, attitudes, intentions, perceived behavioral control, and human behavior (Ajzen, 1991).

The "Theory of Planned Behavior" (TPB) started to predict an individual's intention to engage in a behavior at a specific time and place. The theory was intended to explain all behaviors over which people have the ability to exert self-control. The key component to this model is behavioral intent. Behavioral intentions are influenced by the attitude towards the likelihood that a behavior will have the expected outcome and the subjective evaluation of the risks and benefits of that outcome (Ajzen, 1991). In other words, learning about successful self-management strategies means to learn skills and get confidence as well as learning about motivational backgrounds for everyday roles and responsibilities in order to be able to live a healthy life. Self-management strategies should help to break the cycle of negative life symptoms such as stress, fatigue, depression, anxiety and pain. In particular following Trost & Hutley (2015) a relative small percentage of high school students use physical activity self-management strategies on a regular basis. Teaching high school students to use self-management strategies to enhance their physical activities could be a useful approach to deliver lifelong healthy outcomes.



# Activity

## *Topics n.:*

**I2** (3-6-10-11)

## *Age target:*

From: 14 To: 18

## *N. of people involved:*

Min: 12 Max: 20

## *Necessary materials:*

PC and projector, questionnaire of physical activity frequency and other lifestyle behaviours.

## *Time:*

2h workshop for 3-4 weeks in total

## *Activity description:*

- The workshop includes self-monitoring activities of high school students by the use of a specific questionnaire\*.
- Upon the collection of the results, it will follow an intensive group work with the students in order to develop individual physical activity self-management goals by using SMART-method for goal definition.
- The workshop should include also the explanation of useful time management methods.

## *\*Annex:*

Questionnaire samples and readings links.

# SENSE OF RESPONSIBILITY/ LEADERSHIP

## Pillar n. 3 | Life Skills



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### Needs analysis

## Research summary

Leadership has been defined as a “process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2010). The attention oriented on the youth leadership field, learnable by sport has been taken into consideration in the last years, implemented to a various range of education proposals tested. The question of whether leadership through sport is learnable has received considerable attention in the academic arena, considering that leadership is also the sixth most frequently cited problem among players (Gould et al., 2006).

A lot of research data (Martinek and Hellison, 2009; Voelker, Gould, Crawford, 2011; Gould and Voelker, 2012) confirm the assumption that sport and physical education (PE) contexts are seen as socialisation vehicles for young people and certainly provide them with numerous interactive, enjoyable, and motivating opportunities for them to learn leadership skills. In fact, physical education and sport may offer some of the most potent environments for learning leadership and education settings like schools represent a strong potential for this. However leadership skills are best acquired not as a consequence of regular sport practice and physical education programmes but as a part of a practical, experiential education one.

PE literature does not support a cause-effect relationship between sport participation and leadership skills acquisition, so youth leadership is even more a competence that have to be intentionally developed in education contexts.

Instead of adult leadership, the youth one emerges as a

## Knowledge & skills to be acquired

- Learning Sport Programmes for the development of sense of responsibility/leadership
- Study and Planning of new game schemes that can be adapted to individual needs
- Leadership styles and factors
- Effective and Empathic Communication style

Ability to:

- identify leadership opportunities for all
- evaluate group strategies
- propose problem solving situations for leadership development
- diffuse the sense of responsibility among peers
- accept change as a stimulus to renew schemes, strategies and methods

### General Methodology

Teaching Social and Personal Responsibility

Outdoor Learning (Briefing/ game/debriefing)

Problem based learning (focus groups, workshop)

dynamic process, characterised by education phases that should be planned and designed by coaches and physical activities educators to obtain an effective methodology.

Moreover to develop sense of responsibility among young people in the leadership paradigm, traditional views have to be overcome. Top-down education models as well as positive leadership programmes only offered to a selected number of students because of their popularity and/or certain personal attributes (i.e., inspirational, organised, intelligent, charismatic, assertive, confident) represent a limited approach. If all young people have leadership potential when given opportunity and guidance, learning leadership has an important pay back: it is able to develop empower process among young people, within schools and in students' own community.

