



PILLAR N°1

PHYSICAL ACTIVITY and HEALTH



Pillar n. 1 | Physical Activity and Health

1. THEORIES, TECHNIQUES & TEACHING METHODS OF SPORTS

Needs Analysis

Students who:

- Show limited motor skills
- Have low motivation to play any sports
- Are not developing adequate personal and social competences
- Have poor culture of sports; they know very little about sports
- Consider PE as a minor school subject and therefore they do not appreciate its benefits

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-psychopedagogical 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.
- **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.

Knowledge & skills to be acquired

Effective communication	1	2	3	4	5
Problem solving	1	2	3	4	5
Team building	1	2	3	4	5
Stress management	1	2	3	4	5
Motor abilities	1	2	3	4	5
Knowledge about sports	1	2	3	4	5

General Methodology

- Learning by doing, learning by thinking, learning by loving
- Interdisciplinary teaching
- Experiential learning
- Teaching sport techniques
- Elements of psychology and sociology applied to sports



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2. SPORT EDUCATION ADAPTED TO SCHOOL SETTING

Needs Analysis

Students who:

- Show a lack of transversal skills in their behaviour towards their peers
- Demonstrate anti-social attitudes, that potentially result in bullying episodes in class
- Are not aware of their civic role and need to be guided towards a path of responsibility and self-awareness
- Show a lack of motor skills (speed, coordination, strength, flexibility and balance), which results in low sport performances
- Have a little knowledge of the factors that influence their physical abilities, thus need to increase awareness of their necessities, goals and limits

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 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, 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, individuals trained in life skills through motor and experiential education, will continue to develop them with their daily life-long experience.

Knowledge & skills to be acquired

Dealing constructively with emotions and stress	1	2	3	4	5
Assessing situations and making decisions	1	2	3	4	5
Developing and recognising leadership	1	2	3	4	5
Performing under pressure	1	2	3	4	5
Teamwork	1	2	3	4	5
Trust in teammates	1	2	3	4	5

General Methodology

- Experiential learning
- Teaching Personal and Social Responsibility Model through sports
- Role play games
- Transfer life skills through workshops
- Problem-based learning through theoretical and practical activities



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3. PHYSICAL AND MENTAL WELLBEING

Needs Analysis

- Students at risk of medical and psychological disorders development
- Students who tend not to have a positive body image and high self-esteem
- Students who are stressed
- Students do not get enough physical activity

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 stressful for young individuals as they are at risk of experiencing a decrease in self-esteem and general selfworth (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 positive changes in students' motivation towards PA (Sallis and McKenzie, 1991).

In this regard, 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).

Knowledge & skills to be acquired

Effects of physical activity and sport participation on physical and mental wellbeing	1	2	3	4	5
Adoption of active & healthy lifestyles	1	2	3	4	5
Increase in physical activity and sport participation	1	2	3	4	5
Physical competence	1	2	3	4	5
Cooperation	1	2	3	4	5
Motivating others	1	2	3	4	5

General Methodology

- Teaching the importance and the positive impact of physical activity and sport for physical and mental wellbeing
- Facilitating students' perception of competence and enjoyment (i.e., increasing students' perceived competence and enjoyment of their experiences in physical activity)
- Group activities (minimum 4 people)
- Active learning (e.g., engaging students through discussions, problem-solving, case studies, role plays)
- Experiential learning (i.e., the process of learning through experience)



Pillar n. 1 | Physical Activity and Health

4. EDUCATIONAL ROLE OF SPORT: THE UNWRITTEN RULES

Needs Analysis

- Physical brutality towards peer opponents
- Temperamental episodes
- Students who do not wish to involve with peers
- Bullying episodes
- Bad language episodes

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 wellbeing, 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. 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.

Knowledge & skills to be acquired

Effective communication	1	2	3	4	5
Awareness of body language	1	2	3	4	5
Social skills	1	2	3	4	5
Character building	1	2	3	4	5
Emotional intelligence (logical and spatial)	1	2	3	4	5
Structural skills	1	2	3	4	5

General Methodology

- Playing games
- Watching a movie and discuss in class a way forward
- Leading exercises for peers in turns
- Discussing diets
- Creating sets of exercises



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5. HEALTH ENHANCING PHYSICAL ACTIVITY

Needs Analysis

Students who:

- Use a personal scooter or have their parents taking them to school by car
- Are not able to walk 20 min consecutively
- Are not able to run 10 min consecutively
- Are not standing for 5 min breaks every 45 min sitting
- Are not able to perform a circuit with resistance, flexibility, and coordinative stations

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 healthenhancing 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 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.

Knowledge & skills to be acquired

Independent mobility/active transport (10,000-11,700 steps.day-1)	1	2	3	4	5
Moderate intensity physical activity (≥ 150 min·wk-1)	1	2	3	4	5
Vigorous-intensity physical activity (≥ 75 min·wk-1)	1	2	3	4	5
Continuous sitting time in class (<2 hr.day-1)	1	2	3	4	5
Continuous sitting time for use of screen time (<2 hr.day-1)	1	2	3	4	5
Resistance, flexibility, and neuromotor training (2-3 d·wk-1)	1	2	3	4	5

General Methodology

- Propose daily physical activity: short bouts (3–15 min) of standing or activity breaks during all school lessons
- Use of mobile or wireless devices providing feedback on students' health status
- Variability of practice encompassing different attractive, joyful, and accessible sport opportunities
- Questionnaires and focus groups on HEPA

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PILLAR N°2

FAIR PLAY and INTEGRITY



Pillar n. 2 | Fair Play and Integrity

6. SPORT AND HUMAN RIGHTS

Needs Analysis

Students who:

- Lack knowledge on what human rights are
- Lack awareness of human rights issues in sport
- Lack understanding on how human rights can foster equality in and off school
- Are unaware of how to enhance human rights through sport

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 nondiscrimination (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 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 SOS module.

