



613142-EPP-1-2019-1-PL-SPO-SCP

Professional and Personal Experience through Lifelong Learning and Regular Sport **PROPELLERS**

IO3 Format TC
“Holistic Health and Education by Sport”



Co-funded by the
Erasmus+ Programme
of the European Union





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I. CONTEXT



Holistic health is an approach to life that considers multidimensional aspects of wellness. Rather than focusing on illness or specific parts of the body, this ancient approach to health considers the whole person and how the individual interacts with the surrounding environment. It emphasizes the connection of mind, body and spirit. It encourages individuals to recognize the whole person: physical, mental, emotional, social, intellectual, and spiritual. The individual is an active participant in their health decisions and healing processes, including wellness-oriented lifestyle choices.

The 5 Aspects Of Holistic Health are Physical, Emotional, Social, Spiritual, and MENT. When it comes to holistic health we are looking beyond the physical body and are addressing physical, emotional, social, spiritual, and intellectual health.

The holistic approach looks at all aspects of the individual—physical, mental, emotional and spiritual. Holistic healthcare looks at the whole person, not just their physical symptoms, by focusing on how body systems work together as a unit. Rather than looking at symptoms from one body part, holistic health practitioners strive to improve the entire body.

When it comes to the combination of holistic health and sports, then we have to consider that athletes have other matters going on in their lives besides the sports they play.

On the other hand, using that approach it is also meant to consider examples physical activeness of everyday life such as school education for instance. According to Kelly Kaulback, Biokineticist, University of Pretoria: Biokineticist UP Rehabilitation “The school’s physical education programme is a primary contributor to building a strong foundation for the development of broad-based physical competencies and opportunities for recreational participation.”

Also, according to EYRIDICE report - Physical Education and Sport at School in Europe “Physical education at school not only contributes to pupils' immediate fitness and good health, but also helps young people to perform and understand physical activity better with positive lifelong repercussions. Moreover, physical education at school brings about transferable knowledge and skills, such as teamwork and fair play, cultivates respect, body and social awareness and provides a general understanding of the 'rules of the game', which students can readily make use of in other school subjects or life situations.”

According to the same official paper: “Extracurricular physical activities offered outside of school time, such as competitions or health-related activities, are designed to make physical activities even more accessible and attractive to young people. Their main purpose is to broaden or complement activities undertaken during school time. Extracurricular physical activities are organised at national, regional, local and very often at school level. While extracurricular activities are available for all pupils, they also target children with disabilities or special educational needs.

Some extracurricular activities even take place during the school day. Indeed, in some countries physical education is not limited to physical education classes, but is integrated into the daily school routine.”

However, physical activity is decreasing in and out of nowadays environment, and individuals are becoming increasingly sedentary, unfit, and overweight. As a result, individuals in today’s society, especially children have a greater likelihood of poor health.

Meanwhile, partners working on the current project are experts in the field of Education by Sport. It consists in addressing health issues and wellbeing through raising awareness, informing and practicing sports, so as to ensure reconciliation between sporting goals and the wellbeing of the society. It uses sport, exercise and physical activity to work towards social causes such as health, wellbeing, public welfare or social inclusion.

Such approach does not directly work on the development of sport performance competences. It rather addresses the effects which are obtained while consistently playing sports. In this case, the educational goals of sport practice and performance are not abandoned but they are sometimes relegated to the second plan. Usually, Sport for All movements are very close to this approach. By playing different sports, it is expected that people learn more about healthy lifestyles, holistic health and in this way raise their awareness about the mentioned issue in general.

Also, it is important to mention the Education through sport concept which represents a non-formal educational approach that works with sport and physical activities and refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.

In this context, combining the concepts of Holistic Health, Education THROUGH and BY Sport, the project “PROPELLERS” supports and stands up next to the bio-psycho-social model of health. Its activities represent this theory throughout the whole project cycle, especially through the current training format with the aim of planting its seeds in the population throughout Europe and contribute to the reform of the view about health and improving the health conditions and quality of life of the European population by increasing the participation in physical activities on a long-term.

Among others, the main objectives of the project could be summarized as:

- Deploying an innovative synergy between the fields of sport, physical activity, health, education, training and youth sector embodied in 4 intellectual Outputs and in local awareness-raising activities spanning 6 European Union countries streamlined by a partnership of 8 organizations with different profiles, target group, experience, expertise and practices;
- Achieving a comprehensive overview of the state-of-the-art in Sport participation, physical health and mental health across a variety of target groups (children, youngsters, adults and disadvantaged individuals) for laying the grounds of country-specific programmes of awareness-raising about the connection between Sport participation and physical/mental well-being to be implemented by partners across the 6 EU partner countries. The latter overview and awareness-raising dimension will be embodied in a specific “Health SportEnBook”, produced as a tangible project output;
- Promotion of the holistic view of health, raising awareness about the importance of the health-enhancing effects of physical activities, providing theoretical and practical information and experience on the bio-psycho-social model of health, with a focus on the dimension of Education by Sport. The aforementioned outcome will be achieved through the design of a specific output, “Comprehensive Booklet on Holistic Health and Education by Sport” providing

- an educational as well as informational resources for Sport operators (Coaches and Trainers) and ultimate target audiences (children, youth, adults, disadvantaged individuals);
- Laying the grounds for the development of professional capacities in operators (Sport Coaches and Trainers) working in Education by Sport of the different audiences of ultimate targets (children, youngsters, adults and disadvantaged individuals) through the design of a specific Format TC based on Education Through Sport methodologies applicable across the 6 project countries and at the wider European level;
 - Increase participation in physical activities and sport by a purposeful combination of educational materials/resources, local actions and events and a specific attention to the dimension of e-learning embodied by a dedicated project Web Platform integrating e-learning modules for the ultimate audience of targets as well as providing a networking architecture between organizers, targets and stakeholders in the fields of physical health, Education by Sport and Education Through Sport in partner countries and at the wider European level.

II. AIM OF THE FORMAT TC

The idea then with the current Format TC “Holistic Health and Education by Sport” is to create an educational Format adaptable to the needs and context-specific characteristics of operators working in the field of Education by Sport (Coaches and Trainers) with the different target audiences representing project primary focus group (children, youngsters and NEETs, Adults and disadvantaged individuals).

The idea of the training format is also to raise awareness on the added value of sport and physical activity in relation to the personal, professional and social development of individuals., thanks to the connection between sport and education, namely the fields of ‘Education through Sport’, and ‘Education by Sport’.