Teaching Personal and Social Responsibility (TPSR model) is about using physical education as a means to teach a code or a discipline to students. If this code becomes integrated and internalised by the students it offer them structure for their lives, values, inner-discipline. As a result, those skills will not only be seen in the gym context but also transferred to other aspects of their lives.

Finally the main factors emerge from literature are:

- Current theories like Transformational Leadership as well as learning by doing approaches can give input to define a new paradigm
- Learning settings where *game* is at the centre of education process, with its well-defined phases of preparation, development and preservation, are needed in different contexts.
- The potential of peer leadership have to be better developed.
- The traditional views of leadership as a competence for more sport skilled young people can be overcome by the diffusion of "leadership for all" and the sense of responsibility among young people
- The coaches and PE teachers approaches should be improved both in the phase of education objectives definition and in games planning phase. A more deepen role of adults can be discussed where mentoring skills can be increased.

# Activity: Minefield

## Topics n.:

**II - I3 - I4 - I5** (6 - 7 - 10)

## Age target:

From: 14 To: 18

## N. of people involved:

Min: 20 Max: 30

## Necessary materials:

30 plastic glasses or cones

## Time:

12 - 15 min

## Activity description:

Game in pairs. Every team starts as in the following picture:



A member of the team is blindfolded, guided by one classmate only with the voice. He must cross the minefield without touching the cones or glasses and reach a target on the other side of the gym. In the feedback phase evaluate:

- Team communication
- The resolution of potential conflicts
- Management of the emotional and stress factors in a solving a problem situation
- Collaboration, self-motivation and motivating others
- Decision making ability
- Team trust

# Activity: Festival

## Topics n.:

**I3 - I5** (6 - 7 - 10)

## Age target:

Suitable for all classes, you can change the balls to move or the distance to hit the targets

## N. of people involved:

All students can be divided in 4 groups

## Necessary materials:

- Several sport balls
- Hoops

## Time:

After the briefing, the teams will have 5 minutes to get ready to start relay, that should last max 10 minutes.

## Activity description:

Starting at the bottom of the volleyball court, get into the circle positioned within 3 meters (with a tennis ball inside), pull the tennis ball to hit the volleyball placed halfway between the 3 meters opposite and the field bottom line. The objective is to roll the ball over the field bottom line. As soon as it is pulled, run to the start to touch a classmate who leaves to go inside the circle. A team-mate picks up the tennis ball and from behind the baseline passes it to those who meanwhile have arrived inside the circle. Once the volleyball passes the baseline, place the basketball in the circle and hit it with volleyballs. Then with the basketballs hit 2 KG med ball. Then with 2 KG medicine ball hit 5KG medicine ball.

Finally, with a soccer ball positioned on the ground, strike by kicking a circle attached to the wall. The student at the back of the court must be changed every time a goal ball crosses the goal line.

The team that hits the hoop on the wall first wins.

This Activity underlines the need of collaboration among the teams. All in turn must throw from the circle and pass the balls from the baseline.

Also leadership attitudes can emerge during the game because all teams have to establish the order of who passes the balls according to their size and weight.

# SELF-MOTIVATION AND MOTIVATING OTHERS

## Pillar n. 3 | Life Skills



SPORT · OPENS · SCHOOL

### Needs analysis

## Research Summary

Schunk, Pintrich, and Meece (2008) defined motivation as “the process whereby goal-directed activity is instigated and sustained.”

The theories on motivation in current literature, show that individuals’ motivation is determined by young people’s thoughts, the beliefs about themselves and the social context in which they are learning. High-quality interpersonal relationships in students’ life contribute to their self-motivation, engagement, and achievement. To support motivation, research data give importance at the same time to the intrinsic factors (thoughts of self-efficacy) as well as to the contexts where young people learn and live. Self-efficacy is defined as “*individuals’ beliefs about their own ability to complete a task*” (Bandura, 1997). These beliefs are related to the types of choices that students make. In other words, if a student believes he/she is capable of completing a task successfully or performing well in a situation, he/she is more likely to choose to attempt and persist in the task. On the contrary the experience of failing to conclude a tasks causes a strong limit to efficacy. Self-efficacy has been shown to relate positively to effort, persistence, and achievement. One of the more diffuse theory providing a pathway to intrinsic motivation is self-determination. Self-determination theory (SDT) is defined as “experiencing a sense of choice in initiating and regulating one’s own actions” (Deci, Connell, & Ryan, 1989, 2000). Self-determination theory revolves around