Knowledge & skills to be acquired

General knowledge on human rights	1	2	3	4	5
Build a sense of community and promote equality in sport	1	2	3	4	5
Be supportive towards the other students	1	2	3	4	5
Develop a critical understanding of sport contexts	1	2	3	4	5
Promote respect and friendship in sport	1	2	3	4	5

General Methodology

THEORY:

- Lecture-based classes led by athletes that are committed to human rights issues;
- Group workshops;
- Analysis of case studies through a flipped classroom approach;
- Watch movies on sport & human rights and discuss in class afterwards

PRACTICE:

- Team sports/games;
- Role play;
- Activities to celebrate April, 6: International Day of Sport for Development and Peace.
- Quizzes and word clouds



Pillar n. 2 | Fair Play and Integrity

7. FAIR PLAY

Needs Analysis

In classes where there are:

- Episodes of predominance towards the defeated
- People with disabilities or motor difficulties
- People from different nationalities
- No respect for school collaborators

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). 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).

Knowledge & skills to be acquired

Respect for rules, others, and sport equipment	1	2	3	4	5
Learning from defeat	1	2	3	4	5
Importance of taking turns and being flexible	1	2	3	4	5
Importance of the group to reach a common goal more easily	1	2	3	4	5
Equality: give everyone an equal chance to participate	1	2	3	4	5

General Methodology

THEORY:

- Go over the rules of the game and encourage students to have a say in the rules;
- Talk about the kinds of behaviours that might make up a code for fair play and write a sort of "School's Fair Play code";
- Invite an elite athlete to speak to the students about fair play

PRACTICE:

- Team games in which each student plays a different role;
- Final greetings at the end of a team activity (shake hands with the other team at the end of the game);
- Create a positive atmosphere in which a smile is a sign of welcome;
- Design a poster that encourages others to play fair and then display it at school.



Pillar n. 2 | Fair Play and Integrity

8. SPORT VIOLENCE

Needs Analysis

- Physical brutality towards peer opponents
- Temperamental episodes
- Students who do not wish to involve with peers
- Bullying episodes
- Bad language episodes

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:

- The brutality manifested during sporting events towards the opponents, as a means of intimidating them, diminishing their physical potential;
- 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;
- 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:

- Put sports into perspective. Do not emphasise winning at all cost. Enjoyment and the development of individual skills should be the objective.
- Avoid associating the team at a symbolic level with professional teams (names, logos).
- Develop team ownership by replacing the traditional hierarchy which presupposes an authoritarian coach followed by submissive players.
- 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.
- Involve parents. Parents are one of the most influential figures for a child. 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.

Knowledge & skills to be acquired

Leadership management	1	2	3	4	5
Domination of negative behaviour	1	2	3	4	5
Expectations versus burnout	1	2	3	4	5
Team spirit	1	2	3	4	5
Communication	1	2	3	4	5
Effort management	1	2	3	4	5

General Methodology

- Winning simulation games
- Team help in losing a game role play
- Communication games
- Video watching and discussion
- Group reinforcement activities



Pillar n. 2 | Fair Play and Integrity

9. ANTI-DISCRIMINATION AND RACISM

Needs Analysis

In classes where there are:

- Marginalisation tendencies
- Bullying episodes
- Episodes of name-calling
- Widespread prejudices and stereotypes among students

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 (Blackshow 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, 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 shortterm 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 racists 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/racists 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).

Knowledge & skills to be acquired

Understanding other people's perspectives

Developing empathy and team spirit	1	2	3	4	5
Feeling empowerment through sport	1	2	3	4	5
Identify and fight against discrimination in and through sport	1	2	3	4	5
Lead and play different roles in teams effectively and responsibly	1	2	3	4	5
	1	2	3	4	5

General Methodology

- Participatory and interactive workshops.
- Activities that make students aware of the context they live in and potential discriminatory acts and environments.
- Sport activities that allow the exchange of (sport) cultural knowledge among students.
- Sport activities that include students with disabilities in the games.
- Watch movies on sport & discrimination and discuss in class afterwards



Pillar n. 2 | Fair Play and Integrity

10. SPORT VALUES

Needs Analysis

In classes where there are:

- Majority of males
- Cultural and ethnical diversity
- Students from different social classes
- No parental participation in school activities

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 facing sport nowadays go beyond the traditional problems of doping and violence. 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

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).

Knowledge & skills to be acquired

Physical and mental wellbeing	1	2	3	4	5
Build Self-Esteem and a sense of community	1	2	3	4	5
Inclusion	1	2	3	4	5
Overcoming stereotypes	1	2	3	4	5
Time Management	1	2	3	4	5
Team building	1	2	3	4	5

General Methodology

THEORY:

- Analyse and evaluate scenarios involving respectful/disrespectful behaviour;
- Identify and demonstrate the steps of respectful conflict resolution;
- Read books about the importance of gender equality;
- Understand how social and economic background may affect the ability to participate in sport and beyond.

