

# SOS TOOLKIT

ENGLISH VERSION







## TABLE OF CONTENTS

<b>ACKNOWLEDGMENTS</b>	<b>6</b>
<b>ABBREVIATIONS AND ACRONYMS</b>	<b>7</b>
<b>INTRODUCTION</b>	<b>8</b>
<b>SECTION 1</b>	<b>12</b>
THE RATIONALE OF THE SOS PROJECT	12
THE CREATION OF THE 15 TOPICS	15
<b>SECTION 2</b>	<b>19</b>
WHO IS THE SOS TOOLKIT MEANT FOR	19
HOW TO USE THE SOS TOOLKIT	20
<b>SECTION 3</b>	<b>21</b>
PROJECT IMPLEMENTATION	21
Design, training, and experimentation of the SOS PE teaching module	21
Reports of the experimentation	23
PROJECT ANALYSIS	27
PE teachers' standpoints	27
Students' voices	33
<b>SOS CHECKLIST</b>	<b>39</b>
<b>CONCLUSIONS</b>	<b>40</b>
<b>ANNEXES</b>	
THE SOS DECK OF CARDS	41
Theory, techniques, and teaching methods of sport	42
Sport education adapted to school setting	44
Physical and Mental wellbeing	46
Educational Role of sport: the unwritten rules	48
Health enhancing physical activity	50
Sport and Human Rights	54
Fair Play	56
Sport Violence	58

Anti-discrimination and racism	60
Sport values	62
Performing well under pressure	66
Self-management	68
Sense of responsibility/leadership	70
Self-motivation and motivating others	72
Collaboration/teamwork	74
SOS ACTIVITIES	76
Frontal / Group lessons	77
The Centipede - The Net and the Fish	78
Focus group on HEPA	79
Hit & Run	80
Monthly Challenge with the Self	81
HIIT	83
Time for Stretching	85
Planning together	87
Self-monitoring activity	88
Quiz	89
Inclusive Sports	90
Group discuss on violence in Sports	91
“Cards” against sport violence	92
Traditional games	94
Movies and debate	95
Making word clouds	97
Moments of sportsmanship	98
Creative equipment	99
Little Red Riding Hood	100
Minefield	101
Festival	102
Seaside Holidays	103
Chernoball	104
Raft relay race	105
Tris relay race	106
Exercise relay	107
Basket - Pass & Shot	108
Basket - Pass, Bounce & Shot	109
Basket Match	110
Virtual Orienteering	111
Survivors	112
<b>BIBLIOGRAPHY</b>	<b>113</b>

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# ABBREVIATIONS & ACRONYMS

BPN = Basic Psychological Needs

EC = European Commission

ETS = Education Through Sport

EU = European

EUROSTAT= EUROpean STATistics (statistical office of the European Union)

FARE = Football Against Racism in Europe

HEPA = European network for the promotion of Health - Enhancing Physical Activity

HIIT = High Intensity Interval Training

HRC = Human Rights Council

IOC = International Olympic Committee

KC = Key Competences

LIIS = Low Intensity Steady State

NGO = Non- Governmental Organizations (NGOs)

PA = Physical Activity

PE = Physical Education

PYD = Positive youth Development

SDT = Self-Determination Theory

SMART-method = Specific Measurable Assignable Realistic Time-related

SOS = Sport Opens School

TPB = Theory of Planned Behaviour

TPSR = Teaching Personal and Social Responsibility

UDHR = Universal Declaration of Human Rights

UN = United Nations

UNESCO = United Nations Educational, Scientific and Cultural Organization

UNGA = United Nations General Assembly

UNICEF = United Nations Children's Fund

WHO = World Health Organization

# INTRODUCTION

Sport Opens School (SOS) is a project based on the threefold purpose that sport can play. It recognises on the one hand the importance of movement and physical activity and on the other hand the crucial role that physical education (PE) teaching at school can have in conveying social values and improving life skills.

The major project objective was to provide high school physical education teachers with an innovative teaching module that increase adolescents participation in sport, educate them to fair-play, tolerance and finally to provide students with life and employability skills.

In 2000, the European Council already recognised the educational values that sport can bring up by stating that “sport is a human activity resting on fundamental social, educational and cultural values” (EU Council, 2000)

In fact, SOS builds on several EU documents on sport matters emphasising the important role of sport as an educational and health enhancing tool.

## **The project main objectives were as follows:**

- Creating a high school’s physical education (PE) teaching module that considers the importance of physical activity (health enhancing), sports ethics (fair play, integrity, fight against bullying), and life skills.
- Developing life and employability skills of the students participating in the project.
- Train PE teachers so that they can implement this teaching module and take part in its development and amending it on the job.
- Render the SOS PE module transportable and applicable in any high school of Europe (including non-sport high schools).
- Repositioning the relevance of PE teaching. The scope will be to improve the perception on the importance of physical activity teaching in high schools which are not sport high schools.

The project makes a connection between the societal role of sport and the development of some of the key competences recommended by the EC for the maintenance of the psychophysical well-being of young people (KC6 “Social and Civic competence” and KC7 “Sense of initiative and entrepreneurship”). There is evidence, in fact, that numerous positive developmental indicators are associated with sport participation, including improved self-esteem, emotional regulation, problem solving, goal attainment, social skills and academic and professional performance. The presence of well-qualified PE teachers can involve groups of students in building good relations among peers and in developing life skills, particularly initiative, leadership, respect and teamwork.

According to the UNESCO Worldwide Survey of School Physical Education (2013), schools autonomy produces disparities and sometimes happens that PE can give way to other subjects deemed more important.

Following the recommendations of the EU Commission (2016) it is fundamental to support teachers’ training because, in educational



institution, they have most impact on learners' performance and they can inspire and help learners to acquire higher and more relevant skills. Moreover, providing teachers with ongoing training means to stimulate their creativity and innovation, to update their skills and to give them the opportunity to exploit them for new career opportunities.

The development of European key competences is an important goal in all EU countries as expressed in the Eurydice Report (2002).

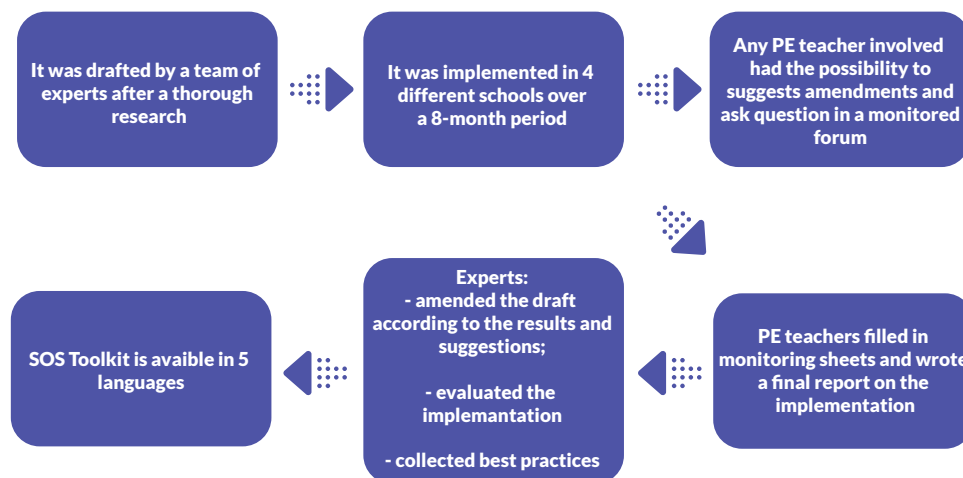
The increase of these key competences in young people and adult education is fully integrated in the SOS project aims: youth's knowledge, skills and attitudes will be properly improved through formal and non-formal education schemes; physical education teachers will have the opportunity to update their skills and competences. Finally, all the beneficiaries of the project will take advantage of the European dimension of the experience.

Therefore, the SOS teaching module drafted is very innovative in both its content and goals. Indeed, it aims to cover 3 main topics: health, fair play/integrity and life skills.

The novelty will consist in trying to combine a teaching module that serves the purpose of:

- Fostering the importance of sport as a health-enhancing tool;
- Raising awareness on human rights issues and strengthening students' relationships via the teaching of fair play and integrity through sport;
- Preparing students for future jobs and daily life interactions thanks to the teaching of life and employability skills through sport.

The innovative aspect is the idea of creating a module so engaging and useful at the same time, that after being tested in sport high schools, it will be also possible to easily export it in general high schools.



# SECTION 1

## THE RATIONALE OF THE SOS PROJECT

Sport Opens School (SOS) project arises from the assumption that Physical Education (PE) is as important as the other school subjects because it conveys fundamental skills and values to students. However, sport itself does not automatically perform its educational function, skills and values must be transmitted to students intentionally. To this aim, PE teachers play a fundamental role. Hence, they need to be trained to acquire suitable methodological skills and tools. The new teaching method developed by the SOS project team wants indeed to address the problem regarding the quality of physical education programmes and the qualifications of teachers involved (EU Commission - Developing the European Dimension in Sport, 2011).

The new vision of sport education proposed by the SOS project team has resulted in an innovative module of teaching Physical Education which was tested in 4 partner high schools, focusing on the role of sport for the development of three main purposes that sport can play:

- enhancing young people's health and wellbeing;
- teaching youth fundamental social values (fair play, integrity, tolerance, inclusion);
- fostering their life and employability skills.