The present TC formal proposes an overview of exercises and activities underlining the concept of holistic health for wellbeing. This is due since various dimensions of wellness in education; physical, intellectual, emotional, social, spiritual, environmental and occupational are explored with a focus on research relating to the benefits of movement, emotional state, nutrition, etc. The effects of hypokinetic diseases in society are explored and also the strong correlation between physical activity and optimal health and quality of life.

It is also considered that the benefits of physical activity include enhancing mental health through optimising capacity for learning and managing stress; a range of lifespan physical activities and examine the "Stage of Change" model for behavioural change. The aim of the training Format is to provide strategies to engage people in physical activity and health promoting behaviours across the lifespan with a focus on children, adults and youth.

Learning outcomes

By using the present training format and on its completion, it is expected that learners will be able to:

- Understand and define holistic health for wellbeing;
- Know the various dimensions of wellness in schools; physical, intellectual, emotional, social, spiritual, environmental and occupational;
- Know the benefits of movement, emotional mindfulness and how these can be enhanced through the use of sports;



- Understand the significance of physical activity (PA) and the strong correlation research indicates PA plays in enabling optimal health and quality of life;
- Understand the effects limited physical activity and their connection to holistic health;
- Know research that suggests physical activity maximises mental health through optimising capacity for learning and managing stress thanks to sport practices;
- Understand how physical activity can be best managed;
- Understand a range of lifespan physical activities for a large range of target groups;
- Know why PA being "developmentally appropriate" is essential across various contexts including educational settings;
- Understand the "Stage of Change" model for behaviour change; and strategies to engage people in physical activity and health promoting behaviours across the lifespan (with a focus on schools, youth organizations, adult educational institutions, etc).

III. METHODOLOGIES

The Format TC is based on a combination of Sport and Non Formal Education methods drawing a comprehensive approach to Education Through Sport.

The core and innovative character of Format TC rationale consists in employing Education Through Sport methods to enhance knowledge and competences of operators working in Education by Sport by Sport of ultimate project targets.

Besides of using the NFE as core element of the working methodology, this format TC is also based on the methodological concept of Education by sport.

It consists in addressing health issues and wellbeing through raising awareness, informing and practicing sports, so as to ensure reconciliation between sporting goals and the wellbeing of the society. It uses sport, exercise and physical activity to work towards social causes such as health, wellbeing, public welfare or social inclusion.

In this case, the educational goals of the sport practice are not abandoned but they are sometimes relegated to the second plan. Usually Sport for All movements are very close to this approach. By playing different sports, it is expected that people learn more about healthy lifestyles, holistic health and in this way raise their awareness about the mentioned issue in general.

Based on this concept the current TC Format presents various training sessions, conceptualised through the use of NFE and Education by sport. All sessions address issues relevant for the concept of holistic health and therefore both concepts are combined. Then, exercises approach important aspects on better awareness of health while practicing sports, also regular daily physical activity practice.

As a result it is expected that trainers who use the Format TC, could work on the creation of better value of the PA practice on a daily basis for various ranges of target groups: children, youth, adult learners, people with fewer opportunities, disabled people, etc.

The publication is split in several sections according to the different target groups to be addressed. Inside could be found various exercises defined by the tackled thematic, which educators, PE teachers, trainers and coaches could use in order to create such holistic healthy environments within the structures they work with and among the individuals they address.

IV. HOLISTIC HEALTH AND EDUCATION BY SPORT FOR CHILDREN



Session “Catch the Flag”

Theoretical Introduction

Education through Sport (ETS) is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation. ETS requires many elements which go from using sport and physical exercise in order to provoke a strong lifelong learning outcome such as improving tolerance, solidarity or trust among nations. ETS should be seen more as a plan for reflection than for a field action.

Learning Outcomes

- To encourage fair play, sportsmanship, teamwork and communication.
- To develop empathy and self-reflection.
- To discuss different aspects of inclusion.
- To understand the roles different people play in society.

Typology

Practical: Education through Sport (ETS).

Timeframe

Average overall time: 90 minutes
Introduction: 15 minutes
Implementation: 45 minutes
Debriefing and evaluation: 30 minutes



Breakdown of activity schedule:

Explanation of rules: 10 minutes

Practice round: 10 minutes

First round: 15 minutes

Second round: 15 minutes

Third round: 15 minutes

Debriefing: 25 minutes

Evaluation: 5 minutes

Methods

Verbal methods: method of discussion.

Practical methods: practical working method.

Delivery Content(s)

Practical content: exercises that will foster the learning process.

Materials

Two sets of “flags” of different colours (minimum of 3 flags per team). Alternatively, you can use a piece of cloth, old t-shirts etc.

Hula-hoops, marker cones, rope, or any other marker to divide the playing field evenly, create the “jail” areas, and the flag zones.

Procedure

OBJECTIVES

- To encourage fair play, sportsmanship, teamwork and communication.
- To develop empathy and self-reflection.
- To discuss different aspects of inclusion.
- To understand the roles different people play in society.

INSTRUCTIONS

1. Set-up the playing area. This can be both indoors and outdoors, depending on the availability of your facility, natural obstacles, and the weather.

2. Introduce the activity by explaining the basic principles and rules of the game Catch the Flag. You can complement this knowledge by showing the recommended videos or doing a practice round.

3. Split the group into two teams. The number of players on each team should be even. Accordingly, the numbers of flag each team needs to catch should be the same for each team.

4. Rules of the game:

- The goal of the game is for each team to capture all the other team’s flags and take them back to its own flag zone.

- Some players should try to capture the other team's flags, while other players should guard the team's flags. Allow each team to decide these roles themselves.
- When members of one team enter the other team's playing field or flag zone, they can be tagged. When a player is tagged, they are sent to "jail". Players can be freed from jail when a teammate touches them. A player can free as many teammates as possible at the same time from the jail.
- A team wins by capturing all the other team's flags and taking them back to the team's flag zone.
- **It is not allowed to:** pull, grab, push, kick, trip or sabotaging another team's player. It is also not allowed to tie the flag around a player's body. The flag should always be carried in the players hands. An external "judge" will be assigned only to check that these safety rules are not broken. For the rest, everything will be discussed and decided within the group.

- First round starts and standard rules apply (10/15 minutes).

- Stop the first game and introduce the new instructions. Two new rules will apply:

- A player can only free one teammate at a time from jail.
- It is only possible to run sideways.

- Second round is played, with the new rules introduced (10/15 minutes).

- Stop the second game and distribute different roles to different players. In this third round, it is possible to run normally again, but it is still not allowed to free more than one teammate at a time from jail. The roles can be the following:

- Blindfold one eye
- Must hop on one leg
- Be hyperactive
- Play as before (no new rules)
- Not interested in the game
- Cannot speak
- Cannot tag

- Third round is played (10/15 minutes)

DEBRIEFING

The debriefing part of the learning process is the most important element of ETS, as it gives all the participants a chance to reflect their own behaviour and to reflect on the whole situation and connect it to their everyday lives and to society itself.