PRACTICE:

- Traditional games;
- Competition with athletes with motor difficulties;
- Relay races.

S.O.S.

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PILLAR N°3

LIFE SKILLS



Pillar n. 3 | Life Skills

11. PERFORMING WELL UNDER PRESSURE

Needs Analysis

- Students struggling with stress and time management
- Disorganized students that need to develop organization and problem-solving skills
- Students struggling with decision-making in busy times
- Students feeling overwhelmed in order to avoid procrastination and avoidance of tasks

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 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, minimize, 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.

Knowledge & skills to be acquired

Problem-solving	1	2	3	4	5
Decision-making	1	2	3	4	5
Cooperation	1	2	3	4	5
Effective communication	1	2	3	4	5
Stress management	1	2	3	4	5
Self-efficacy	1	2	3	4	5

General Methodology

- Group activities (minimum 4 people)
- Active learning (e.g., engaging students through discussions, problem-solving, case studies, role plays)
- Experiential learning (i.e., the process of learning through experience)
- Life skills (skills which can help people make informed decisions, communicate effectively, and develop coping and self-management skills)
- Implementing activities to coach how skills could be transferred to other contexts (e.g., from the sport context to everyday life context)



Pillar n. 3 | Life Skills

12. SELF MANAGEMENT

Needs Analysis

Students who:

- Do not use a priority list of daily duties
- Do not take part or disengage from activities
- Tend to over- or under-evaluate their performances
- Do not propose variability of practice

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 broadbased 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 selfmanagement 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 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 behaviour, as a universal psychological theory, which seeks to establish human behaviour by relating beliefs, attitudes, intentions, perceived behavioural control, and human behaviour (Ajzen, 1991). The "Theory of Planned Behaviour" (TPB) started to predict an individual's intention to engage in a behaviour at a specific time and place. The theory was intended to explain all behaviours over which people have the ability to exert self-control. The key component to this model is behavioural intent. Behavioural intentions are influenced by the attitude towards the likelihood that a behaviour 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 relatively 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.

Knowledge & skills to be acquired

Manage daily living skills	1	2	3	4	5
Self-efficacy	1	2	3	4	5
Self-monitoring	1	2	3	4	5
Building confidence	1	2	3	4	5
Self-awareness	1	2	3	4	5
Encouraging creative thinking	1	2	3	4	5

General Methodology

- Workshops for the self-monitoring of students' behaviours and lifestyles
- Teaching time management techniques
- Reflection and goal setting activities
- Active learning (e.g., engaging students through discussions, problemsolving, case studies, role plays)



Pillar n. 3 | Life Skills

13. SENSE OF RESPONSIBILITY/LEADERSHIP

Needs Analysis

Students who:

- Demonstrate a low level of spirit of initiative
- Show low participation in sport activities and who are afraid to lead
- Demonstrate a style of negative leadership
- Demonstrate unfair or ineffective communication styles
- Have little confidence in themselves

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). 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 must be intentionally developed in education contexts. Instead of adult leadership, the youth one emerges as a 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) (D. Hellison, 2010) 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 offers them structure for their lives, values, and 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 emerging 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 educational processes, with its well-defined phases of preparation, development and preservation, are needed in different contexts.
- The potential of peer leadership should 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.

Knowledge & skills to be acquired

Self-confidence and spirit of initiative	1	2	3	4	5
Empathy	1	2	3	4	5
A positive leadership style	1	2	3	4	5
Understanding other people's needs	1	2	3	4	5
Communicating effectively	1	2	3	4	5
Self-effectiveness in sport activities	1	2	3	4	5

General Methodology

- Teaching Social and Personal Responsibility through workshop
- Outdoor Learning (briefing/game/debriefing)
- Indoor Learning through debates on leadership styles
- Problem-based learning through focus groups
- Role Play



Pillar n. 3 | Life Skills

14. SELF-MOTIVATION AND MOTIVATING OTHERS

Needs Analysis

Students who:

- Are unmotivated with regard to both physical and school activities in general
- Are excluded from the rest of the team due to low-sport performances
- Feel ineffective both in school and in sports activities
- Are inactive and isolate themselves from the rest of the class, by creating exclusive relationships with one or two classmates
- Categorically refuse to participate in sports activity

Research Summary

Schunk, Pintrich, and Meece (2008) defined motivation as “the process whereby goaldirected 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 task 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 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 out- comes 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 in 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 shall aim at 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.

Knowledge & skills to be acquired

Participating in school and sport activities	1	2	3	4	5
The relationships with the classmates	1	2	3	4	5
Feeling to belong to the team and spirit of initiative	1	2	3	4	5
Understanding their own needs and those of others	1	2	3	4	5
Defining new fields of interests that strengthen motivation	1	2	3	4	5
Self-effectiveness in sport activities	1	2	3	4	5

General Methodology

- Teaching Social and Personal Responsibility through workshop
- Outdoor learning (briefing/game/debriefing)
- Indoor learning through debates on communication style to influence motivation
- Problem based learning through focus groups
- Role Play



Pillar n. 3 | Life Skills

15. COLLABORATION/TEAMWORK

Needs Analysis

Students who:

- Demonstrate low levels of collaboration
- Isolate from the others and barely participate in sport activities
- Often act individually and do not share ideas with their classmates
- Demonstrate unfair or ineffective communication style
- Do not feel part of the group

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) (Henning Eichberg, 2010), 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 and 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. 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 has always been 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 with opportunities to learn life lessons and what it means to be part of something greater

than themselves (L.Holt, 2011). High school coaches play an important role in helping adolescents develop collaboration through their sports participation (Gould, Chung, Smith, White, 2006). It must be remembered, however, that 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 (D. Gould 2008; J. Coakley, 2011). Hence, we must make efforts to assess the issues 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.