### The SOS PE teaching module:



The non-formal education power of sport is widely recognised at EU level and the White Paper on sport (EU Commission, 2007) highlights the importance of physical education at school, since it is beneficial both for youth's health and for positive youth development. However, positive youth development is sometimes not an automatic consequence of sport participation (Coakley, 2011) and it shall be combined with other activities for the purpose of civic and social empowerment of students (Wiese-Bjornstal and Weiss, 2009). This issue is particularly relevant because most high schools' PE programs still lack an innovative teaching model that combine motor and non-motor skills-oriented approach for learning fair play and tolerance, to prevent bullying and to support young people in the development of life and employability skills.

For this reason, the SOS project answers to the need to reach effective results through a new physical education programme, showing how sport activities can be an effective means to improve personal and social skills of students if correctly defined towards these learning focuses. In fact, some sport learning approaches are today built on the conviction that sport values must be integrated within PE programmes rather than taught separately to be more effective (Goudas, 2010). Therefore, the integration and implementation of sport elements to be used for the specific educational purpose of addressing social competences and social transformation of youth should be planned with clear, realistic, and measurable outcomes. As the new approach consists in adapting sport and physical activity to the new learning objectives, the first main purpose was to create a friendly environment among students, overcoming in some cases the traditional performance-based education setting within which students often find themselves acting.

In recreational approaches to PE, the teachers' primary goals are to assist students in having fun, letting off steam, and working cooperatively with their peers to make the experience enjoyable for all (Ennist, 2017). Within a recreational approach to PE, activities in classes can be managed through games at the centre of education as a metaphor that offers the opportunity to stimulate associations of thoughts and ideas.



A new approach should be designed according to the following steps:

- Assess the classroom and students' needs
- Define different models of intervention based on three main SOS pillars, in an all-encompassing way
- Design activities on the basis of new education objectives:
  - Plan the activity through a sport-based approach
  - Build the activity focusing also on non-motor skills development
  - Choose the methodology oriented to the new educational objective (role play; outdoor experiential learning; debate; students' feedback)
- Evaluate the results of the experimentation, trying to individuate areas of improvement and conditions to redefine some elements of the activities

This approach leads to test a new role for PE teachers who tend to develop skills more related to the role of coach, repositioning the relevance of PE teachers in sport and non-sport high schools, highlighting the final benefit for students thanks to a more interdisciplinary vision. Consequently, PE teachers can build a learning community where students can develop together spirit of initiatives, positive leadership, new motivation in sport participation, collaboration and a sense of responsibility towards each other.

# THE CREATION OF THE 15 TOPICS

In the definition of new teaching program, the SOS project team has included all the dimensions that sport - as a comprehensive method - can enhance for youth's positive development. The impact of this new teaching module on students will have both a short-term impact, by developing students' awareness on the role of sport in fostering fair play, integrity, equality and health and also a long-term impact by preparing students for daily life activities and future jobs.

Thus, we have created a new teaching module based on three main pillars which develops through 15 topics. Clearly, they are all intertwined. However, for practical reasons and an in-depth analysis they are gathered in three main pillars:

## • Physical activity and health

- Theory, techniques, and teaching methods of sports
- Sport education adapted to school setting
- Physical and Mental wellbeing
- Educational Role of sport: the unwritten rules
- Health enhancing physical activity

## • Fair play and integrity

- Sport and Human Rights
- Fair Play
- Sport Violence
- Anti-discrimination and racism
- Sport values

## • Life and Employability skills

- Performing well under pressure
- Self-management
- Sense of responsibility/leadership
- Self-motivation and motivating others
- Collaboration/teamwork

### • Physical activity and health

It is a common understanding that the principle of the promotion of healthy lifestyles at school clashes with the limited engagement in sport of students and the current conditions that favour sedentary lifestyles, like school curricula dedicating less time to sport activity and the increasing use of mobile tools. In this difficult framework, the promotion of joyful sport experiences among youth has become an urgent issue. The definition of different attractive and accessible sport opportunities for all students can be one way to improve awareness on the consequences of wrong lifestyles. Moreover, thanks to the use of modern technology, like digital apps, young people have the possibility to give and receive feedbacks while playing sport and this can be useful to improve their sense of self-efficacy in motor activities. At the same time, this perception of competence will transfer into a better physical and mental wellbeing as well as a new motivation to adopt a physically active lifestyle also outside the school environment. The strategy to include the health pillar in the design of the SOS respond to the need of creating a task-oriented climate, where all students are open to make experience of their self-determination as one fundamental aspect of their mental wellbeing. Finally, teaching models should consider factors of peer cooperation, creativity and a sense of belonging that are relevant in youth.

### • Fair play and integrity

The social impact of sport is rarely addressed in high schools' PE programmes. The potential positive role of sport in society shall be discussed in class. Fair play, social inclusion in and through sport, fight against sport violence, and racism, anti-discrimination, integrity in sport are all topics that students shall become acquainted with. Often, PE curricula focus primarily on the physical part of the teaching. However, also the ethical part shall acquire its role in the teaching.

For instance, fair play might seem a topic that anyone would know about. Nevertheless, how to teach it and implement it in and off the sport realm is not a given. Indeed, positive attitudes in sport also depends on educators and coaches' behaviour. For instance, a coach who emphasises a "winning at all costs" attitude negatively influences the sport experience of the athletes. In the field of sport violence, to overcome the presence of wrong vision of sport, teachers should promote enjoyment and the development of individual skills as a main objective. Presenting positive role models, teachers should encourage input, allow participation in decision-making of all students and highlight the importance of their feedback in every activity. In this way they increase the sense of belonging in teams, integrating the sport positive value into students' curriculum. At the same time, the involvement of other people of the student's personal life context like parents can help students develop a positive attitude towards sports. If parents share with PE teachers the concept of the positive attitudes towards competition, promoting the same goals of enjoyment, a realistic expectation in terms of performance and facing off possible states of anxiety or aggressive behaviour, it is easier to reach the expected impact. This could also prevent potential bullying episodes in and off school.

Furthermore, students can also learn principles like anti-discrimination and the fights against racism through sport. Sport activities per se can teach them about equality but also listening to life stories of people / athletes that were discriminated against can be helpful. They can also put themselves in the shoes of people with disabilities to understand the obstacles they face in accessing and practising sport. All this will help them to develop a critical understanding of sport.

Finally, thanks to extracurricular or interdisciplinary activities they might comprehend the potential power of sport in fostering human rights and

development (UNICEF 2004; UNGA 2004, 2007, 2014a, 2014b). Students can learn how sport can be used to address social issues and increase social inclusion (UN Human Rights Committee 2015). They can broaden their knowledge on the role of sport in supporting positive social change. This way, while practising and encouraging the practice of sport to enhance physical and mental wellbeing of people, they might also consider sport potential societal role. This is key to build inclusive and tolerant societies.

#### • Life and employability skills

Teamwork, sense of responsibility/leadership and motivation are three important skills to acquire among life skills. Physical education can play an essential role for the acquisition of these competences and for the transferability of the skills learnt in educational and sport setting to students' everyday life. Thus, youth sports provide the perfect opportunities for young people to acquire and develop social skills.

However, it is important to distinguish what "sport" is as a social factor and what "sport and physical activity" are as potential educational tools. Different approaches of sport education introduced by Henning Eichberg (2010) can support a clear framework within which teachers can define their methodology (Foldi et al., 2013).

- Education for Sport concept has as main aim the development of motor skills and competences in terms of sport performance. The methodology is traditional, implemented through the practice of different sport disciplines. It is a typical method applied in formal context of education.
- Education by Sport, is a more complex process and includes specific objectives such as the aim to address health issues and wellbeing. The main objective is to spread awareness of healthy lifestyles in society, supporting the concept of "sport for all", as a tool to learn people about individual process of wellbeing.
- Education through Sport (ETS) approach is much deeper in terms of its aims and expected outcomes and it uses a holistic perspective. This approach consists in the integration and implementation of sport elements for an educational purpose to address a social issue, develop social competences and cause a lasting social transformation. The whole educational process is planned and prepared. Clear, realistic and measurable outcomes are expected afterwards. ETS creates existential learning between people. Through ETS a lasting social change is expected to happen. It aims to enable empowerment and provoke a sustainable social transformation. ETS can be considered a sport-based approach of the experiential methods (Kolb 1984). This method support students to make experience, placing the sport game at the centre of the activity and giving more importance to the students' feedback on processes of the game and their behaviours than to the performance itself. By reflecting together in a guided debriefing process with fundamental rules by teachers, they go through the change themselves and are able to use the new skills they have learnt.

The use of sports games for learning in experiential way becomes effective if:

- They are motivational, cooperative, and interdisciplinary
- They meet educational objectives
- They allow the resolution of problematic situations and the application of concepts in practical situations
- They favour oral expression and cultural awareness in respect of others (it is a non-judgmental learning method, giving feedback on processes and behaviours not on people)

The need to disseminate the experimental design is underlined in research that highlights the strong relation between sport and life skills (Gould and Carson, 2008). The experiential learning approach emerges as one of the best ways to apply a methodology of life skills development in the last years. This methodology includes tools of theory already tested in the past. Chapman et al. (1995) have provided a list of factors that should be present to define an activity or method as “experiential”.