For the debriefing, sit the participants in a circle and lead the discussion in the following way:

- Start by identifying which roles the participants had and ask them what happened in the different phases of the game. The easiest start could be asking them if they liked the game and how they felt. Tell the participants to reveal their role when they are answering the questions if they do not do it themselves.
- You can ask the following questions: What did you experience? How did you react? What did you feel? How did you cope with your role? How did you cope with having to decide on freeing your team member from jail? Have you thought about others? How easy/difficult was it to play your role and play by the new rules? How easy/difficult was it to identify with your role?
- Draw a connection to everyday life by asking if the activity mirrors society and if they have encountered similar situations in their daily life, also giving examples. Did you behave differently in the game opposed to your daily life and can you see a connection between the exercise and your reality?

- Last part of the debriefing is the conclusion. What first steps could be taken to act more inclusive in your life, towards people with different backgrounds or abilities? What can you as an individual, as a group and as a society do to be more inclusive?

Evaluation: filling the provided quiz. **The evaluation component is compulsory.**

Recommendations

- Check the facilities for safety and clear the playing area of any dangerous obstacles or hazards.
- Appointment of a “judge” to ensure everyone plays safely.
- Play when there is plenty of daylight.
- Ask the group if anyone has any injuries or concerns about playing the game.
- If your group is larger than 20 people, you can also play in multiple rounds.
- Take into consideration that the roles could be offensive and use them at your discretion.

Useful Videos

- “How to Play Capture the Flag,” Escondido Union School District
<https://youtu.be/ndfhuVgRRog>
- “How to Play Capture The Flag?” Mr. Animate
<https://www.youtube.com/watch?v=AwQKf5Mn5Zc>
- “P.E. Games – Capture The Flag,” PhysEdGames
https://youtu.be/5h_xjCEHEOs
- “How to Play Capture the Flag,” Guidecentral English
<https://youtu.be/Pr91QWjPAGw>

Quiz for Evaluation

QUESTION 1: What is Education through Sport?

- A. The same as any other sport activity.
- B. **A way to understand problems in the world through physical activity.**
- C. A different way of doing physical exercise with more difficult rules.

QUESTION 2 : Why did the rules of the game change?

- A. To make the game more difficult.
- B. To make the game more realistic.
- C. **To make the game more inclusive.**

QUESTION 3 : What is the aim of the debriefing?

- A. **To create a moment of reflection to share the experiences during the game.**
- B. To check if the rules of the game are clear.
- C. To see if everyone participated in the game.

Session “Learn To Play”

Theoretical Introduction

Who will escape the hawk? The children playing will have to show strategy in this game. The hawk is a game that combines sport and fun. The game involves crossing the entire field without getting hit by the hawk. The last free player wins the game.

Learning Outcomes

- Learning by playing / Learning by doing.
- Strategic thinking.
- Decision making.

Typology

Practical.

Timeframe

From 45 min to 60 min depending on the group size.

Methods

Education By Sport

Delivery Content(s)

Practical content: exercises that will foster the learning process.

Materials

- A big pitch where to play.
- A Whistle.
- A chalk to mark out the plot.

Procedure

OBJECTIVES

- To reflect on learning by playing.
- To address learning in a funny manner.

- To get acquainted with strategic thinking
- To be able to take decisions

INSTRUCTIONS

To play hawk, it is needed:

Be a minimum of players (minimum 5, a hawk and four players).

Mark out a plot of about 20 meters long using chalk or objects. The ground must be wide enough to be able to avoid the hawk. Obviously, the size of the playing surface depends on the number of players.

A whistle (optional, the start order of each wave may be given by voice).

Start playing hawk:

To start a game, you must designate a hawk. You can also let chance decide by drawing lots. Once chosen, the hawk is placed in the middle of the field.

The other players stand at one end of the field, behind the line.

When the signal to start is given the players must cross the field without being caught by the hawk. Players affected by the hawk are taken prisoner and no longer participate in the game.

Then, a new wave is launched and the players try to cross the field. And so on until there is only one free player left or the last player is hit by the hawk. That player is declared the winner and becomes the hawk for the next game.

Variant of the hawk game:

The basic rules are the same except that to harden the game the affected players become hawks in their turn. Thus, there are several hawks on the ground and their number only increases the further the game goes. It will therefore be necessary to be malicious to pass without being touched.

Hint on how to win at the hawk:

To win, you have to be the last free player on the field or the last player hit by the hawk.

DEBRIEFING

- How did the children feel about the game?
- Did they decide any strategy or just played?
- If any, how their strategy was decided?
- Was it easy or not?
- Was it difficult to take the decisions on how to play?
- What they think they learned?

Useful Videos

- <https://www.youtube.com/watch?v=0MvEHXxP9oA>
- <https://www.youtube.com/watch?v=iBE7h-eL02Q>

Quiz for Evaluation

QUESTION 1 : What animal is the main player in the game?

- A. A rabbit
- B. A bear
- C. A dog
- D. **A hawk**

QUESTION 2 : What is the main player trying to do?

- A. **To catch those who try to cross the field**
- B. To give indications to others how to play
- C. To support the game
- D. To try to escape the other players

QUESTION 3 : What is necessary to win the game?

- A. To be the fastest player
- B. To escape the first
- C. **To be the last free player hit by the hawk**
- D. To control the play all the time

Session “From one corner to another”

Theoretical Introduction

Habits are hard to break. That's why the sooner in life we succeed in building good, healthy habits, the easier it is to keep them and stay as healthy as possible. And when good habits are in place, it's easier to resist bad ones.

Especially in children education, the role model is very important; so it's worth remembering that the habits of all the “adult” people around can affect children's behaviour.

Unhealthy habits like smoking, drinking too much alcohol, or even “negative thinking” can easily become “normal” for the children, and difficult to change when they grow.

On the other hand, healthy habits like eating a balanced diet, getting regular exercise, looking forward to tomorrow are easily transmissible to children, especially from the first years.



Here are 4 areas we can consider to build good and lifelong habits:

1. Healthy eating;
2. Regular physical activity;
3. Staying safe and healthy;
4. Healthy thinking.

Learning Outcomes

Get knowledge about healthy habits and Take action.

Typology

Theoretical and practical.

Timeframe

60 min

- Introduction to the topic (5 min)
- Power Point presentation (power point) (10 min)
- Ice Breaker and Warm-up (5 min)
- Interactive NFE session (35 min)
- Evaluation (feedback) (5 min)

Methods

Verbal: oral presentation.