Further efforts shall 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.

Knowledge & skills to be acquired

Sense of belonging to the group	1	2	3	4	5
Empathy	1	2	3	4	5
Team Player	1	2	3	4	5
Understanding the needs of others	1	2	3	4	5
Communicating effectively	1	2	3	4	5
Self-effectiveness in sport activities	1	2	3	4	5

General Methodology

- Teaching Social and Personal Responsibility through workshop
- Outdoor Learning (briefing/game/debriefing)
- Indoor Learning through debates on Teamwork phases and processes
- Problem based learning through focus groups
- Role Play

ACTIVITIES



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.



THE CENTIPEDE - THE NET AND THE FISH

Topics n.:

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

Age target:

From 12 to 18 years old

N. of people involved:

Min: 12 Max: 30

Necessary materials:

Milestones, gymnastics circles, balls, rope

Venue:

School

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.



Pillar n. 1 | Physical Activity and Health

FOCUS GROUP ON HEPA

Topics n.:

5 (3, 6, 10)

Age target:

From 14 to 18 years old

N. of people involved:

Min: 12 Max: 20

Necessary materials:

PC and projector, questionnaire of physical activity frequency.

Venue:

School, home

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.

Collaboration with science teachers is desirable for this activity



HIT & RUN

Topics n.:

2, 5 (10)

Age target:

15-16 years old

N. of people involved:

15

Necessary materials:

5 Tennis balls, Two baskets, Chalk, 10 cards with numbers from 1 to 5 (two of each)

Venue:

School yard, sports field (handball, volleyball, basketball)

Time:

15 mins

Activity description:

- The two baskets will mark Base A and Base B, on the goal line.
- On the middle line the teacher will draw five 50 cm. circles with 2 meters between them.
- One tennis ball will be placed in the middle of each circle.
- The students will form three teams of 5 students each.
- The teams will draw lots to establish who will go first.
- The first two teams will compete and the third will be the referee.
- Each contestant will draw a note with the number of the circle they will compete in.
- The contestants will face each other, in their own circles, with their backs at their own base.
- They cannot touch the circle with their feet!
- When the teacher gives the signal, the contestants will try to get the ball and take it to their base without being touched by their direct opponent.
- The opponent can run to touch the person who took the ball until they take it to their own base.
- The contestant who takes the ball to the base without being touched by the opponent gets one point.
- The third team will see that the contest goes by the rules.
- The team who gets more balls wins.
- The winning team stays on the field.
- The other team becomes the referee for the next game

This activity aims to find the best strategy to carry on a task in a difficult situation. The contestants must find a strategy to manage to take the ball quickly in their own base. It can also be a group strategy, aiming to develop teamwork.



Pillar n. 1 | Physical Activity and Health

MONTHLY CHALLENGE WITH THE SELF

Topics n.:

2, 3, 5

Age target:

From 14 to 18 years old (It can also target a group of students with weight issues or other health issues)

N. of people involved:

Individual exercise

Necessary materials:

Mats, dumbbells (or 0,5 l. water bottles); laptop or phone with wi-fi connection

Venue:

Home

Time:

30 min./day

Activity description:

The activity consists of 5 days per week training in order to maintain both body and mind wellbeing. The challenge is complete in one month (4 weeks). Each individual will be encouraged to set body measurements at the beginning of the challenge.

The Covid-19 health emergency made it difficult for people to maintain their physical and mental health. First of all, it has been about facing a real medical threat, which can cause anxiety and stress and develop different stages of depression. Then, keeping the social distance made it hard for people to communicate and be supportive while being together face to face. Therefore, people stayed in their homes, unable to go to school or to work, to go out, to have fun, to experiment different life situations. This might have caused a lot of damage both physically and mentally. The goal of this activity is encouraging people to get up and move instead of watching TV or sit on the computer all day. It encourages them to keep active and healthy. It provides a good plan program as well as guidance through it.

This challenge is supposed to be helpful in weight loss, muscle definition, strength, increased fitness levels, and most importantly it is meant help to improve overall health.

The teacher must emphasize certain aspects related to this challenge:

- the challenge is with the self not with the others;
- the challenge doesn't encourage the idea that being overweight is a negative aspect, but the fact that taking care of our body is essential for the general state of wellbeing;
- it is not a 'shame game';
- people will share results only if they want to;
- results might not come up easily or may not be visible;
- feeling good with yourself and having a positive image about yourself is one of the expected results;
- the challenge may become permanent if the individual feels comfortable doing it;
- the class can become a support group (encouragements, positive attitude, support)
- each individual will carry on the activities on their own pace;
- the teacher will be the guide through the challenge;
- individuals need to take care of their own safety, so they need to follow instructions carefully;
- also, nutrition is essential to see results (maybe the teacher can have a previous lesson based on healthy eating);
- individuals need to stay hydrated throughout the day.

Each day, the teacher will perform the activity leading the students through. Due to the pandemic situation, zoom sessions can be used or youtube videos (if there is no school schedule to be followed; however, the teacher should suggest the most suitable time for the exercise).