## Knowledge & skills to be acquired

- Study of the individual factors of motivation and definition of a process of improvement
- Study and Planning of new game schemes that can be adapted to individual needs
- Support to the feedback activities on expected improvements
- Effective and Empathic Communication style

### Ability to:

- identify motivation needs
- build top-down and peer relationships
- plan educational pathway oriented to motivation
- support young people in the process of motivation evolution
- accept change as a stimulus to renew schemes, strategies and methods

## General Methodology

- Teaching Social and Personal Responsibility
- Outdoor Learning (Briefing/ game/debriefing)
- Problem based learning (focus groups, workshop)
- Role Play

three basic human needs (Basic Psychological Needs – BPN):

- a) the need for competence (experiencing success and mastery),
- b) the need for relatedness (experiencing a sense of social belonging),
- c) the need for autonomy (experiencing control over outcomes in one's life).

All behaviours of these people oriented to the satisfaction of Basic Psychological Needs (autonomy, competence and readiness), demonstrate the promotion of motivation, lifestyle changes and physical activity participation.

In recent years there has been substantial focus on teacher effectiveness and characteristics of effective teachers. It might now be timely to revisit the issue of class composition, particularly from a relational perspective. More specifically, in the context of achievement motivation, for a more effective learning paradigm, the following factors should be investigated:

- the characteristics of effective classrooms
- the relations among students collected together in the classroom
- the bases on which they should be collected together, and how they can interact

If we consider participation in sport as a basic parameter for the completion of youth's mental and social-emotional development, learning approaches have to plan for improving the sense of self-efficacy, for transmitting positive values connected to effort, persistence and achievement. It urges more proposals that consider different emotional contexts between boys and girls. At the same time methodologies have to increase equally the teachers' competences to assume more effective behaviours (transformational teaching) and the competences to mediate motivation support mechanisms in the peer community.

# Activity: Seaside Holidays

## Topics n.:

**13 - 14 - 15** (6 - 7 - 10)

## Age target:

From: 14 To: 18

## N. of people involved:

2 groups, 4 students each group, at the same time.

## Necessary materials:

- Several sport balls (tennis, volley, hockey, med ball...)
- Beach towels

## Time:

- Briefing: game rules description
- Game: 30 mins
- Debriefing (feedback/discussion)

## Activity description:

1. Starting with a beach towel with a ball inside. In pairs, keeping the corners sending the ball upward. Change the types of balls. Race: who does more throw upwards (with a certain height, at a certain time, while maintaining a minimum height) without dropping the ball to the ground (also 4 players for 1 towel or two balls each towel).
2. Race starting from the bottom of the volleyball field to move only when the ball is in flight, the pair that arrives at the back of the field wins. If the ball falls the pair must return to the starting point (also 4 players for 1 towel or two balls each towel). You can also design the game passing the ball from one pair to another, whoever has the ball on the beach cannot move.
3. Starting from the end line in pairs throw the ball towards the basket with the beach towel: 1 point for backboard, 2 points for iron of the basket, 4 points for making basket, at 6 points the pair wins (the same in 4 players).

With target 14-15 years old, use small balls, choose fields with reduced dimensions. This activity supports collaboration, self-motivation and motivating others.

To strengthen motivation, it is possible to create a more “funny holiday” climate (but also to increase difficulty), asking students to wear scuba masks, life jackets or fins!



# Activity: Creative Equipment

## *Topics n.:*

**I4** (6 - 7 -IO)

## *Age target:*

14 years and over

## *N. of people involved:*

Up to 20

## *Necessary materials:*

Various equipment

## *Time:*

No time limits. The participation of all students is required almost once.

## *Activity description:*

Place a stick or other equipment in the centre of a circle created between the participants. In turn, everyone must enter expressing what they can do with that tool (max 7 seconds to think about what to do). I can imitate or impersonate everything, using the tool in an alternative way to the use for which it was intended and giving space to the imagination.