Practical: practical working method.

Delivery Content(s)

PPT presentation;

NFE activities and discussion.

Materials

- Meeting room;
- Projector and Laptop;
- Flip Chart;
- Sheets;
- Pens.

Procedure

OBJECTIVES

- Understand what are the healthy habits
- The 4 areas
- How a child can transform an action into a (healthy) habit

INSTRUCTIONS

A. Introduction to the topic (5 min)

B. Power Point presentation (power point) (10 min)
(see the Power Point presentation)

C. Ice Breaker and Warm-up (5 min)

“Rock paper scissors“ Icebreaker: Make sure everyone knows how to play, and set up the group for success by indicating that they are going to say, “rock, paper, scissors, shoot” and throw out their choice on “shoot.” Demonstrate the symbols they should show for rock, paper and scissors just to ensure that everyone is on the same page. Then explain how you know who wins each time: Rock always beats scissors, scissors always beats paper and paper always beats rock. When the activity started each person should find another one to play „against“: the person who doesn’t win will move to stand behind the winner and begin shouting his/her name. Then, this pair should find another pair to play „against“. Again, the losing pair will move to stand behind the winner, chanting his/her name, and this group will find another group, name shouting and all. The game continues until there are two players left, with others shouting their names, as they play the final round of RPS to determine the winner.

D. Interactive NFE session (35 min)

The participants are divided into 4 groups. Each group goes to the corner of the venue (gym hall or room). Each corner is dedicated to 1 of the following areas (Healthy eating; Regular physical activity; Staying safe and healthy; Healthy thinking).

In each corner there are many sheets, presenting the “healthy habits” that should be adopted by children, according to the 4 areas. The group randomly chooses 2 of them and think how a child can start doing them regularly, happily and with satisfaction. The group should also reflect on adding new habits in each category, if needed.

These ideas will be tested and evaluated by the group and written behind each sheet and will represent a vademecum for the whole group.

Every 7/8 min the groups change positions in the venue and work on another Area.

DEBRIEFING

- Which is the most difficult area to work on?
- How many ways we can use to stimulate children to change (or start new) habits?
- Which is the role of the adults in this process?
- How many habits do children can learn in 1 year?

Useful videos

- <https://www.youtube.com/watch?v=dhpCdqOtuj0>
- <https://www.youtube.com/watch?v=bN36nh-2tul>
- <https://www.youtube.com/watch?v=9q2FUkXBc5M>



Quiz for Evaluation

QUESTION 1 Healthy habits can be taught by:

- A. Teachers only
- B. Parents only
- C. Professional Coaches only
- D. **All the „adult people“ connected**

QUESTION 2 To teach new Healthy habits for children it's important to:

- A. Make them repeat every day that action for 30 days;
- B. Force them to do that action and be ready to punish them if they get it wrong
- C. **Explain, show, motivate and present the reasons for the importance of a particular habit**
- D. Speak out in detail what they need to do

QUESTION 3 It's important to learn healthy habit as a child:

- A. Because teenagers don't listen
- B. **Because in this way new habits can be learned gradually**
- C. Because the new habits have an age limit
- D. Because new habits can be learnt only at school

Session “A game for everyone”

Theoretical Introduction

"Fair play is defined as much more than playing with the rules. It incorporates the concepts of friendship, respect for others and always playing within the right spirit. Fair play is defined as a way of thinking, not just a way of behaving. It incorporates issues concerned with the elimination of cheating, gamesmanship, doping, violence (both physical and verbal), the sexual harassment and abuse of children, young people and women, exploitation, unequal opportunities, excessive commercialization and corruption.

Fair play is a positive concept. Sport is a social and cultural activity which, practiced fairly, enriches society and the friendship between nations. Sport is also recognized as an individual activity which, played fairly, offers the opportunity for self-knowledge, self-expression and fulfillment; personal achievement, skill acquisition and demonstration of ability; social interaction, enjoyment, good health and well-being. Sport promotes involvement and responsibility in society with its wide range of clubs and leaders working voluntarily. In addition, responsible involvement in some activities can help to promote sensitivity to the environment."

Code of Sports Ethics, Council of Europe, Committee of Ministers¹.

Fair play is a multifaceted concept that involves and represents a number of essential values that are not only crucial to sport but applicable in everyday life.

The building blocks of fair play that can be experienced and learnt both on and off the pitch / field are - fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy.

¹ The revised code of sports ethics - <https://rm.coe.int/16804cf400>

- Friendship - rivalry on the field does not exclude friendship. On the contrary, friendship could grow from noble rivalries;
- Fair competition - to enjoy the fruits of success, it is not enough to win. Triumph must be measured by absolute fair means, honesty and just play;
- Team spirit - individuals can be strong on their own, but they are much stronger in a team. Sharing the moment of victory with your team is the ultimate pleasure;
- Equality - competing on equal terms is essential in sport. Otherwise, performance cannot be measured properly;
- Clean Sport - not cheating by taking drugs or doping. Anyone who does this ruins the game for everyone else;
- Integrity - being honest and having strong moral principles are essential to fair play.
- Solidarity - It is important to support each other and share feelings, aims and dreams. Mutual support brings mutual success on and off the field;
- Tolerance - the willingness to accept manners or decisions you may not agree with develops your self-control;
- Care - true champions care about each other as they are well aware that they could not be where they are without having been cared for by others.
- Respect - for every athlete, playing by the written rules is mandatory, and respecting the unwritten ones is a must. Fair play requires unconditional respect for opponents, fellow players, referees and fans.

THERE IS NO SPORT WITHOUT FAIR PLAY AND THERE ARE NO CHAMPIONS EITHER.
"THE IMPORTANT THING IN LIFE IS NOT THE TRIUMPH, BUT THE FIGHT; THE ESSENTIAL
THING IS NOT TO HAVE WON, BUT TO HAVE FOUGHT WELL."
Baron Pierre de Coubertin

Learning Outcomes

To encourage fair play, fair competition, respect, friendship, team spirit, and equality.

Typology

Practical.

Timeframe

75 min.

Methods

Practical: practical working method.



Delivery Content(s)

ETS (Education Through Sport) activity, discussion, interaction with participants.

Materials

- 30 training bibs / scarves (at least of two different colours);
- Secret roles for each participants;
- Handballs;
- Training ground/ sport hall/ Handballs pitch according to the size / number of the group / participants;
- Training bell;
- Flipcharts;
- Markers, sticky notes (different colours), white sheet of papers, enough pens for each participant.

Procedure

OBJECTIVE

- To encourage and develop fair play, teamwork and empathy.