To design more efficiently activities in the frame of ETS approach, as some studies in the past already suggested (Sariscsany 1993; Carlson 1994), a redefinition of traditional sport games with the factor of fun in PE is necessary. An extension of the concept of fun could for example mean the responsibility of refereeing, organising schedules or placing players in a suitable position as well as working as a team, cooperating and learning new skills. Sport education may be one that allows this redefinition expanding the terms of fun to include teamwork as well as socialising. Also, in the case of leadership skills, youth leadership development requires intentional efforts on behalf of effective coaches and physical educators, where young people are not only given leadership opportunities but are also taught how to be effective in those roles (Gould, Voelker and Griffes, 2013).

High school coaches play an important role in helping students to develop life skills through their sports participation, acquiring new skills as a role of coach for social skills that can value their professional path.



## SECTION 2

# WHO IS THE SOS TOOLKIT MEANT FOR

- Are you interested in finding more effective ways to engage your students in PE classes?
- Do you want to trigger their interest in human rights and fair play?
- Are you looking for ways to improve the involvement of students in extracurricular activities?
- Are you considering introducing the teaching of soft skills in your classes?

**Then read on!**

This toolkit is meant for:

- High School Physical Education Teachers
- High School Teachers
- High School Principals
- Educators
- Coaches
- Civil society organizations, including non-governmental organizations (NGOs) working on education
- Academic institutions
- National Olympic Committees

The SOS Toolkit is aimed principally at high schools PE teachers to guide the delivery of their classes. It covers both theoretical support and practical tools to help implement on the ground the concepts present in the Toolkit.

# HOW TO USE THE SOS TOOLKIT

## TO UNDERSTAND:

OPTION

**01**

THE EDUCATIONAL  
ROLE OF SPORT

THE POTENTIAL USE OF PE FOR  
HEALTH ENHANCING PURPOSES

OPTION

**02**

OPTION

**03**

THE ROLE OF SPORT IN FOSTERING  
ANTI-DISCRIMINATION ACTIVITIES

HOW SPORT CAN TEACH HUMAN  
RIGHTS AND FAIR PLAY

OPTION

**04**

OPTION

**05**

HOW SPORT CAN  
FOSTER LIFE SKILLS

HOW CERTAIN ISSUES  
(ISOLATION, BULLYING, ETC.)  
CAN BE ADDRESSED VIA SPORT

OPTION

**06**

OPTION

**07**

HOW TO IMPLEMENT  
THE SOS ACTIVITIES

## TO LEARN:

OPTION

01

ABOUT OTHER HIGH SCHOOLS'  
BEST PRACTICES

MORE ABOUT CONDUCTING SPORT  
ACTIVITIES FROM REMOTE

OPTION

02

OPTION

03

ABOUT STUDENTS' VIEWPOINTS  
ON LEARNING SOFT SKILLS

ABOUT THE IMPORTANCE OF AN  
INNOVATIVE PE MODULE

OPTION

04

OPTION

05

ABOUT SOME OF THE ACTIVITIES  
THAT CAN BE CARRIED OUT

ABOUT TRANSFORMING THE SCHOOL  
ENVIRONMENT THROUGH SPORT

OPTION

06

OPTION

07

ABOUT STUDENTS' INTEREST  
IN HUMAN RIGHTS AND  
SPORTS VALUES

The SOS Toolkit offers both theoretical content and practical examples on how to implement the activities referring to the theory.

For each of the 15 topics there is a teaching sheet and several activities.

THE NUMBER(S) IN BOLD INDICATE WHAT TOPIC(S) THE ACTIVITY ADDRESSES



## Pillar n. 1 | Physical Activity and Health

### FRONTAL/GROUP LESSONS

#### Topics n.:

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

#### Age target:

**From 12 to 18 years old** (different materials in accordance with participants' age)

#### N. of people involved:

Min: 5 Max: 20

#### Necessary materials:

Projector and slides

#### Venue

School, home

#### Time:

30 mins per class

#### Activity description:

Frontal/Group 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.

EACH ACTIVITY MAINLY BELONGS TO A PILLAR, REPRESENTED BY A SYMBOL.

HOWEVER, MOST OF THE ACTIVITIES - BEING INTERDISCIPLINARY TOUCH UPON MORE THAN ONE PILLAR

THE NUMBERS IN BRACKETS REPRESENT WHAT OTHER TOPICS ARE COVERED BY THE IMPLEMENTATION OF THE ACTIVITY

ACTIVITIES ARE DESIGNED TO BE PERFORMED MAINLY AT SCHOOL, BUT MOST OF THEM ARE ALSO SUITABLE FOR DISTANCE LEARNING

## SECTION 3

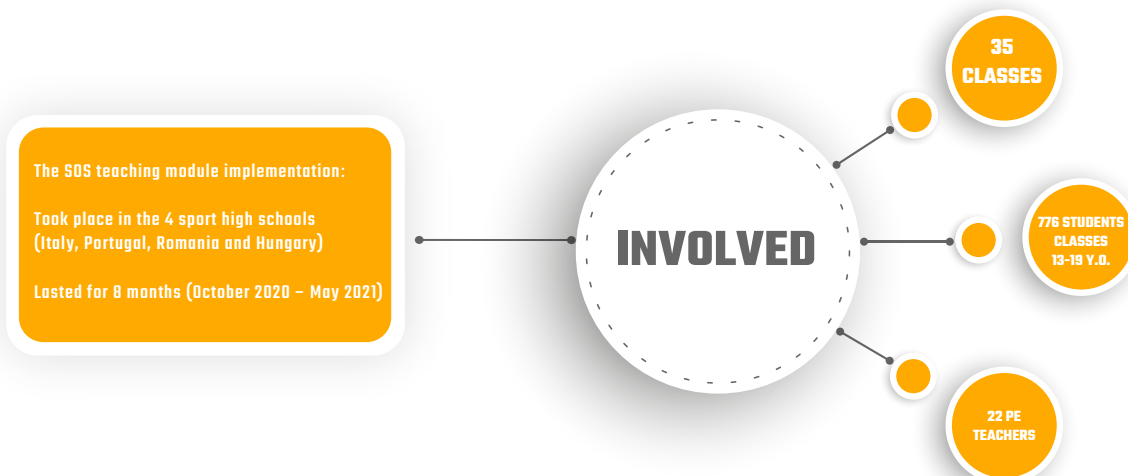
# PROJECT IMPLEMENTATION

## Design, training, and experimentation of the SOS PE teaching module

The main objective of the new SOS teaching programme was to create a Physical Education module and firstly test it in the 4 sport high schools involved in the project. The experimentation was a necessary step to collect participants' feedbacks and to assess the module strengths and weaknesses to make it effective and easily replicable in all high schools. The phase of training delivery to the 22 PE involved and the experimentation in the 4 high schools, allowed PE teachers to implement the new module within a sport-based approach applying a necessary redefinition of their educational goals as a challenging element of their usual activity. In line with the ambition to create a European teaching program, based on the exchange of practices among all trainers, it was created an online platform. Through the platform, the interdisciplinary team of trainers and PE teachers involved interacted and exchanged views and opinions on the proposed activities. Consequently, the PE teachers had the possibility to improve their methods, keep track of the activities implemented and report their work and considerations, while trainers could use the platform as a monitoring tool of the experimentation. The platform opened the possibility to suggest amendments based on their hands-on experience during the module implementation and the students' feedback. Indeed, also students had a say on the activities thanks to the chat present in the platform where they could leave comments and suggestion for any activity.

At the base of the school testing three main elements have supported the quality of the work

- The involvement of an interdisciplinary team of experts in drafting the new module in open collaboration with high schools' teachers in 5 EU countries (Italy, Malta, Romania, Hungary, and Portugal)
- The participation of the PE teachers in designing and testing the new module's activities
- The possibility for the whole project team (trainers and PE teachers) to interact among each other during a three-day training meeting and through an online interactive platform.



In terms of design, the new module was developed as motor outdoor and indoor activities, according to the concept of a game as a metaphor to support the growth of students' specific skills and competences as foreseen in the three SOS pillars. The experimentation had just begun when the spread of the COVID-19 pandemic suddenly forced all schools to closure and as a result it put a halt to the SOS project experimentation. The project team, both trainers and PE teachers, were called to redefine most of the foreseen activities in a remote modality. In each school the situation was different, and the teaching modality followed the spread of the COVID-19 pandemic in each country: some schools switched completely to remote teaching, but the majority of them could implement the activities in a hybrid modality. Some high schools proposed physical exercise to keep their students fit and preserve their health and motor condition. For health and safety reasons, in some schools it was not possible to make students play physical activities at home, thus, most of the activities proposed during remote teaching were focused on online workshops, debates and discussions of case studies, videos as well as quiz on online platforms. The involvement of the trainers to support PE teachers in this phase was crucial to motivate teachers and to propose new tools to continue the activities from remote.

The trainers assisted teachers to reach these main objectives:

- To select the proper online tools to comply with the SOS educational aims.
- To increase their ability in promoting debates and moderating discussion on the SOS topics.
- To propose tools of assessment of the students' new skills (observation tools, feedback, and discussion in teacher's community).

# Reports of the experimentation

Overall, the experimental phase produced good results in terms of students' appreciation and rate of satisfaction of the proposed activities; PE teachers' ability to take the challenge of changing their educational models and try new tools; and the achievement of the foreseen educational goals. At the end of the experimentation phase, each high school produced a report which summarised positive and negative aspects of their experiences. The main issues highlighted in the reports are described below and might be useful for future implementation.

## **Pillar 1, Physical activity, and health**

Due to the pandemic, teachers had a short time to carry out activities in presence at school. They, therefore, focused mainly on increasing students' participation by making PE classes more fun and enjoyable through games. Sports games help to engage even students who are usually less active and to reach the goal of forging their characters and teach them pro-social behaviours such as collaboration and empathy.