Increase the number of tools to be used simultaneously or the number of people who will have to enter in the circle and create. It works against stereotypes and it is a mean to involve those who has difficult to expose themselves. This activity reinforces creativity, motivation, free interpretation, problem solving, improvisation.

# Activity: Little Red Riding Hood

## Topics n.:

**14 - 15** (6 - 7 - 10)

## Age target:

12 years and over

## N. of people involved:

Up to 20

## Necessary materials:

N/A

## Time:

No time limit. Two rounds.

## Activity description:

It is divided into 2 teams that decide to interpret together a figure chosen from: old lady / hunter / wolf.

At the teacher's start, the two teams arranged in two opposing lines of the field, will have to decide who to interpret without being heard by the other team. At the teacher's stop, each participant will have to realise the figure chosen by the group with these rules:

- The grandmother sticks the hunter in the head and is eaten by the wolf.
- The hunter shoots the wolf but gets hit on the head by his grandmother.
- The wolf eats his grandmother but is killed by the hunter.

The team that prevails gains a point.

This activity supports teamwork, motivation, free interpretation. It can be proposed when a friendly and fun climate is needed to reduce stress and pressure level in some situation at school.

# COLLABORATION/ TEAMWORK

## Pillar n. 3 | Life Skills



SPORT · OPENS · SCHOOL

### Needs analysis

## Research Summary

Teamwork is nowadays considered one of the most important skill to acquire among life skills. Education contexts, school physical education (PE) in particular, can play an essential role for this competence acquisition and for the transferability from the skill learnt in sport games to young people's own life. Youth sports provide the perfect opportunities for young people to acquire and develop teamwork. Among Physical Education (PE) theories, Education Through Sport (ETS) is the model that can mainly address social issue, evolve individual competences and develop social transformation. ETS creates learning environments where sport and physical exercises boost a strong lifelong learning outcome such as improving tolerance, solidarity or trust among people.

From a methodological perspective, ETS consists of adapting sport and physical activity exercises to the objectives of the planned learning project. ETS is strictly connected to Kolb's experiential learning cycle (Kolb 1984). *Experience* is the sources of learning and development. In ETS the concrete experience is the sport (or physical) activity that is adapted to the learning objectives of the programme. The participants of the experience reflect together in a guided debriefing process, after which they go through the change themselves and will be able to use the new competencies they learnt. The ability to function and collaborate within a team setting requires a multidimensional skill set that is beneficial at all stages of life.

## Knowledge & skills to be acquired

- Learning Sport Programmes for the development of peer collaboration
- Study and Planning of new game schemes that can be adapted to individual needs
- Effective and Empathic Communication style

### Ability to:

- identify educational needs and objectives through sport
- build top-down and peer relationships
- evaluate group strategies
- design outdoor educational learning
- accept change as a stimulus to renew schemes, strategies and methods

## General Methodology

- Teaching Social and Personal Responsibility
- Outdoor Learning (Briefing/ game/debriefing)
- Problem based learning (focus groups, workshop)
- Role Play

Therefore, teaching teamwork to young people can help them to develop skills at an early age that they will use forever.

Teamwork is in fact not only useful at the gym or on the playing field. Teamwork is always being used in all aspects of life, whether personal or professional. With coaches like bosses, teammates as co-workers, the game as the job, and a position as the player's role, youth sports provide an age-appropriate challenge and environment to develop this ability in a fun and enjoyable way. In addition to healthy physical activity and camaraderie, sports provide youth opportunities to learn life lessons and what it means to be part of something greater than themselves.

High school coaches play an important role in helping adolescents develop collaboration through their sports participation (Gould et al., 2006). It must be remembered, however, that the sports literature with reference to youth has consistently shown that the development of desirable personal and social skills is not an automatically acquired by sport participation. Hence, we must make efforts to assess the issues that high school teachers face and then provide educational information and training to help them better meet the needs of the students with whom they work.

More efforts must to be made:

- to support high school teachers in providing new educational programmes, oriented to the development of social skills of their students. In this framework focus on agonistic vision have to be outdone;
- to improve the design of education programmes by teachers, their role in teaching teamwork as well as coaches' views about Positive Youth Development (PYD);
- to produce future studies and data in the field of transferability of teamwork skill to other life contexts.