INSTRUCTIONS

Preparation and instruction – 10 minutes

- Divide the participants into two teams - let the distribution be random, but with an equal number of participants in each team. Each team has a separate colour bibs;
- Distribute a different colour of bibs to each of the team members;
- Explain the rules of the Handball - have them clearly stated or posted on a flipchart;
- The goal is to win the game.

Delivering the ETS Session – 65 minutes

- Play Handball - 10 minutes;
- Take a 5 minute break;
- Announce the new rules - the handball ball must pass through at least each of the team members so that the team can score a point. The player who receives the ball is not allowed to run / walk / take steps and has a maximum time of 10 seconds. to pass the ball to a teammate. if he fails to do so or loses the ball (bad pass or an opponent crosses a pass), the ball becomes the possession of the other team. Players are not allowed to approach less than 1 m from the player holding the ball;
- Play Handball with added rules - 10 minutes;
- Take a 5 minute break;
- Announce that you are adding new rules and assigning roles to different participants. The roles had to remain secret and hidden until the end of the session. If a participant in the session does not understand his / her role, he / she signals to the facilitator that he / she would like a deeper explanation and secret from the other participants his / her role is explained.
- Roles can be, for example:
- Selfish person - you pass only to a specific person or shoot from any position to score a point;
- A person with sensory defects blindfolded one eye;
- Person with mental disabilities - not interested in the session;
- A person with a physical disability - plays on one leg.

- Play Handball with added rules - 15 minutes;
- Debriefing and evaluation – 20 minutes.

DEBRIEFING

Questions for the players:

- What happened during the game?
- How did you feel during this session?
- What were the differences between the three stages?
- Did you learn anything new about yourself / others?
- Did you manage to play fair?
- What would you change in your daily life?
- Do you see any connection between the sports session and real life?
- How did you feel when you were in the role? Why?
- Does it give you pleasure if you win a game / sport in a dishonest way?

Recommendations

Hints & Tips:

- Make an appropriate warm-up before the ETC session;
- Mark out the space of the activity - make sure it is safe and there are no objects that could harm or injure the participants in the sports session;
- Prepare the colourful bibs/scarves for each of the teams;
- Prepare the secret roles in advance;
- Explain the rules of the handball and have them clearly stated or posted on a flipchart;
- Prepare debriefing questions at the end of the ETS session.

Useful Videos

- Fair Play Penalty That Shocked The World:
<https://www.youtube.com/watch?v=qwdXiA6BdDU>
- Most Beautiful Moments of Respect and Fair Play in Sports:
<https://www.youtube.com/watch?v=-mp-ttAXW4w>
- Legendary Respect and Fair Play Moments in Sports:
<https://www.youtube.com/watch?v=helXtzTVGiQ>
- Top 10 Fair Play Moments of The Decade 2010-2019:
<https://www.youtube.com/watch?v=8ohw7lOm9Sw>

Quiz for Evaluation

QUESTION 1: What is fairness and fair play?

- A. Treating everyone equally and impartially;
- B. Helping everyone;
- C. Allow others to help you;
- D. All of the above.

QUESTION 2: Why is fair play so important?

- A. Playing fair helps people enjoy the experience of playing together;
- B. Playing fair is about learning and using rules in games. It's also about learning social rules;
- C. Playing fair help you to enjoy the experience of playing together with others;
- D. All of the above.

QUESTION 3: What are the fundamental values of fair play?

- A. Fair competition, respect, friendship, team spirit, and equality;
- B. Fair competition, sport without doping, respect for written and unwritten rules;
- C. Integrity, solidarity, tolerance, care, excellence and joy;
- D. All of the above.

Session “My Health – My Choice”

Theoretical Introduction

The session will be prepared in a suitable form for young learners. The activities are based on experience and action, and starts from the needs of the participants. Developed skills and abilities will either show themselves during the debriefing part or, more likely, will be realised and recognised in future activities or real situations by the participants (and also trainers/facilitators) themselves. The learning process does not stop with the activity. In many cases a self-assessment process just starts there and it evolves with time and new experience, either real or simulated. The debriefing part is not only about asking questions, but also about moderating/leading the discussion itself and giving a clear structure to it. Participants contribute to the discussion by observing what they saw, what they felt and what they conclude from these experiences.

Habits learnt at a young age can help children become healthy adults. By spending time with child teaching them about the benefits of eating balanced, nutritious food, your child is more likely to continue a healthy attitude to food into adulthood. It should be highlighted that healthy habits also consist of physical activity, hygiene and positive thinking.

Learning Outcomes

- Increase awareness about healthy habits;
- Increase responsibility for individual choices;
- Knowledge how to implement habits into daily routine;
- Development knowledge about healthy lifestyle and wellbeing.

Typology

Theoretical and practical.

Timeframe

60-90 min.



Methods

Verbal: oral presentation.
Practical: group activity.

Delivery Content(s)

Audio-visual: power point presentation.
Verbal: explaining, talking.
Theoretical: health, habits – explaining.

Materials

Laptop, projector, papers, flipchart, pencils, plastic bowls and cutlery, Six balloons, scissors.

Procedure

OBJECTIVES

- To develop children's knowledge about daily habits.
- To do reflection about children's actual habits.
- To acquire practical knowledge about planning daily routine.
- To learn about positive habits and implement them into practise.

INSTRUCTIONS

1. Introduction

2. Presentation about habits

3. Warm-up -

The tutor will use teddy bear as an item to coordinate the activities.

"Teddy" (Teddy Bear) is sleeping in the box, because he spent so many hours in front of the computer playing games last night. "Catty" (cat) is coming in the morning to do some activities.

"Catty" with children wake "Teddy" up. "Catty" explains what did she do during all day – her activities based on the positive daily habits. Children will play game with "Catty" to involve "Teddy" to move on. 3-4 small groups of children will be needed. Pictures with daily habits will be left in a different places in the room. Children have to show them to the others.

4. Main part

- Children are involved to make fruit salad with nuts and coconut yogurt. The whole procedure to prepare salad will be explain by brain storm through flipcharts with colourful sticky papers (wash hands before preparation, trying fruits & nuts and describe their taste).

- Photocopy the slogans that accompany this lesson. The words will be cut apart. Since some of the slogans are short, the words might be cut in half so each balloon has an equal number of pieces inside.

5. Discussion about the taste of the prepare meal.

DEBRIEFING

- Was the activity hard?
- Was the explanations and rules of activities easy to understand?
- Did you like the activities?
- What else could be done or said during the activity?
- What children can say about team working?
- How children can introduce healthy habits into daily lifestyle?