Teachers were forced to find ways to adapt sport education to the newly discovered needs of the students: preserving their physical and mental wellbeing during a global pandemic. They had to be creative to make students stop considering sport just as a school subject and start seeing it as a method of staying healthy. Thus, even in remote teaching, teachers have worked to improve the motor skills of students, not only to improve their sports performance, but above all to increase the self-awareness, perceived competence, and enjoyment of their experiences in physical activity. The students felt motivated to keep themselves physically active, managing independently the time to devote to physical activity. Students at home had to experience self-management regarding the time spent training, the nutrition, the correct postures. They had to be true to themselves in order to see results and they knew it was all on them. That means they had to develop the sense of responsibility, as well as self-motivation.

### TIPS FOR TEACHERS

Invite students to use technological apps and devices to monitor their health and fitness. These tools help engage less physically active students who prefer technology to outdoor sports

The activities that were meant to improve both physical and mental health helped most students developing strength, speed, and resistance in various conditions, with similar demands in sport events. Also, they involved the advanced athlete's ability to concentrate, dose and control strength in various situations, as well as the ability of decision making in a short time. Some of the activities also involved students with different health issues such as type 2 diabetes, hypertension, obesity, cardiovascular diseases, osteoporosis, cognitive disorders and proved to have positive effects on their physical health. Moreover, the activities help developing a positive image about the self, acceptance,

high self-esteem and self-efficiency, thus reaching the ultimate purpose of developing student's personality for a healthy lifestyle.

For the purpose of increasing awareness on the importance of physical and mental wellbeing, teachers engaged students through discussions, problem-solving, case studies, role plays. Students discussed difficult topics like anorexia, equality, and the acceptance of one's identity and this helped them improving their empathy and their ability to put themselves in others' shoes. PE teachers created a very stimulating and friendly learning environment, leading students to freely express their emotions and to debate on some difficult issues, and finally helping some of them to reach self-acceptance.

### Pillar 2, Fair Play and Integrity

All activities proposed for the topics of Pillar 2 were designed bearing in mind a human right approach and having the non-discrimination principle as cornerstone. Moreover, PE teachers have very well internalized the concept of game as a metaphor, that is the proposal of an unusual context, capable of attracting the attention of the participants and bringing them out of their everyday lives. Thus, PE teachers have mastered to redesign the activities and to

focus on the factors of fun and friendly environment of the metaphors. PE teachers proposed activities to make students aware of the context they live in and raised awareness on potentially discriminatory acts and environments; carried out activities that allow the exchange of (sport) cultural knowledge among students; further to sport activities that include students with disabilities. PE teachers positively valued the fact that most activities were not only

### TIPS FOR TEACHERS

Keep in mind a human right approach and the non-discrimination principle when planning activities

easily applicable in the school setting, but also that the games were adaptable for the full involvement of all students, irrespective of their age or abilities. In the more difficult period of the COVID-19 pandemic, when all activities must be managed from remote, PE teachers managed online teaching proposals obtaining positive feedbacks from their students who enjoyed watching movies on sport values and the fight against discrimination and discuss them in online classes afterwards. Also, quizzes on sport and human right delivered through an online platform were very well-received by students.

PE teachers appreciated having more time to dedicate to human rights, fair play, and integrity with their students, allowing the growth of awareness on the role of sport in society. However, most of them would have preferred to have the opportunity to discuss those topics in class rather than from remote, as they consider more effective to combine theory with practical activities.



PE teachers managed to trigger many debates after watching videos with their students on various topics like human rights, fair play, violence in sport, discrimination and sport values. They supported different opinions on the theme discussed upon different situations, such as real cases of violence on court or discrimination, encouraging the idea of fair play. Also, the games chosen for the activities were meant to reduce violent behaviour, encouraging students to work together for the team. Again, the online discussions on the topics were meant to keep the students aligned and stable emotionally and physically.

In Pillar 2, PE teachers experimented also activities aimed at developing team spirit and trust in the teammates. The students were encouraged to respect all sport values and to plead for fair play. Teams were created considering a mixed level of physical abilities as well as involving individuals coming from disadvantaged groups. Even if competition was encouraged as well as performance, everything was managed within the limits of fair play and sense of community.

#### TIPS FOR TEACHERS

Create teams taking into account a mixed level of physical abilities as well as involving individuals coming from disadvantaged background

### Pillar 3, Life, and employability skills

The activities experimented in Pillar 3 helped boosting a climate of great collaboration in most of the classes. At the same time some activities tested in small groups increased creativity skills of students and encouraged the involvement of all students. Even the most isolated and demotivated students often offered personal contribution to the working groups, showing a new sense of initiative.

The new module tested reached the results to improve not only motor skills of students but also decision making and the speed of thinking during games and competitions. It was clear that participants developed new competences such as: effective communication, trust in each other's and teamwork. The complexity of some activities enhanced students' empowerment and it was so likable for them. Moreover, the activities pushed them to be more creative and developed their empathy; PE teachers reported that in classes where the atmosphere was difficult, much work was needed to reach the learning objectives. Collaboration and teamwork were probably the easier topic to

In all SOS Pillars, PE teachers appreciated the time dedicated to students' feedback through debate as well as the phases of briefing and debriefing of the sport-based approach of the experimental learning method for Pillar 3. The time dedicated to these two activities - which is unfortunately very short in school's routine - was considered very useful because it could help students to express different opinions, to learn to listen to others and to understand different points of views. Also in this

case, PE teachers reported the need for further support to improve their ability in this new role of coaching as a facilitator of debate in classplay, and integrity with their students, allowing the growth of awareness on the role of sport in society. However, most of them would have preferred to have the opportunity to discuss those topics in class rather than from remote, as they consider more effective to combine theory with practical activities.

#### TIPS FOR TEACHERS

If you need support in applying the new method, discuss with your colleagues and exchange practices and views

promote during PE lessons, since teamwork is an essential requirement in PE games and team sports anyway.

Pillar 3 has been considered like a transversal field because it was taken into consideration in every activity of Pillars 1 and 2. Students were trained to work well under pressure, which means they had to deal with time limits and to show and exploit their leadership skills. Through games, they developed sense of responsibility, because they had to put their team interest above

their own. Teamwork became the key word, meaning that they had to support, help, encourage the other members of the team to achieve the goals, despite their relationship outside this context.

After the application of the new training Module, teachers have noted a significant change in students, especially as regards to the skills of teamwork, a new sense of responsibility, fair play and problem solving specially to solve unexpected

situation during a pressing game. For this reason, trainers suggested to expand the range of activities in schools, giving more space to the psychological issues of students and supporting the development of their social and civic skills.

Finally, in the phase of testing, the teachers needed further support for the monitoring of the method and to understand the concept of the game as a “serious tool” to develop the social skills of their students.

#### TIPS FOR TEACHERS

To promote Leadership carefully choose the leaders of the teams and eventually change them so that each person have the chance of practicing this ability

# PROJECT ANALYSIS

## PE teachers' standpoints

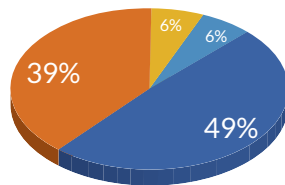
To appraise the teaching module implementation, monitoring sheets available on the SOS online platform have been filled in by the PE teachers and the students involved in the SOS project.

The PE teachers completed a qualitative survey, 3 months after having started implementing the SOS teaching module in their classes. They also filled out a quantitative survey at the end of the implementation phase. Both surveys were made available on the SOS online platform and completed in English.

80% of the 22 PE teachers replied to both the 1st and 2nd survey.

### Frequency of implementation

- Every second week
- Once a week
- Three times a week
- Four times a week



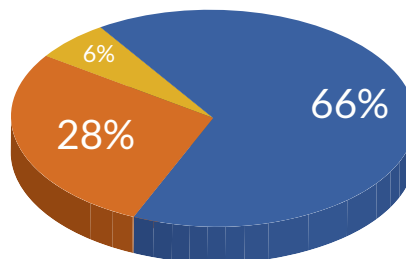
One of the first topics covered was the frequency of the implementation of the SOS activities.

Each school was proposing the activities more or less frequently: about half of the teachers were carrying out the activities every other week, 39% of them every

week, and the remaining 12% either twice, three or more times a week. Since most of the SOS teaching module was implemented during the COVID-19 pandemic, classes were not attended in person. Hence, the SOS team of trainers had to adapt the activities to the new teaching settings. Indeed, the activities were mostly implemented through hybrid teaching (67%), and remote teaching (28%). Only few activities (6%) could be conducted in person.

## TEACHING MODALITY

- Only from remote
- Only in person
- Hybrid teaching



Before the beginning of the activities, 89% of the teachers had told the students to check out the SOS website to have an overview of the project. 72% of teachers had also mentioned that there was a Facebook page that the students could visit to form an idea on what to expect from the module and which topics they were going to explore.

After 3 months from the start of the SOS teaching module implementation, each pillar had been covered by at least half of the teachers (61% covered the first pillar, 56% covered the second pillar, and 67% covered the third pillar).

Most teachers (94%) claimed that the pandemic had severely affected the implementation of the activities in a negative way, which sounds reasonable if we consider the importance of the in-person component when it comes to PE classes.