Weekly program:

- Monday – resistance
- Tuesday – conditioning
- Wednesday – resistance
- Thursday – conditioning
- Friday – resistance
- Saturday – rest
- Sunday - rest

The program has to keep the balance between: HIIT (High Intensity Interval Training), cardio sessions, LIIS (Low Intensity Steady State). Warm ups and cool downs (stretching) are an important part of the training.

Teachers should build up their own program according to the target group, the special issues they have to deal with, the working level of the individuals.



Pillar n. 1 | Physical Activity and Health

HIIT

Topics n.:

3, 5

Age target:

From 14 to 18 years old

N. of people involved:

Individual exercise

Necessary materials:

A mat, a stopwatch or a timer App (e.g. Seconds) on phone

Venue:

Home

Time:

(10-40 minutes) depending on sets, repetitions and rest

Activity description:

HIIT (High Intensity Interval Training workout)

Teachers select 10 exercises from the list below to propose to their students, making sure to choose exercises that they can execute correctly. Exercises last 20-40 seconds, then a short rest (10-20 seconds) between them. Repeat (2 or 3 sets), then 2 minutes break between sets.

These exercises can improve overall health, improve strength and the health of the heart, lungs, and circulatory system. It leads to improved posture and stability and might reduce the chance of injuries.

Possible modification:

Choose more exercises (20-30) from the list. Do an exercise for 20-40 seconds, take a short rest (10-20 seconds) between them. Do only one set.

Exercise

1. alternate heel touch
2. bicycle crunches
3. burpees
4. butt-kicks
5. crunches
6. elbow plank
7. elbow plank jacks
8. elbow plank leg raises
9. heel touch crunches
10. high-knees
11. hip raises
12. jack knife crunch
13. jumping jack
14. jumping lunge
15. kneeling leg and arm extension
16. kneeling leg raise
17. kneeling side leg raise
18. kris-kross
19. lunges
20. lying back extension
21. mountain climbers
22. pike-kick
23. plank jacks
24. plank jump-in
25. plank knee tap
26. plank to downward dog
27. plank to push up
28. plank toe touches
29. plank with knee to elbow
30. push up with rotation
31. push-ups
32. reverse elbow plank
33. reverse plank
34. reverse plank toe touches
35. running on the spot
36. russian twist
37. side plank
38. side plank hip drops
39. side plank knee tuck
40. squat kick
41. squat side kick
42. squat-jumps
43. squats
44. standing knee raises
45. standing long jump
46. standing trunk rotation
47. star jump
48. twist jumps
49. walkdown push ups
50. wall sit

Video

- <https://www.youtube.com/watch?v=2zhFTw2epoc>
<https://www.youtube.com/watch?v=lwyvozckjak>
<https://www.youtube.com/watch?v=dZgVxmf6jkA>
<https://www.youtube.com/watch?v=dtvAxibgYQ>
https://www.youtube.com/watch?v=Xyd_fa5zoEU
<https://www.youtube.com/watch?v=SkmgmbDhzC8>
https://www.youtube.com/watch?v=LPJmz_5bdjw
<https://www.youtube.com/watch?v=Akf3IP0H9fA>
<https://www.youtube.com/watch?v=M2s5aJUgT2E>
<https://www.youtube.com/watch?v=ZZZoCNMU48U>
https://www.youtube.com/watch?v=fDP6O_ajpDg
<https://www.youtube.com/watch?v=rPdKuijS0fw>
<https://www.youtube.com/watch?v=c4DAnQ6DtF8>
<https://www.youtube.com/watch?v=y7Iug7eC0dk>
https://www.youtube.com/watch?v=kNH_calpB5w
https://www.youtube.com/watch?v=LC9OX5i_dOo
<https://www.youtube.com/watch?v=zaXq5bxR5oA>
<https://www.youtube.com/watch?v=6YOo9VDXXRE>
<https://www.youtube.com/watch?v=7SMzPn4LGjQ>
<https://www.youtube.com/watch?v=DDJtB8Zgyow>
<https://www.youtube.com/watch?v=nmwagirgXLYM>
<https://www.youtube.com/watch?v=ijudFjRMWCU>
<https://www.youtube.com/watch?v=3VpkyIcnT64>
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<https://www.youtube.com/watch?v=g57zkyRjYH4>
<https://www.youtube.com/watch?v=o6aPDLFYBZE>
<https://www.youtube.com/watch?v=2kEnT-CdXyE>
<https://www.youtube.com/watch?v=uGOUXP-7eFE>
<https://www.youtube.com/watch?v=pl7uWJXcFPE>
<https://www.youtube.com/watch?v=YU0gWh72a3k>
https://www.youtube.com/watch?v=_I3ySVKYVJ8
<https://www.youtube.com/watch?v=tkMu6ClZqo>
<https://www.youtube.com/watch?v=STCe7-aZ-o8>
<https://www.youtube.com/watch?v=xUWuaHGjjVY>
<https://www.youtube.com/watch?v=l-rYUBn5IUM>
<https://www.youtube.com/watch?v=JyUqwkVpsi8>
<https://www.youtube.com/watch?v=lkMmABQ9SkM>
<https://www.youtube.com/watch?v=JKUuOwsDXFs>
<https://www.youtube.com/watch?v=utQxtxG0Kgo>
<https://www.youtube.com/watch?v=y3NwYJjbmNk>
<https://www.youtube.com/watch?v=33Tlsm8vtc8>
<https://www.youtube.com/watch?v=CVaEhXotL7M>
<https://www.youtube.com/watch?v=aclHkVaku9U>
https://www.youtube.com/watch?v=YUpeReHQI_w
https://www.youtube.com/watch?v=hSunks_4wIE
<https://www.youtube.com/watch?v=0q96OrLujjs>
<https://www.youtube.com/watch?v=hPFtd4K-khA>
https://www.youtube.com/watch?v=NhvVjuUt_s4
<https://www.youtube.com/watch?v=Q5efrHPOnWk>
<https://www.youtube.com/watch?v=-cdph8hv000>