Useful Videos

- <https://www.youtube.com/watch?v=UxnEuj1c0sw>
- <https://www.youtube.com/watch?v=afVm7H4eQV4>
- <https://www.youtube.com/watch?v=0QXmmP4psbA>

Quiz for Evaluation

QUESTION 1: Which eating habit is a positive one?

- A. Eating chips;
- B. **Eating balanced diet;**
- C. Eating only sweets;
- D. Eating irregular meals.

QUESTION 2: Smoking is a good habit to implement it into daily lifestyle?

- A. Yes;
- B. **Definitely no;**
- C. It is a good habit for children;
- D. Children should sometimes smoke.

QUESTION 3 Habit is:

- A. **Something that you do often or regularly, often without thinking about it;**
- B. Something that is always bad for your health;
- C. Something that you don't have to do at all;
- D. Something that you are not able to do during your whole life.

Session “Team & Fun”

Theoretical Introduction

Sports are vital to ensure the holistic development of kids as it fosters their physical, social and emotional health. Physical activity and sports have an educational impact and hence, the value of the educational benefits of sport should not be underestimated.

It is crucial to provide physical education both inside and outside of schools to help pre-schoolers learn and develop life skills. But, the focus in schools has become quite narrow and physical activity has nearly gone from most schools. When kids get home, their days include more sitting

around playing games and watching television. This has led to increased health problems. Because of this, children miss out on so many opportunities that sports have to offer.

From soccer and basketball, where children learn how to dribble a ball to reach a goal, to basic children's games like catching or races; each type of activity gives kids a chance to think in terms of how to succeed.

Even when a child is not the winner of a contest or event, that child can still see marked improvement over time. Winning is not the only gauge of progress, which is why it is important to have goals for kids to show improvement. As a child goes from being unable to finish a single lap to running a fun run, they will feel better about themselves, as well as learn how to work towards a goal.

Learning Outcomes

Sports and physical activity can have various positive benefits on the education of kids. Through participating in physical education, children develop various skills such as:

- motor skills development;
- educational potential;
- honesty;
- teamwork;
- fair play;
- respect for one and others;
- adherence to rules;
- fair play;
- confidence development.

Typology

Practical.

Timeframe

40 min.

Introduction to the topic and game (10 min);

Interactive session (playing game) (20 min);

Evaluation (feedback) (10 min).

Methods

Practical: exercise.



Delivery Content(s)

Practical: discussion, questions, games activities.

Materials

Outdoor or indoor playground/room.

Procedure

OBJECTIVES

By participating in team work fun games, in addition to encouraging their physical activity, children learn about the importance of cooperation and mutual assistance in order to better achieve goals together. Although there is always a winning and losing team in the game - what remains is a sense of belonging and cooperation and friendship.

INSTRUCTIONS

Given the number of children and the time available for the organization - choose one of the games from the video (see "Useful Videos") and divide the children into two groups. Explain one of the simple games (or more) to the children and let them go through the game on their own. After the first few "rounds" of games - if it is necessary to correct children's behaviour - if you notice that some children are making fun of another, if there is nervousness about losing the game - explain to children what the point of sports and play is. Explain that with this game we learn to act together and have fun, help each other, not win.

Let the kids continue the game, tear them down and cheer for everyone.

DEBRIEFING

After the allotted time for play, sit all the children (on the floor or if seats are available), engage their attention and repeat the goals of sports and games together in simple language, calm tone - for their health, self-confidence and community.

Encourage children to ask questions and express their opinions.

Recommendations

Adjust the approach and way of speaking and playing according to the age of the children.

Take care of children's safety - choose appropriate games and necessary equipment.

Explain games slowly and set an example.

At all times connect the sports game with good results (self-confidence, cooperation, helping...)

Useful Videos

- <https://www.youtube.com/watch?v=qCQ7BcTG4yQ>



Quiz for Evaluation

QUESTION 1 Sports and physical activity can have various positive benefits on the education of kids:

- A. **Respect for one and others;**
- B. **Teamwork;**
- C. Lack of confidence;
- D. **Fair play.**

QUESTION 2: Sports are vital to ensure the holistic development of kids because?

- A. It makes them muscular;
- B. It makes them act out;
- C. **It fosters their physical, social and emotional health;**
- D. It makes them not move a lot.

QUESTION 3 : What is important for achieving sport goals together

- A. **Cooperation;**
- B. Competitive behaviour;
- C. **Mutual assistance.**

Session “How is my heart beating?”

Learning Outcomes

- Holistic Health and Education by Sport for children.
- Sport / Wellbeing.
- Learning by playing.
- To know how heart adapts to physical exercise.

Typology

Theoretical and practical.

Timeframe

10 minutes introduction, 30 minutes implementation, 10 minutes calm down and feedback.

Methods

Verbal Methods: method of lecturing and teaching, method of discussion.

Practical Methods: practical working method.



Delivery Content(s)

Practical Content – various exercises that will foster the learning process.

Materials

Chronometer, Heart rate monitor (optional), paper and ballpen or electronic device for writing.

Procedure

OBJECTIVES

- Understanding the importance of Sport and physical wellbeing.
- Understanding how the heart works and how it adapts to physical exercise.

INSTRUCTIONS

Explanation

- Explain to children which is the main function of heart.
- Explain to children that heart beats can change according to physical activity.
- Explain to children that heart have long and short term adaptations.
- Introduce exercises that will be done during the main part of the session.

Implementation

- Show children how to measure their heart rate: a) heart rate monitor, b) counting beats in 10” (wrist or neck) and multiply by 6.
- Measure heart rate at rest and write down.
- Measure heart rate after different physical activities* and after 1 minute rest in each one. Write down results.

* 100 m sprint, 400 m sprint, 1000m sprint.

DEBRIEFING

- Analyse results from all participants.
- Answer and explain why rest heart rate is lower or higher in people.
- Answer and explain why rest heart rate is lower or higher after different exercises and after recovery.

Explain the importance of physical activity to improve cardiac health.

Useful Videos

- <https://www.youtube.com/watch?v=O8ttt3M8qZM>
- https://www.youtube.com/watch?v=Vot7V7_2UoI
- <https://www.youtube.com/watch?v=kCxGhZr1AQI>



Session “Healthy Heart Rate?”

Theoretical Introduction

In the last two decades, curriculum developers emphasized the cognitive dimension of learning by integrating health-related concepts in PA (Chen, Rovegno, Todorovich, Babiarz, 2003, Ennis & Lindsey, 2008). Ennis (2015) characterized the aforementioned curricula as concept-based PE curricula because they include knowledge about PA.

Keating and her colleagues (2009) defined health-related knowledge as the “knowledge about individuals’ ability to perform PA and protect themselves from chronic disease” and argued that helping students to develop health-related knowledge could lead them to adopt healthy PA behaviours.