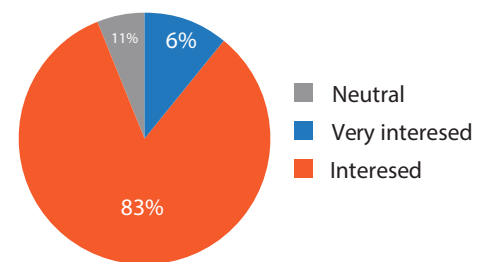
However, some teachers managed to find positive elements despite this challenging situation. Insightful comments emerged when they were asked

whether they noticed any positive elements in teaching from remote. PE teachers claimed that a positive element was being able to perform activities regardless of the whereabouts of the students. Some teachers also saw a greater interaction among students on the SOS online platform, compared to the regular in-person activities. Another pinpointed positive element was that students showed a greater will to develop self-knowledge and make their own research on the various topics. Lastly, students had to keep themselves more accountable and complete the tasks assigned on their own. They showed great dedication, sense of responsibility, and autonomy.

Therefore, PE teachers found that the SOS project had many added values. For instance, the fact that students could learn the importance of teamwork and physical exercises; in addition, the ability to see sport from a new standpoint and learn an important message of inclusion, equal opportunities, fair play and sport values. Some teachers also stated that they realised the importance of discussing these topics during PE classes, compared to when they would mostly focus on physical activities. Another added value, according to the educators, was the opportunity to cooperate with other countries and deal with some of the current challenges together. Finally, teachers appreciated the opportunity to participate in the April 6th activities as an innovative way to introduce students to sport for development and get acquainted on how sport can potentially be a tool for positive social change.

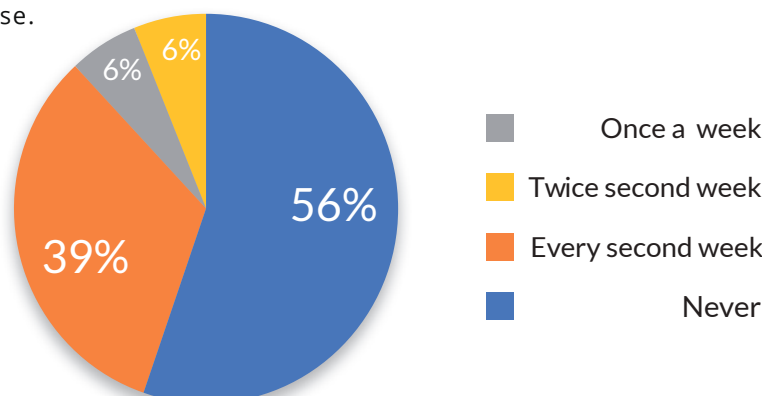
Great importance was also given to the complementarity between the three pillars, and 67% of teachers took some time to discuss this in class with their students.

The results also revealed a great general response: more than four out of five students showed great interest in the activities, and while a small portion (11%) seemed to be neutral to the material covered, the teachers claimed that none of the students showed little to zero interest in the activities



This led the PE teachers to deem that the SOS teaching module should not be limited to sport high-schools. Indeed, 89% of them were confident that the activities could potentially be feasible to implement in any high school. What the teachers suggested on this note is that to make the module applicable in any high school, some games and tournaments shall be planned to involve the entire school community. Most educators seemed to believe that the current SOS teaching module would fit every high school class perfectly as it is, and they found that no change would be needed. Some of them even reported that they applied the module to other classic high-school classes already, and that it was as fruitful as in the sport high schools.

If the module was to be extended to other schools, a helpful tool would certainly be the SOS online platform. Most teachers (67%) believe that it is a great and useful mean to share experiences and communicate with other schools, and only 6% of the teachers did not find it beneficial in this sense.



As it emerges from the results, this tool was used by 61% of the teachers to share experiences, exchange opinions and communicate with their peers.

Most teachers would access the platform to chat with the trainers every second week; 33% of them, however, claimed that they never used it with this purpose, which perhaps suggests the need to provide more incentives to take advantage of this tool. The language was perceived as a barrier by some of the PE teachers. Indeed, English was chosen as the common language to be used to communicate via the platform.

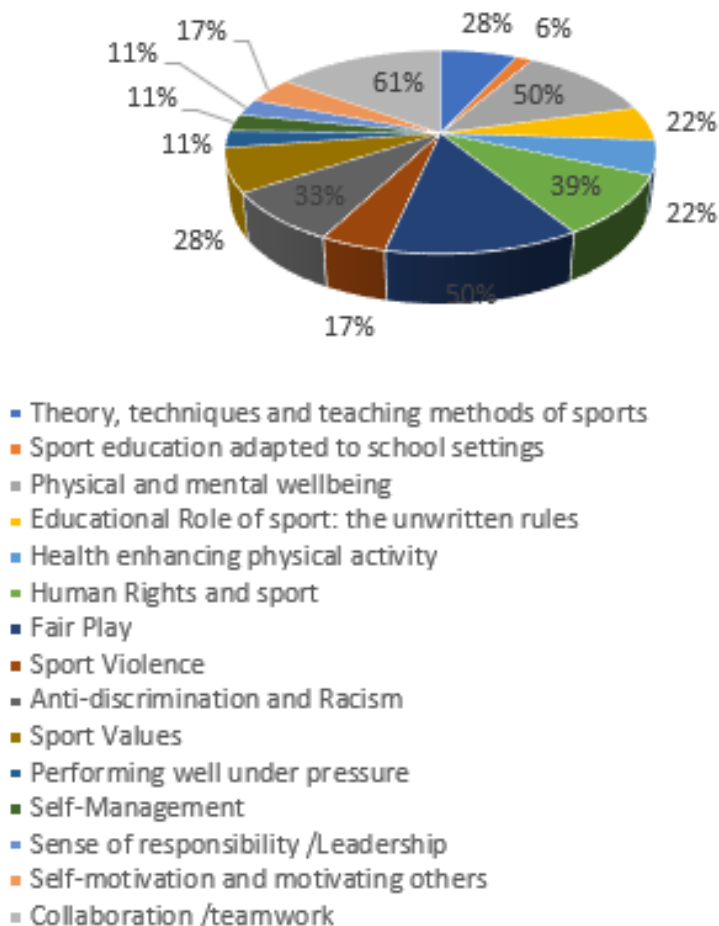
With regard to the 3 pillars and the topics covered by each one of them, what emerged was that some of the concepts were introduced to the students for the first time during the activities.

Specifically, pillar 1 "Physical activity and health" gave the teachers the opportunity to introduce topics such as "Physical and mental wellbeing" and "Educational role of sport: the unwritten rules" for the first time in 44% of the schools. Similarly, among the topics covered in pillar 2 "Fair Play", "Human Rights" and "Anti-discrimination and Racism" were new concepts to 39% of the schools. Lastly, with regard to pillar 3 "Life Skills", half of the teachers claimed that they introduced the topic "Performing well under pressure" for the first time thanks to the module, and 44% of them said that "Self-Management" was also a concept new to the students.

To conclude, the topics that were best welcomed and received by the students resulted to be "Collaboration /teamwork", "Fair Play", "Human Rights" and "Physical and mental wellbeing". What is interesting to notice is the fact that each of these three most popular topics belongs to a different pillar, suggesting that students were equally interested in all of the three main areas of the material presented.

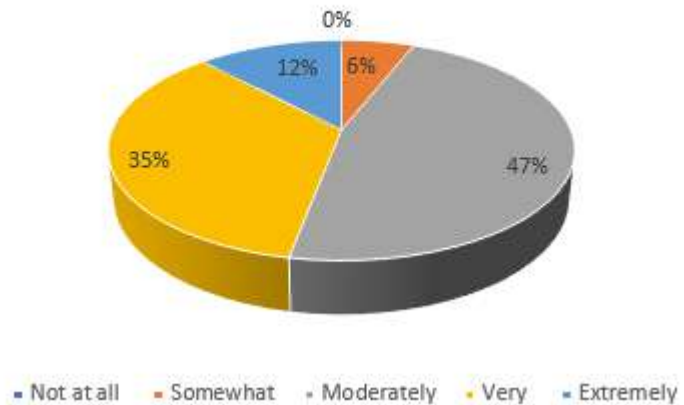
At the end of the implementation phase, the PE teachers had the opportunity to further express their opinion on the project.