# Activity: Chernoball

## Topics n.:

**13 - 15** (6 - 7 - 10)

## Age target:

From: 14 To: 18

## N. of people involved:

Min: 4 Max: 20 (1 classroom – 4 groups)

## Necessary materials:

- Several sport balls (tennis, volley, hockey, med ball...)
- Different sport equipment (bat, hoops, rackets, hockey sticks...)
- Blindfold
- Exercise mats
- All balls are on exercise mats together with sport equipment, one ball more than sport equipment, one exercise mat each team.

## Time:

- Briefing: game rules description
- 5 minutes for every team to discuss the strategy before the game
- Not more than 10 minutes for the game (relay)
- Debriefing (feedback/discussion)

## Activity description:

All balls are placed on an exercise mat. On the other side of the gym/ volleyball court, students line up with instruments in hand.

- At first starting signal, every team have 5 minutes to decide how to make the game (who is the first player, which balls bring back and which tools they can use...). This phase is important to evaluate team collaboration, how they communicate, collaborate, if they listen, have mutual trust and if a leader coordinates the team and what leadership style emerges.
- At second starting signal, using all the tools, students must bring one ball back into the “decontamination area”, beyond the bottom line of the volleyball court and stop it, touching their own classmate with his hand to start again. You cannot touch the balls with body parts. In this phase the team can show their cohesion, the level of motivation, if they share success as well failures.
- The last ball must be brought back with the tool that you prefer/choose, from a blindfolded student. The team decides who will be blindfolded and who will lead it with the voice. Timing every team. This phase underlines trust, leadership style, time management.

# Activity: Raft relay race

## Topics n.:

**11 - 13 - 14 - 15** (6 - 7 - 10)

## Age target:

From: 14 To: 18

## N. of people involved:

Min: 20 Max: 30

## Necessary materials:

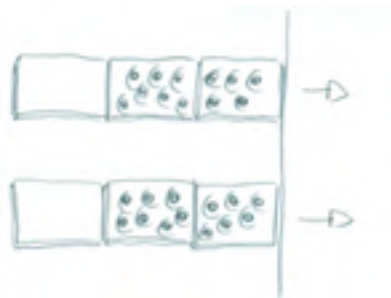
Exercise mats (1m/2m) for each team

## Time:

12 - 15 mins

## Activity description:

Every team starts as in the following picture:



The objective of the game is to carry two or three mats on the opposite side of the gym without ever laying any part of the body on the ground. It is a game defined to increase teamwork, motivation, in a friendly and fun metaphor. It also is possible, at the end of the game, in the feedback phase evaluate:

- Team communication
- The resolution of potential conflicts
- Management of the emotional and stress factors in a solving a problem situation
- Collaboration, self-motivation and motivating others
- Decision making ability
- Team trust
- Availability for improvement through critical analysis

# Activity: Tris relay race

## Topics n.:

**II - 15** (6 - 7 - 9)

## Age target:

From: 14 To: 18

## N. of people involved:

Min: 20 Max: 30

## Necessary materials:

18 hoops

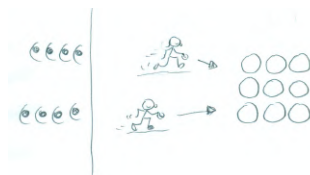
4 series of three objects of the same colour (cords, cones...)

## Time:

Up to 15 - 20 mins

## Activity description:

Every team starts as in the following picture:



For each team, a runner must reach the scheme, position the object of his team and race back to change the teammate. These and the next will do the same with the aim of forming a set in horizontal, vertical or diagonal on the scheme.

From the fourth onwards, if the set was not completed by the first three according to the usual rules of the "game of tris", he will have to move one of his three objects to another empty square and then run to change. The game continues until a team completes a set.

In the feedback phase evaluate:

- Team communication
- The resolution of potential conflicts
- Management of the emotional and stress factors in a solving a problem situation
- Collaboration, self-motivation and motivating others
- Decision making ability
- Team trust
- Availability for improvement through critical analysis.