Based on the above findings, we designed a curriculum entitled “Science, PE & Me”.

Learning Outcomes

Get knowledge about:

- Pupils’ motivation in constructing health-related fitness knowledge through carefully designed movement tasks;
- Health-related fitness through peer socialization;
- Teaching the concepts and principles about cardiorespiratory fitness;
- How heart adapts to physical activity.

Typology

Theoretical and practical.

Timeframe

45 min
Engagement (10 min)
Exploration (15 min)
Explanation (8 min)
Evaluation (7 min)
Elaboration (5min)

Methods

Method of lecturing and teaching, method of discussion (verbal communication).
Practical working method (practical method).



Delivery Content(s)

Theoretical content: videos.
Practical: exercise.

Materials

Indoor Gym or outdoor schoolyard
CD player / music
Stopwatch
4 vests
4 cones (or 16 cones for small space)
Pupil's workbook

Procedure

OBJECTIVES

- Pupils learn to identify their pulse.
- Pupils understand that the pulse is a measure of heart rate.

INSTRUCTIONS

ENGAGEMENT (10')

- Gathering of the pupils;
- Connection to the previous lesson;
- Information about the current lesson (radial and carotid pulse).

EXPLORATION (15')

- Pulse measurement while doing PA (Pulse Tag Experiment).

EXPLANATION (8')

- Learn about pulse measurement (radial and carotid);
- Turn to the person to your right and demonstrate how you can measure your pulse;
- Measure the pulse/beats per minute;
- Demonstrate the other places that you can measure your heart rate (Brachial, femoral).

DEBRIEFING (5')

Open your Pupil's Science Journal and answer the questions.

- Ask pupils to think why it may be hard for them to feel their pulse after having been sitting down.
- Tell pupils to find out how quickly they can detect their pulse when a game or an activity causes their heart to beat fast during the next few days.
- Discuss with pupils the importance of the heartbeat.
- Ask them to report their experiences.
- Encourage them to use the process they learned today with a member of their family.



Recommendations

- Ensure the students' safety.
- The approach should be proportional to the children's age (way of speaking, choice of games, suitability of exercises).
- Select the necessary equipment.
- Explain the activities slowly and clearly and give examples.

Useful Videos

- <https://www.youtube.com/watch?v=lyjfx47HTLQ>
- <https://www.youtube.com/watch?v=qhgAEfLh1Ck>
- <https://www.youtube.com/watch?v=oAjnIDZH9H8>
- https://www.youtube.com/watch?v=o7R28_k6i5E&t=2s

Quiz for Evaluation

QUESTION 1 The heart rate is easiest to find:

- A. Behind the knees;
- B. At the temple on the side of the head;
- C. **On the wrist or neck;**
- D. In the groin.

QUESTION 2 Heart rates vary:

- A. From person to person;
- B. According to age;
- C. According to physical fitness;
- D. **All the above.**

QUESTION 3: What is the explanation for the carotid pulse?

- A. A place near the body surface (just under the skin) where you can detect the pump or beat of the heart;
- B. A place on your wrist where you can feel blood pulsing through your radial artery;
- C. **A place on the side of your neck where you can feel blood pulsing through your carotid artery.**

QUESTION 4: In the process of measuring the pulse, what are you going to do when the PA instructor says: "Heart rate"?

- A. **Be ready to count the beats;**
- B. Stop immediately, stand still;
- C. Stop counting, don't talk, or shout out;
- D. Begin counting each beat for 10 seconds.



V. Holistic Health and Education by Sport for youngsters & NEETs



Session “Tied-leg Football”

Theoretical Introduction

A game of football, but the players of one of the teams have their legs tied together in pairs. The game is meant to teach the participants about the values of Fair Play.

Learning Outcomes

- Fair competition: The importance of it. When two teams are not on even ground, victory is not as rewarding. The challenge and the uncertainty on victory are some things that make victory worth attaining. A strong opponent is just another challenge, so when the opponent is purposefully weakened, and victory is easy, there is no point.
- Equality: Competing on equal terms is essential in sport. Otherwise, performance cannot be measured properly.
- Respect: Respect for the other team and your own.
- Team spirit and Solidarity: Individuals can be strong on their own, but they are much stronger in a team, even with obstacles in their way. Mutual support brings mutual success.
- Friendship: The two teams are not rivals. Rivalry on the field does not exclude friendship, as friendship could grow from noble rivalries.
- Integrity: Being honest and having strong moral principles are essential to fair play. Practicing sport within a sound ethical framework is important.

Typology

Practical.



Timeframe

Explanation of rules 10 minutes

Preparation 10 minutes

15-20 minutes per round

Debriefing and evaluation could take as long as the circumstances need

In total the activity could take about 70-90 minutes.

Methods

Education Through Sport (ETS).

Delivery Content(s)

Practical: exercise.

Materials

A football, some rope, some cones to indicate the goal, and a whistle for the referee. T-shirts, or some other way to distinguish the two teams from each other, like coloured post-it notes etc.

Ideally this game needs open space to be played correctly.

Procedure

OBJECTIVE

To teach the participants about the importance of Fair Play, how winning feels wrong when the two teams aren't equal.

INSTRUCTIONS

(Normal football rules apply in this game)

Participants are split into two even-number teams.

The trainer will explain the normal games of football, and then will reveal that one team will have to be tied in the legs in pairs. Then the first round begins. Each round ends when one of the two teams scores.

(If we have an odd number of participants they could play as referees or as the goal keepers for each team. It is up to the trainer if they want the goalkeepers to be tied in pairs as well. It depends on circumstance.)

Round one: one team is tied in pairs, one is not. No handicap is given to the team that is not tied.

Second round: a handicap is given to the un-tied team. They are only allowed to walk not run.

Third round: Both teams are tied.

DEBRIEFING

After the game ends, the participants are gathered in a circle. First, the trainer will start a conversation and address to the tied-leg team the following questions, or questions along those lines:

- How did the first round make you feel?
- How did the second round make you feel? What was different?
- How did the last round make you feel?

After they answer, the trainer will ask the same questions to the un-tied team. Then they will discuss how their answer differ, how each player viewed the experience etc.

After that, the trainer could ask the following questions to spark dialogue and conversation:

- Do you understand the importance of this exercise?
- What could have been done in a better way in order to improve this experience for you? Did you have fun?
- What was your favourite round?

Recommendations

- It is preferred to play this game in an open space, to keep things safe and comfortable for everyone.
- Everything can be adjusted to fit the circumstances at hand. For example if a participant doesn't feel safe to be tied, they could switch teams or stay out of the game etc

Session “Ultimate”

Theoretical Introduction

Combining strategy and skill, this outdoor game is ideal for enjoying a sunny afternoon. Ultimate Frisbee is a fun team game.