Topics best received by students



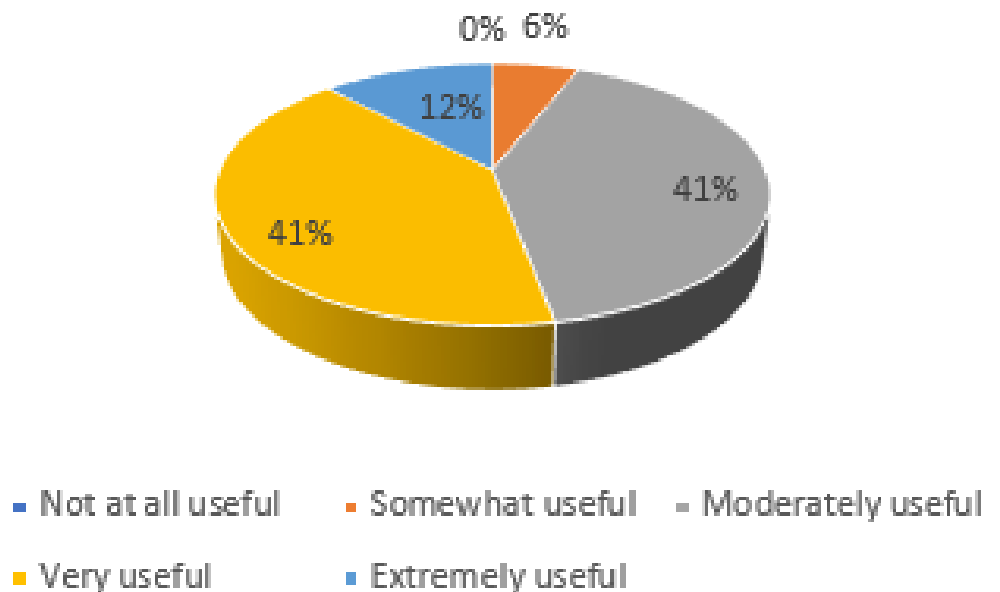
47% of the teachers found that the SOS teaching module was very or extremely beneficial to the students' general development, while another 47% of them considered it to be moderately beneficial; what is certainly positive is the fact that none of them thought that the module was not helpful at all

### Was the new module helpful to the students' general development ?



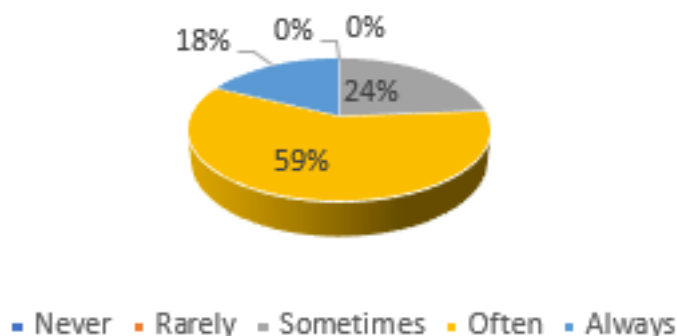
Similarly, 53% of the teachers thought that the ability to keep on implementing the activities during the remote/hybrid teaching period thanks to a variety of online activities available was very or extremely useful. Again, none of them rated this opportunity as totally useless, which suggests that the SOS teaching module could successfully adapt to the challenges of the pandemic.

### How useful were the online activities?



What also shows the project's soundness is the fact that 100% of the teachers stated that they intend to keep on implementing the teaching module in their classes at least sometimes in the future, with 59% of them wanting to carry on with the activities often.

## Will you keep on implementing the activities?



Similarly, most teachers intend to implement in-person activities, when possible. Although, some believe they will also keep offering online activities, since they were well welcomed by the participants.

As it emerges from the data, what the teachers valued most throughout this experience was the ability to get new ideas and insights for the future. Indeed, 39% of them were not able to implement all of the activities but intend to offer them in the forthcoming years. Only 6% of the teachers claimed that their expectations were not matched.

In terms of sustainability, more than half of the teachers plan to propose the activities from all of the three pillars from now on. The results also reveal that 47% of the teachers feel confident that they will be able to develop new activities to adapt to the different skills of their students, and that another 47% of them is now able to involve every student in the activities they intend to propose.

On the other hand, the teachers struggled in handling moments of debate and discussion in class (53%) and manage to make all of the students interested in the activities proposed in class (53%). However, only 18% of the teachers found it difficult to make students respect the guidelines of the method.

The module was also an opportunity of development for the teachers themselves. Indeed, at the end of the activities, 59% of them thought that PE can play a significant role in developing civic and life skills of the students, but what they also felt was the need to develop new skills through training. The response was definitely positive, as 41% of the educators claimed that the experience improved interpersonal relations within the teachers' community, between teacher and students and the teachers' awareness of their all-encompassing role.

The outcome was great in that it matches the desired objective: more than half of the teachers in fact claimed that the module is useful both for teachers and students to learn and make positive changes. One out of four teacher also believed that it is very useful in that it evolves the teaching methods towards a new vision of education, and another one-fourth thought that it makes students grow thanks to a combination of different opinions and views. None of the educators thought that there was no benefit to their educational model.

Finally, 71% of the teachers interpreted the feedback from their student as a motivation to add SOS activities to their schools Annual Programme and continue to develop assessment tools of the students' skills development. 24% of them, however, still believe that it is difficult to implement other activities without a specific programme and further support by the expert.

Clearly the SOS teaching module was very welcomed by the PE teachers. They managed to carry it out during the trying times linked to the COVID-19 pandemic which hindered what normal in-person teaching looks like. The promising results and the willingness of the PE teachers to continue implementing the module calls for its sustainability. Indeed, they were positive when asked whether this teaching module could be offered in any kind of high schools. Finally, the novelty of some topics covered represented not only an occasion for students to learn new things about sport but also a chance for PE teachers to develop their knowledge.

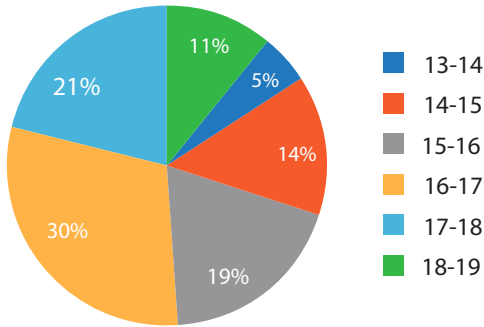


# Students' Voices

The survey was conducted on 373 students from the four schools that have applied the SOS teaching module in Italy, Romania, Portugal, and Hungary.

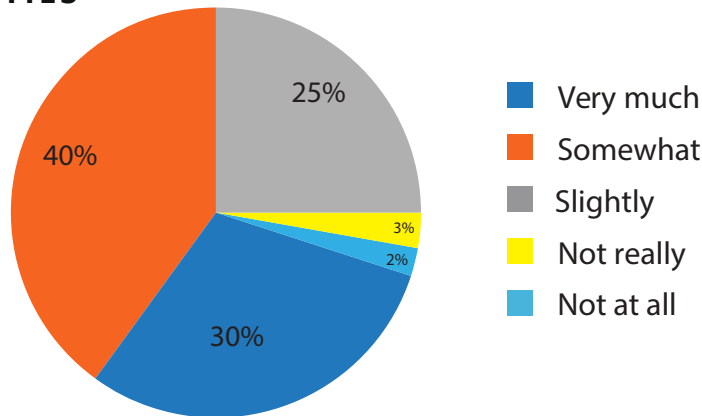
The gender distribution was balanced (51% female, 49% male). As represented by the graph, the age of the students involved in the project ranged between 13 and 19. The age group that was most represented was the 16-17-years-old group (61%), followed by 17-18 years old students.

## AGE OF STUDENTS



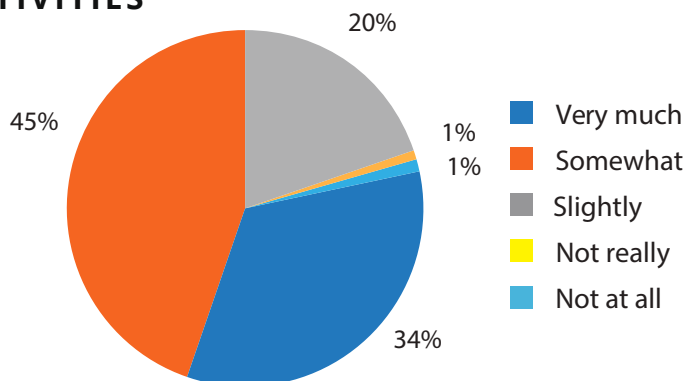
To begin with, the students were asked how much they knew about some of the topics and areas that were addressed throughout the activities. The great majority of students claimed they were already knowledgeable in physical activity and health before taking part in the SOS project, (34% very much, 45% somewhat), while only 2% claimed that they knew nothing at all before the beginning of the activities.

## FAIR PLAY AND INTEGRITY LEVEL OF AWARENESS BEFORE ACTIVITIES

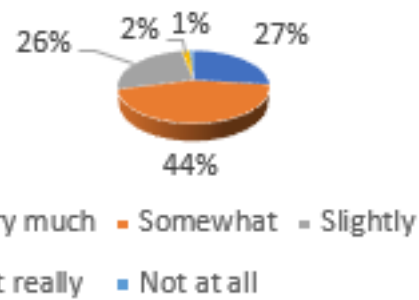


Similarly, most students claimed they were already aware of topics such as fair play and integrity in sport before the project's implementation (30% very much aware, 40% somewhat aware), and only 5% were not familiar with these concepts.

## PHYSICAL ACTIVITY AND HEALTH EXPERTISE BEFORE ACTIVITIES



## sport and life skills knowledge before activities



Finally, the results show that the majority of students were at least slightly aware (44% somewhat, 27% very much) about sport and life skills before taking part in the project activities. Therefore, what can be concluded is that students were quite familiar with the three areas covered by the modules at the beginning of the implementation, although the first topics (physical activity and health) were the ones where the students, overall, seemed slightly more confident.



***SPORTS SHOULD BE PRESENT IN OUR DAILY LIFE. IT IMPROVES NOT ONLY YOUR PHYSICAL BUT ALSO YOUR MENTAL STRENGTH. IT TEACHES YOU NOT TO GIVE UP AND IT MAKES YOU PATIENT AND HUMBLE. DOING SPORT REGULARLY MAKES YOU APPRECIATE YOUR BODY AND VALUES MORE.***

Moving on to the actual implementation phase, students were asked which of the many topics covered by the module they found to be more interesting. Based on results, the most popular topics were Physical and mental wellbeing (55%), Fair Play (48%), Collaboration/Teamwork (46%), and Self-Motivation and motivating others (44%). Other topics that the students found interesting were Sense of Responsibility/Leadership and Human right (both 34%).