# Activity: Exercise Relay

## Topics n.:

15 (6 - 7 - 10)

## Age target:

From: 14 To: 18

(Changing the level of difficulty)

## N. of people involved:

1 class

## Necessary materials:

1 hoop each team

1 horizontal bar each team

1 rope each team

## Time:

1 hour

## Activity description:

1. Departure: all team members (except one \*) bent, one next to the other, arms up. The student \* relaxes supine perpendicular to them, leaving your legs out. At the start the students will roll simultaneously, moving the partner.
2. The students arranged in a circle tied by hand will have to pass one at a time through a circle without removing your hands
3. Two students collect the long rope and they start to turn it, the others will have to pass run down without touching the rope
4. In pairs arranged at the two ends of one bench: every couple will have to go all the way bench (at the meeting point they will have to find the way to go beyond without falling)
6. Assume the position of requested acrogym.



This activity can support:

- teamwork
- the awareness of one's own body
- Take responsibility and respect for others
- Integration into the group
- Efforts to achieve a common goal



# Activity: Basket - Pass & Shot

## Topics n.:

**15**

## Age target:

From: 14 To: 19 (Design different level of difficulties)

## N. of people involved:

One Team composed by members in odd number

## Necessary materials:

Basket balls

## Time:

Briefing: 5 min - Game: 30 min - Debriefing: minimum 10 min

## Activity description:

The final goal is to be able to make 10 baskets in the time as shortest as possible. These are the following rules:

1. Starting from the back of the court where 1 ball is placed on one side and another one on the other.
2. People can't bounce the ball to move and at the same time they can't run with the ball in their hands
3. They can only use their hands
4. They cannot shoot a basket in the same basket
5. Before going to the basket everyone must touch the ball at least once
6. Everyone must make at least one basket

This activity aims at developing: Mutual Trust, Commitment, Team Identity, Communication and debate, Self-responsibility and responsibility for others  
All these factors should be evaluate in the debriefing phase.

Possible variations:

- different balls in both number and shape
- only one shot per basket rate
- use circles or other targets if there are no baskets
- change the number of participants
- change the way and the distance from which people shoot
- change the time to reach the goal

# Activity: Basket - Pass, Bounce & Shot

*Topics n.:*

**15**

*Age target:*

From: 14 To: 19 (Design different level of difficulties)

*N. of people involved:*

One Team composed by members in odd number

*Necessary materials:*

8 Basket balls

*Time:*

Briefing: 5 min - Game: 30 min - Debriefing: minimum 10 min

*Activity description:*

The final goal is to be able to make 10 baskets in the time as shortest as possible. These are the following rules:

1. Starting from the back of the court where 4 ball is placed on one side and 4 on the other.
2. To dribble for moving is mandatory
3. The balls placed on one side of the court must enter the opposite basket after a ball exchange that must take place on the 3-meter volleyball line

This activity aims at developing: Mutual Trust, Commitment, Team Identity, Communication and debate, Self-responsibility and responsibility for others. All these factors should be evaluate in the debriefing phase.

Possible variations:

- different balls in both number and shape
- only one shot per basket rate
- use circles or other targets if there are no baskets
- leave free choice in deciding the space to exchange balls
- change number of participants
- change the way and the distance from which people shoot
- change the time to reach the goal

# Activity: Basket Match

## Topics n.:

**II - I5**

## Age target:

From: 14 To: 19

## N. of people involved:

10 people

## Necessary materials:

1 Basket ball

## Time:

Briefing: 5 min - Game: 30 min - Debriefing: minimum 10 min

## Activity description:

- Match 4 vs 4
- one referee each team
- every minute change the referee
- coach defines time to change the referee
- people can't bounce to move and you can't run with the ball in your hand
- people cannot remove the ball from their hands
- there is no physical contact
- people can only use their hands

This activity aims at developing: Mutual Trust, Commitment, Team Identity, Communication and debate, Self-responsibility and responsibility for others, performing well under pressure, keeping control. All these factors should be evaluate in the debriefing phase.

## Possible variations:

- Before going to the basket everyone must touch the ball at least once
- Girls' basket is worth double
- use circles or other targets if there are no baskets
- change number of players (3 vs 3; 5 vs 5; 6 vs 6)