Pillar n. 1 | Physical Activity and Health

TIME FOR STRETCHING

Topics n.:

2, 5

Age target:

From 14 to 18 years old (especially for students who have a sedentary life)

N. of people involved:

Individual exercise

Necessary materials:

None (if they do the exercises sitting down, they can use a mat)

Venue:

Home

Time:

10-15 min./day

Activity description:

The teacher will stress upon the fact that daily exercise is extremely important to keep the body functioning right. The activity can be performed daily by each individual. The teacher will guide through as long as it is needed, to prevent any injuries. Either Zoom sessions or YouTube videos can be used for guidance. The pandemic led to a more sedentary life than before. People stayed in their homes, laying in bed, watching TV or sitting on a chair for too long. This situation can lead to weight gain, muscle tension, imbalances, bad postures. Therefore, it is essential to have a regular exercise routine with little or no equipment at all. This way, it will help improve flexibility and reduce pain, gaining a feeling of wellbeing.

Stretching needs to target the entire body:

1. Neck, shoulders and upper body

- Students stand up, feet apart
- Hands on waist
- Tilt the head forward and backward for 20 seconds
- Tilt the head to each side for 20 seconds
- Interlace the fingers behind the head and pull the shoulder blades together for 20 seconds
- Pull shoulders up toward the ears – keep it there for 5 seconds then lower them back

Repeat four times.

2. Lower body

- Students stand up
- Grasp one knee with the hands and pull it up toward the chest. Change the knee. Repeat 5 times for each knee
- Students lay on the mat
- Grasp one knee with the hands and pull it up towards the chest. Hold for 20 seconds
- Change the knee
- While still laying, cross one leg over the other and twist the upper body in the opposite direction of the lower body. Keep for 15-20 seconds. Change sides.

3. Arms, hands and face

- Students can sit or stand
- Stretch and separate fingers as much as possible for ten seconds. Repeat
- Interlace fingers and extend arms forward or overhead for 10 seconds. Repeat
- Drop mouth, drop jaw and relax the entire face, then look up for 10 seconds
- With a big smile, put the tips of your fingers on each corner of your mouth, then relax your face. Stick your tongue out, keep the mouth shape and slowly move the tongue left and right for 20 seconds.

Teachers should firmly state the rules:

- Never do stretches if there is pain
- Remember to breathe
- Exercising should be fun
- Drink water



Pillar n. 1 | Physical Activity and Health

PLANNING TOGETHER

Topics n.:

3, 5 (10, 15)

Age target:

From 12 to 18 years old

N. of people involved:

Teams of four

Necessary materials:

Computer or phone, a platform for video calls

Venue:

Home (indoor or outdoor)

Time:

45 minutes

Activity description:

Propose to your students to design a warm up/dance routine in team (8x8 counting).

Students find music that suits based on its pace. Perform to the rest of the class.

Planning together can improve communication skills, creativity and connection.

Modifications:

- design a workout plan with your team to the others (each team can get different aims such as strengthening arms, trunk, legs, or different starting positions such as standing, lying on back, lying on abdomen, plank etc.)
- design a Kahoot quiz with your team to the others (topic can be anything related to PE/ sports) kahoot.com



Pillar n. 1 | Physical Activity and Health

SELF-MONITORING ACTIVITY

Topics n.:

3, 5 (11, 12)

Age target:

From 14 to 18 years old

N. of people involved:

The whole class divided into groups

Necessary materials:

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

Venue:

School, home

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.



Pillar n. 2 | Fair Play and Integrity

QUIZ

Topics n.:

6, 10 (4, 7, 9)

Age target:

From 12 to 18 years old

N. of people involved:

Class divided in groups or individual exercise

Necessary materials:

Pc or smartphone

Venue:

School/home

Time:

5 - 10 minutes

Activity description:

The exercise consists of a quiz developed on Kahoot!, a game-based learning platform. Students can be divided in groups or they can perform this activity individually challenging another person.

These are the links to 2 online quizzes:



SCAN QR CODE TO ACCESS TO WEBSITE

WORKS WITH GOOGLE LENS APP OR ANY OTHER
QR CODE SCANNING APP

This quiz contains questions about fair play, the educational role of sport and general knowledge of the SOS project.



SCAN QR CODE TO ACCESS TO WEBSITE

WORKS WITH GOOGLE LENS APP OR ANY OTHER
QR CODE SCANNING APP

This quiz aims to test students' knowledge about sport & human rights and sport values.



Pillar n. 2 | Fair Play and Integrity

INCLUSIVE SPORTS

Topics n.:

6 (7, 10)

Age target:

From 14 to 18 years old

N. of people involved:

Min: 10 Max: /

Necessary materials:

/

Venue:

School

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).