However, 27% of the students, claimed they wish to know more about Self-Management, suggesting perhaps that further activities should be implemented on this topic. The results also showed that students would like to further deepen their knowledge on Physical and Mental well-being, and on Self-Motivation and motivating others, which is confirmation of a great, general interest toward these topics.

With reference to the implementation phase, the results also suggests that students really enjoyed playing the project activities during physical education classes, as 77% agreed or strongly agreed that they appreciated the proposed activities, which can certainly be considered a good outcome.

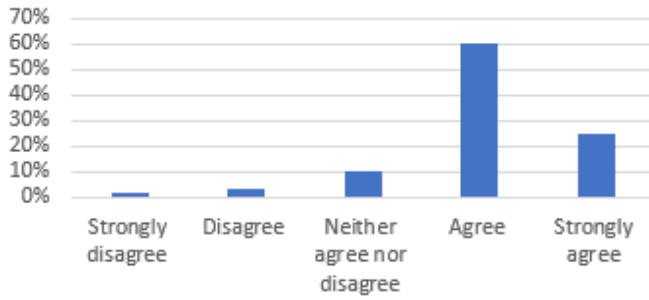


***HONESTLY, THESE CLASSES INTRODUCED ME TO SOMETHING I HAD NEVER HEARD OF BEFORE***

The survey proceeded then to investigate how connected and related students consider sport to be with other areas, such as personal, civic, and social aspects.

First, 88% of the students agree or strongly agree that participation in sports is essential for a healthy lifestyle. There is, however, a slight shift of opinions for what concerns the relationship between participation in sports and civic responsibility: 20% of students do not see a correlation between taking part in sport activities and being a good citizen, and 32% of them do not have an opinion on this point. Almost half of the respondents (49%), however, agree that there is, in fact, a positive correlation between participating in sport and become a better citizen. Perhaps, this might also be correlated to yet a weak understanding of their role as citizens. Indeed, results show that almost four out of five students (79%) do not volunteer on a regular basis.

### Can physical education teach skills that are helpful in the everyday life?



Another significant result is that 85% of the students find that physical education classes can teach and transmit skills and values that can help them in their everyday life.

*THE IMPACT OF PHYSICAL EDUCATION IS UNIMAGINABLE. IT PROVIDES A GREAT OPPORTUNITY FOR STUDENTS TO BECOME ACTIVE AND DEVELOP DIFFERENT SKILLS.*



*SPORT IMPROVES NOT ONLY YOUR PHYSICAL BUT ALSO YOUR MENTAL STRENGTH.*



The percentage of students that disagree on this point is low (5%), which leads to the surely desirable conclusion that the students consider the activities and what they learnt thanks to the SOS module to be potentially helpful off the school.

In addition, what emerges from the questionnaire's results is that 92% of the students think of fair play and respect for human rights as important values not only within the sport environment, but also in their everyday lives.

*I DIDN'T JUST LIKE THIS FILM A LOT, BUT IT ALSO TAUGHT ME THE VALUES OF SPORT AND LIFE. SPORT IS A WAY OF CREATING A COMMUNITY, A FAMILY, BUT ALSO A MEANS OF COMBATING THE PREJUDICES IMPOSED BY SOCIETY; RACISM IS ONE OF THEM. JUST AS THE PROTAGONISTS OF THE FILM DID, WE SHOULD FIGHT FOR OUR IDEALS AND TRY TO DEFEAT NEGATIVE OPINIONS (THAT DON'T HAVE ANY REASON). I RECOMMEND SEEING THIS FILM AT LEAST ONCE IN YOUR LIFE, BECAUSE IT OPENS YOUR EYES TO ASPECTS ABOUT WHICH WE DO NOT THINK MUCH, PROBABLY BECAUSE WE DO NOT FEEL INVOLVED. BUT WE REALLY ARE, AND ANY SMALL GESTURE COULD CHANGE THIS SOCIETY*



More than 4 out of 5 students (81%) agree that sport projects could potentially become a tool to foster people's inclusion to society, which is also a sign of confidence in the power of sport activities.

*THE RELATIONSHIPS THAT THE TEAM MEMBERS CREATE DURING THE CAMP ARE VERY STRONG AND THEY REALLY GROW A LOT DURING THE CHAMPIONSHIP. THAT'S WHY I STRONGLY BELIEVE THAT SPORT IS KEY FACTOR IN CREATING CLOSER AND STRONGER RELATIONS.*



*I HAVE GRASPED THE IMPORTANCE OF BEING ABLE TO DO WHAT YOU LOVE, WHICH IS TO BE ABLE TO PLAY SPORTS, THIS MAY SEEM OBVIOUS TO US, BUT FOR PEOPLE WITH DISABILITIES IT IS NOT*

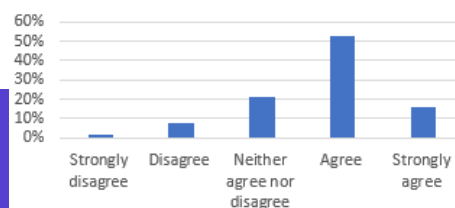


*[...] BECAUSE THE WEAKNESS LIES ONLY IN THOSE WHO JUDGE AND CRITICIZE WITHOUT KNOWING, WHO LIMIT THEMSELVES WITH THOSE FOUR UNFOUNDED THOUGHTS THAT ARE USED TO TURN, THOSE WHO GO IN CLICHES, BECAUSE DIVERSITY IS NOT SOMETHING NEGATIVE, IN FACT, IT'S SOMETHING BEAUTIFUL.*



Speaking of social aspects, the majority of students (69%) agrees that sport can potentially become an important platform to discuss human rights matters.

### Could sport become a platform to discuss human rights matters?



*THE ACTIVITY TAUGHT ME TO RESPECT OTHERS DESPITE BEING DIFFERENT FROM*





**ME APPARENTLY, BECAUSE IT IS FROM DIVERSITY THAT THE MOST BEAUTIFUL AND LASTING FRIENDSHIPS ARE BORN.**

**ITS MESSAGE IS: ACCEPTING DIVERSITY BECAUSE IT CAN ENRICH US. WE SHOULD ALL LEARN TO TRANSFORM OUR LIMITATIONS INTO STRENGTHS**

Although only 10% of students disagree on this point, one-fifth of them is still unsure about whether sport activities could have a positive impact on this level or not, which might suggest the need to further discuss this topic in the future. The results, however, show that students had a more uniform opinion when asked whether the sport industry should take into account human rights protection and respect when carrying out their activities: 85% of the respondent agree on this point, indicating that the majority of students agree that human rights shall be respected and protected when conducting any activity.

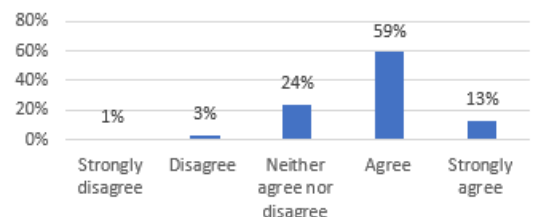
Important is also the student's opinion on a new initiative proposed: 76% of the students believe that April, 6: The International Day of Sport for Development and Peace (UNGA 2013) should be celebrated in any high school; only 5% are were against this proposal. Students of each of the four schools were in fact involved in the video-making for celebrating the International Day.



**BASICALLY, THE PARALYMPIC GAMES ARE VERY MUCH RELATED TO HUMAN RIGHTS, BECAUSE IT WAS BECAUSE OF THEM THAT SOCIETY CHANGED AND LEARNED TO RESPECT THE OTHER. NOWADAYS THE HUMAN BEING CONTINUES TO HAVE SOME DIFFICULTIES TO UNDERSTAND THAT ALL PEOPLE HAVE THE SAME RIGHTS AND DUTIES. ME BEING THE FUTURE OF SOCIETY, I HAVE THE DUTY TO RECOGNIZE THESE RIGHTS AND EQUALITY. I HAVE THE DUTY TO RESPECT THE OTHER, AND MAINLY I HAVE THE DUTY TO PASS THIS SAME KNOWLEDGE TO OTHER, SO THAT MENTALITIES CHANGE AND DEVELOP, SO THAT DISCRIMINATION AND DISRESPECT END. WE WILL HAVE THESE VALUES ALSO IN OUR EVERYDAY LIVES.**

At the end of the activities, some personal and behavioural questions were also presented to the students. They were first asked whether or not they generally spread awareness on the importance of fair play among their peers during sport activities, and the results were overall rather positive, with the vast majority of students claiming that they do (59% agree and 13% strongly agree).

Students taking action to spread awareness on fair play during sport activities



### Is anxiety a good excuse for aggressive behaviour?



- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

**THE ACTIVITIES RELATED TO PILLARS 2 AND 3 MADE ME THINK A LOT ABOUT THE GREAT POWER OF TEAMWORK, WHICH MANAGES TO BREAK DOWN OBSTACLES AND THE JUDGMENTS OF OTHERS.**



**IT TAUGHT ME DEDICATION, WHICH THESE EXTRAORDINARY ATHLETES CERTAINLY DO NOT LACK, BUT ALSO RESPECT AND FAIR PLAY.**

Moving on to bullying prevention, 76% of the students affirmed that they work together with their peers to avoid bullying episodes, which is certainly a desirable result considered the importance of this topic. Only 5% claimed that they do not try to stop these episodes, but the remaining 19% is neutral, which suggests that some steps shall still be taken to prevent bullying.

In general, they tend to not justify aggressive behaviours during competitions in the name of anxiety: four out of five students (80%) agree or strongly agree that distress is not a valid excuse for violent actions.

As shown by the survey's results, students also agree that in their everyday life it is important to have sense of initiative (58% of students agree, 27% strongly agree, and only 2% of them disagree on this point). What the students also agreed on is that some values learned during physical education activities will help them in their future careers: the results show that 88% of the respondents believe that abilities such as teamwork and leadership will help them in the future, which confirms the idea that students do not only value the importance of the activities proposed from an athletic point of view, but also as human beings.

**SPORTS TEACH US TO WORK AS TEAMS, AS WELL AS RESPECT THOSE WE ARE PLAYING WITH AND AGAINST. IT TEACHES US VALUES SUCH AS PATIENCE AND MODESTY, AS WELL AS WORK ETHIC, AND PERSISTENCE, ALL OF WHICH CAN BE TRANSLATED TO OTHER AREAS OF LIFE.**

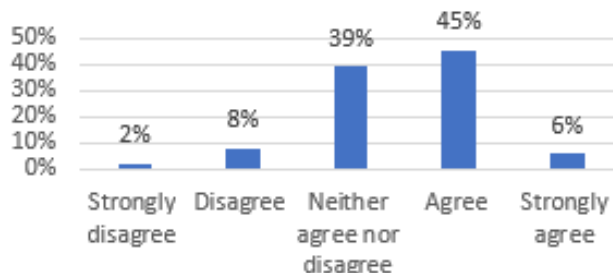


What students were less confident about is on whether they thought that the project improved their abilities to understand other people's feelings: 39% of students were not able to form an opinion on this, and 10% of them did not feel like their empathic abilities were enhanced.

Similarly, 31% of students did not either agree or disagree when they were asked whether they felt

like the project improved their abilities of putting themselves in other people's shoes. Nevertheless, 58%, claimed that they felt like their ability to understand other people's perspective was positively affected by the project's activities.

### Did the project improve your ability of recognising other people's feelings



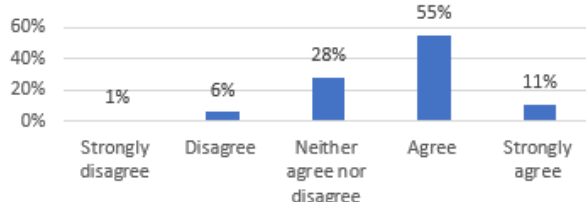
**IT ALSO HELPS DEVELOP SOCIAL SKILLS, WHICH IS GREATLY NEEDED IN THE ADULT WORLD OF TODAY'S SOCIETY.**



Higher is the percentage of students believing that their ability to listen to others improved thanks to this project (66%), which clearly is a desirable outcome of the implementation. Moreover, 71% of them claimed that they collaborate with their fellow classmates to mediate

and minimize conflicts, and as only 5% of students disagreed on this point, this can be considered another great outcome achieved by the project.

### "I improved my abilities to listen to others"



**THIS WAS A GREAT ACTIVITY TO LEARN TO TRUST OTHERS THAN OURSELVES, AND BE ABLE TO RELY ON OTHER PEOPLE. IT ALSO HELPS DEVELOP SOCIAL SKILLS, WHICH IS GREATLY NEEDED IN THE ADULT WORLD OF TODAY'S SOCIETY.**



**THIS GROUP WORK WAS USEFUL, BOTH TO GET TO KNOW EACH OTHER BETTER AND TO KNOW HOW TO PUT OURSELVES TO THE TEST AMONG TEAMMATES IN CASE OF DIFFICULTY AND MAKE US MORE UNITED.**

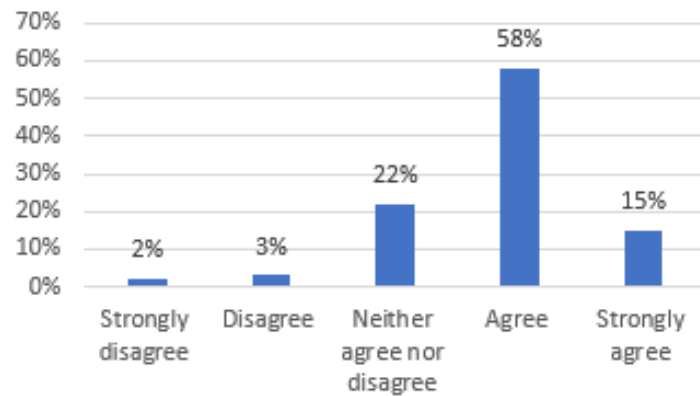


Finally, 73% of the students claimed that they will apply what they have learned throughout the duration of the project's activities in their everyday life, which is another significant achievement considered that the module is not only aiming to better the students as sportsmen, but it also aspires to have a positive impact on their lives.



***I THINK SPORTS HELP US GAINING CONFIDENCE AND WE ARE ABLE TO WORK AND ACHIEVE THINGS DURING A STRESSFUL ACTIVITY. IT'S REALLY IMPORTANT IN THE REAL-LIFE AS WELL. SPORTS AND COMPETITIONS GIVE US GOOD EXPERIENCES HOW TO PERFORM WELL UNDER PRESSURE***

### "I apply what I learnt in my everyday life"



Students undoubtedly appreciated the all-encompassing SOS teaching module. They welcomed new activities and were offered opportunities to grow during the difficult times represented by remote teaching. Their ever-increasing interest in the topics covered by the SOS teaching module, is evident not only in their answers to the questionnaire but also in their statements. Their enthusiasm and willingness to participate in new activities was vital for ensuring the success of this project.

# SOS CHECKLIST



**PLAY FAIR**  
DRIVE YOUR STUDENTS TO FOLLOW THE RULES AND TO CHOOSE TO PLAY FAIR IN SPORTS



**TALK !**  
TAKE THE TIME TO TALK WITH YOUR STUDENTS AT THE END OF THE ACTIVITIES: LISTEN TO THEIR INPUTS AND COLLECT THEIR FEEDBACKS



**NO ONE IS LEFT OUT**  
MAKE SURE ALSO STUDENTS WHO GENERALLY TEND TO ISOLATE, TAKE PART IN THE ACTIVITIES



**GENDER BALANCE**  
INVOLVE GIRLS IN ALL THE ACTIVITIES AND MAKE THEM FEEL VALUED



**TEAM SPIRIT**  
ENSURE THAT EVERYONE IN THE GROUP HAS A ROLE, AND THAT THEY ALL STRIVE TOWARDS THE SAME GOALS



**MORE THAN SPORT**  
INVOLVE STUDENTS IN EXTRACURRICULAR ACTIVITIES WHERE THEY CAN LEARN FIRST HAND THE POTENTIAL POSITIVE IMPACT OF SPORT. FOR EXAMPLE ORGANISING A SMALL EVENT ON SPORT & HUMAN RIGHTS



**GET SKILLED**  
MAKE STUDENTS AWARE THAT THEY CAN DEVELOP AND FOSTER THEIR PERSONAL AND SOCIAL SKILLS THROUGH SPORT



**FEEL BETTER**  
PROMOTE SPORTS AS A TOOL TO ENHANCE PHYSICAL AND MENTAL WELLBEING OF STUDENTS



**SPORT FOR ALL**  
ENCOURAGE PEOPLE OF DIVERSE BACKGROUNDS AND ABILITIES TO JOIN AND PARTICIPATE. SPORT WELCOMES EVERYONE



**BE OPEN TO DIALOGUE**  
INVITE YOUR STUDENTS TO SUGGEST FURTHER SPORT ACTIVITIES AND PINPOINT ISSUES THEY FACE IN AND OFF SCHOOL

# CONCLUSIONS

Overall, it is fair to say that the SOS teaching module was very welcomed by both PE teachers and students. They both saw the potentialities and the novelty of the module to grasp a new understanding of PE. Gathering feedback from both the PE teachers and the students served the purpose of adjusting and improving the SOS teaching module to better meet the beneficiaries' needs.

All three pillars had interdisciplinary and interconnected activities that were implemented bearing in mind this characteristic. Having the chance to discuss the activities on the SOS online platform allowed PE teachers and trainers to communicate and better the activities. Furthermore, the SOS online platform was useful to gather direct feedback left by the students that eagerly commented on the activities.

Therefore, the SOS teaching module, with its SOS deck of cards and activities is the result of a top-down and bottom-up approach. While the SOS deck of cards and activities were initially drafted by experts; feedback, comments, inputs from both the PE teachers and students were collected during the implementation phase. Hence, this toolkit is the result of a continuous interaction between theory and practice. That is why, the SOS teaching module has the potential to be implemented in any high school across Europe. It was drafted, tested, adjusted to the contexts, and redrafted.

Hopefully - when applied - this module will serve its threefold aim of combining the health-enhancing power of sport with its potentially positive impact on society and the teaching of life and employability skills. The SOS teaching module is also very flexible. Hence, while the SOS deck of cards are guidelines on how to cover each topic, the activities are some of the possible activities to be carried out. Hence, PE teachers can create new activities!

Finally, this module helps students to comprehend the importance of sport in society - not only for the physical and mental benefits that it can enhance - but also for its role in fostering human rights and development further to offering an opportunity to learn life and employability skills. Indeed, this all-encompassing role of the SOS teaching module will also contribute to a better recognition of PE teaching in schools' curricula.