Pillar n. 2 | Fair Play and Integrity

GROUP DISCUSSION ON VIOLENCE IN SPORTS

Topics n.:

8 (6, 7, 10)

Age target:

From 12 to 18 years old

N. of people involved:

The whole class divided in groups

Necessary materials:

/

Venue:

School/home

Time:

10 - 15 minutes

Activity description:

Activity to improve self-awareness and assertiveness

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

After 10 minutes, the team/class share their answers. The other teams are also invited to express their agreement/disagreement (5 minutes)



Pillar n. 2 | Fair Play and Integrity

“CARDS” AGAINST SPORT VIOLENCE

Topics n.:

8 (6, 7, 10)

Age target:

From 12 to 18 years old

N. of people involved:

The whole class divided in groups

Necessary materials:

Cards

Venue:

School, home

Time:

50 minutes

Activity description:

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

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
BORDERLINE

QUASI-CRIMINAL
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?



Pillar n. 2 | Fair Play and Integrity

TRADITIONAL GAMES

Topics n.:

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

Age target:

From 14 to 18 years old

N. of people involved:

Min: 10 Max: /

Necessary materials:

/

Venue:

School

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.



Pillar n. 2 | Fair Play and Integrity

MOVIES AND DEBATE

Topics n.:

6, 9, 10 (13, 14, 15)

Age target:

From 14 to 18 years old

N. of people involved:

Whole class

Necessary materials:

Television, projector, movie

Venue:

School/home

Time:

1 - 2 hour

Activity description:

Propose to the students some short videos taken from the following movies about individual or team sports experiences:

- The Miracle Season (2018)
- Race (2016)
- Invictus (2009)
- Remember the Titans (2000)
- The True Story of an American legend (2013)

Furthermore, it is possible to propose the vision of the documentary "Rising Phoenix" about the history of the Paralympic Games.

Students' debate and debriefing will follow.

Annex:

List of possible questions for debriefing on different topics (evaluate the relevance of the topic to the chosen video)

TEAMWORK:

- Can what we have seen in the video be considered a team?
- When does the team become a real team?
- What are the elements that make it such and the phases that follow one another?
- How do the team members work together? Do they trust each other?
- Are they able to support and motivate each other?
- Are they able to involve all team members?
- How do they communicate with each other? Can we say that the level of communication is effective?
- In your opinion, what are the main elements that should not be missing in a real team?
- Is it important to share success?
- How should a real team deal with failure

LEADERSHIP:

- Did a leader (or more than one leader) emerge in the video?
- What model of leadership does he express?
- What are the main elements of a positive leader?
- How does he communicate?
- Is he able to actively listen to others?
- Is he able to inspire others?
- Is he able to create cohesion in the group towards a goal?
- Does he recognise the skills and value of the other team members?
- Is he able to divide roles effectively?
- Is he empathetic? When does empathy emerge?
- Can he mediate/negotiate when needed?
- Does the rest of the group recognise his role?

HUMAN RIGHTS / FAIR PLAY / SPORT VALUES:

- What human rights are dealt with in this movie?
- How was/were it/they dealt?
- Was there any episode of fair play? If so, which one?
- Did any of the sport values - such as: friendship/ fair play, equality, honesty, excellence, solidarity, mutual respect and understanding, commitment, courage, teamwork, respect for rules and laws, respect for self and others, community spirit and solidarity - emerge? If so, which ones?



Pillar n. 2 | Fair Play and Integrity

MAKING WORD CLOUDS

Topics n.:

10 (6, 7)

Age target:

From 12 to 18 years old

N. of people involved:

Whole class

Necessary materials:

Computer or phone, a platform for video calls

Venue:

School/home

Time:

30 minutes

Activity description:

The teachers propose a preliminary talking about the topic.

Every student writes sport related values and they send them to the teacher (or a volunteer).

The teacher (or the volunteer) makes a word cloud of the used words. Students discuss the values of sport. They can learn from each other by having different experiences and exchanging views.

Link to the online platform: <https://wordart.com/>



Modifications:

Students can work in teams, different teams make different word clouds (different shapes, colours). Each team show their word cloud to the others.



Pillar n. 2 | Fair Play and Integrity

MOMENTS OF SPORTSMANSHIP

Topics n.:

10 (6, 9)

Age target:

From 12 to 18 years old

N. of people involved:

the whole class divided into groups of 3-5 students

Necessary materials:

Computer or phone, a platform for video calls

Venue:

School

Time:

45 minutes

Activity description:

The teachers propose a preliminary talking about the topic, that can possibly start from the key words arisen from the previous activity "Making word clouds".

Each team should do some research, choosing an example of a sports performance or sports person with outstanding sport values. Discuss in teams, then present to the other groups (write down the story in a few sentences, add some pictures or videos).

Students learn about the importance of sportsmanship taking example from authentic athletes, symbols of fairness and integrity.

Suggestions:

Initial research can be detailed at home as individual or group homework.



Pillar n. 2 | Fair Play and Integrity

CREATIVE EQUIPMENT

Topics n.:

9 (6,10, 14)

Age target:

From 14 to 18 years old

N. of people involved:

Up to 20

Necessary materials:

Various equipment

Venue:

School

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.



Pillar n. 2 | Fair Play and Integrity

LITTLE RED RIDING HOOD

Topics n.:

6, 7, 10 (14, 15)

Age target:

From 12 to 18 years old

N. of people involved:

Up to 20

Necessary materials:

/

Venue:

School

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.



Pillar n. 3 | Life Skills

MINEFIELD

Topics n.:

11, 13, 14, 15 (6, 7, 10)

Age target:

From 14 to 18 years old

N. of people involved:

Min: 20 Max: 30

Necessary materials:

30 plastic glasses or cones

Venue:

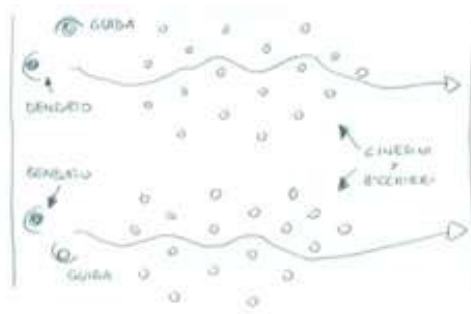
School

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



Pillar n. 3 | Life Skills

FESTIVAL

Topics n.:

13, 15 (6, 7, 10)

Age target:

From 12 to 18 years old (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

Venue:

School

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.



Pillar n. 3 | Life Skills

SEASIDE HOLIDAYS

Topics n.:

13, 14, 15 (6, 7, 10)

Age target:

From 14 to 18 years old

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

Venue:

School

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!



Pillar n. 3 | Life Skills

CHERNOBALL

Topics n.:

13, 15 (6, 7, 10)

Age target:

From 12 to 18 years old

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.

Venue:

School

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.



Pillar n. 3 | Life Skills

RAFT RELAY RACE

Topics n.:

11, 13, 14, 15 (6, 7, 10)

Age target:

From 14 to 18 years old

N. of people involved:

Min: 20 Max: 30

Necessary materials:

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

Venue:

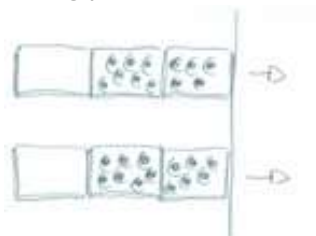
School

Time:

12 - 15 min

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



Pillar n. 3 | Life Skills

TRIS RELAY RACE

Topics n.:

11, 15 (6, 7, 9)

Age target:

From 14 to 18 years old

N. of people involved:

Min: 20 Max: 30

Necessary materials:

18 hoops

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

Venue:

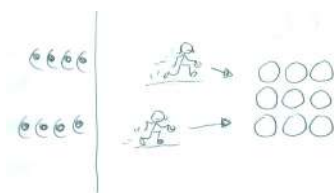
School

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.



Pillar n. 3 | Life Skills

EXERCISE RELAY

Topics n.:

15 (6, 7, 10)

Age target:

From 14 to 18 years old (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

Venue:

School

Time:

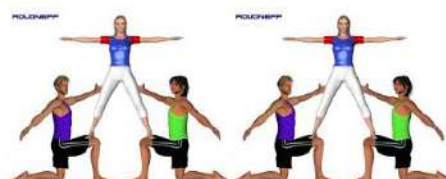
1 hour

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





Pillar n. 3 | Life Skills

BASKET - PASS & SHOT

Topics n.:

15

Age target:

From 14 to 18 years old (Design different level of difficulties)

N. of people involved:

One Team composed by members in odd number

Necessary materials:

Basket balls

Venue:

School

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



Pillar n. 3 | Life Skills

BASKET - PASS, BOUNCE & SHOT

Topics n.:

15

Age target:

From 14 to 18 years old (Design different level of difficulties)

N. of people involved:

One Team composed by members in odd number

Necessary materials:

8 Basket ball

Venue:

School

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:

- Starting from the back of the court where 4 ball is placed on one side and 4 on the other.
- To dribble for moving is mandatory
- 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



Pillar n. 3 | Life Skills

BASKET MATCH

Topics n.:

11, 15

Age target:

From 14 to 18 years old

N. of people involved:

10 people

Necessary materials:

1 Basket ball

Venue:

School

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)



Pillar n. 3 | Life Skills

VIRTUAL ORIENTEERING

Topics n.:

11, 13, 15

Age target:

From 14 to 18 years old

N. of people involved:

Class divided in small groups (3 students each group)

Necessary materials:

PC and internet connection

Knowledge of Google Maps and “Street View” tool

Venue:

Home

Time:

1 Hour

Activity description:

The group is given an orienteering map with the route shown as in a normal orienteering competition. Through the use of Google Maps, the group must identify the “lanterns” indicated on the map and answer the questions relating to the lanterns found using the questionnaire provided with “Google Forms”.

This activity fosters the topic because:

- Enhance collaboration among students
- Learn how to divide tasks in relation to skills
- Improve efficient communication between the members of the group
- A leader can emerge within the group to coordinate the work



Pillar n. 3 | Life Skills

SURVIVORS

Topics n.:

11, 13, 15

Age target:

From 14 to 18 years old

N. of people involved:

Class divided in 2-3 groups

Necessary materials:

/

Venue:

School, home

Time:

1 hour

Activity description:

The game simulates an experience of surviving on an island.

Present the students a surreal situation that requires the union of imagination, creativity and problem-solving skills to survive on a desert island. The situation starts with a possible tragedy (plane crash, shipwreck ...) and foresees the introduction of unexpected events that put students in the condition of having to solve a problem, recreate or respond to a need, counting on the resources of the group. The situation presented may end with the organization of the escape from the island. In this way it is possible. The game can test the ability to collaborate, the possible division of roles within the group, the consequent recognition of the abilities of the team members, the effective communication but also leadership and negotiation to find the best solution.

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Sport Opens School project partners:



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www.sportopensschool.eu



europa@cuspadova.it



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