The object of the game is to score as many points as possible by passing each other with the Frisbee into the opponent's goal.

Learning Outcomes

- Teamwork skills
- Cooperation manners
- Fairplay
- Education by sport basic theory

Typology

Practical.

Timeframe

From 45 min to 60 min depending on the group size.

Methods

Education By Sport.

Delivery Content(s)

Practical: exercise.

Materials

A disc commonly referred to as a Frisbee.

Enough players to form two teams of 5 or 6.

Delimit the land. A flat and rectangular land. Indoors, ultimate is usually played on a 5v5 handball court.

Procedure

OBJECTIVES

- To stimulate teamwork and cooperation among young people.
- To be able to address teamwork in a common manner and individually.
- To address the value of fairplay.
- To get acquainted with the concept of education by sport.

INSTRUCTIONS

To play Ultimate Frisbee you will need:

First, it is necessary to delimit the pitch where to play. Outdoors, a flat ground for the comfort of the players would be great. The pitch is divided into two equal halves. Behind the end lines is what is called the end zone. It is in these areas that each team scores its points. After having formed two teams of 5 to 6 players the game can begin. The goal for both teams is to catch the Frisbee in the opposing goal, to score points.

The entry takes place in the middle of the field and by a team to draw lots beforehand. At the start, each team must be in its own half. Once the disc is thrown at a teammate, the players divide up the field to try to catch the disc in the goal.

The player in possession of the disc cannot run or walk and has 10 seconds to restart the disc. He can throw the frisbee in any direction and can pivot to find prominent players. The defender counts the 10 seconds out loud and is the only one who can block the player in possession of the disc.

The disc passes to the other team when:

The frisbee goes out of bounds.

A player drops the frisbee to the ground.

A player throws the frisbee and none of his team catches it. The throw-in of the frisbee is always done at the point of fall of the latter. When an equipped team scores a point it hires from its goal line to give possession of the disc to the other team. Finally, an ultimate match usually takes place in two 10-minute halves.

In an Ultimate Frisbee match there is no referee. Indeed this game is based on fair play. The players are therefore responsible for the smooth running of the game. In addition, ultimate is a non-contact sport which makes the game accessible to everyone.

DEBRIEFING

- How did the players feel during the game?
- Did they decide any strategy for the whole team?
- If any, how their strategy was decided? Was it easy or not?
- Was it difficult about the play?
- How difficulties encountered were addressed?
- Did everyone took equally part in the game and have its voice heard within the play or some players feel they played more than others?
- What they think they learned about fairplay?
- What they feel their learned as of the whole experience of this play? Could they apply what they have learned in real life situations?

Recommendations

If frisbee is not available the game could be played also with a handball ball or any other sport tool relevant for such kind of game.

Useful Videos

- <https://www.youtube.com/watch?v=YkMMqOUNyKk>
- <https://www.youtube.com/watch?v=SUqSWmeEexg>

Quiz for Evaluation

QUESTION 1: What is the main aim of the game?

- A. To score 10 points;
- B. **To score as many points as possible;**
- C. To be a good team;
- D. To learn teamwork.

QUESTION 2: How points are scored?

- A. When frisbee is thrown once in the opponent's goal;
- B. **By passing each other the Frisbee and catching it into the opponent goal;**
- C. By passing the frisbee in the same team 10 times;
- D. By catching it from the opposite team.



QUESTION 3: Why there is no referee in the game?

- A. Because each player act as referee;
- B. Because there is no need;
- C. **Because the game is based on fairplay;**
- D. Because coaches have decided as such.

Session “Outdoor Sport Practise”

Theoretical Introduction

Getting outdoors is so important, particularly for teenagers. We all know that getting outside and exercise is crucial for our mental health. Now more than ever, kids and teens are widely disconnected from nature and spending copious amounts of time indoors.

Being outside can reduce stress and just a simple walk can reduce anxiety or worry which is a vital mental health strategy that teens need to learn. “Wilderness Therapy” and ‘Forest Bathing’ has emerged as a way to help troubled teens and adolescents boost their self-esteem but fun activities outdoors can be a simple way to give anyone a ‘feel good feeling!’

Thus the combination of Sport and Outdoor (team) activities can boost youngsters’ motivation and be really effective.

Learning Outcomes

Get knowledge about outdoor sport (team) activities.

Typology

Theoretical and practical.

Timeframe

60 min

Introduction to the topic (5 min)

Ice Breaker and Warm-up (5 min)

Interactive NFE session (45 min)

Re-Form the Shape

Evaluation (feedback) (5 min)

Methods

Oral presentation, NFE activities, discussion and debriefing.



Delivery Content(s)

Theoretical: PPT presentation.

Practical content: outdoor exercises.

Materials

Meeting room;
Projector;
Laptop;
Flip Chart;
2 Ropes.

Procedure

OBJECTIVES

- Motivate youngsters to be active through outdoor sport practice;
- How to transform a sport activity into an educational one.

INSTRUCTIONS

A. Introduction to the topic (5 min)

B. Power Point presentation (power point) (10 min)

(see the Power Point presentation)

C. Ice Breaker and Warm-up (5 min)

„Balloon War“

Divide the teens into two equal teams and give each other a packet of balloons. Make sure each package contains the same number and same colour of the balloons.

Each team will get 4 minutes to blow up as many balloons as possible.

Each team now has to select one or more Popper, who'll get a set amount of time to destroy the balloons that belong to other teams. The team that has the maximum number of balloons will win the match.

D. Interactive NFE session (35 min)

RE-FORM THE SHAPE – 15 min

Participants are divided into teams.

The instructor created a Shape formed by natural elements (for example: a rock, a leaf, a, stick etc.. put in a certain way).

Each team has 60" to see the "shape" and memorize it. After that the teams should go into the nature, find all the elements of the "shape" and re-form it as quickly as possible.

The team that reform the correct "shape" faster, wins.

[each team has to organize the various team members, according to different strategies that can be adopted].

THE SQUARE ROPE

The participants are divided into two teams and are blindfolded.

Each team has a long rope. Players must always hold the rope in their hand.

The object of the game is to form a square with the rope while remaining blindfolded.

The team which creates the correct square faster, wins.

ORIENTEERING – 15 min

Define the playing area and build a map (even a simple one).

Identify 10 areas – goal (targets).

In each target area, deposit small sheets of coloured paper.

Draw 10 maps of the playing area identifying the 10 zones - goal to be achieved.

In rotation, give each participant a different map: the participant must read the map and reach the exact place, where to collect a piece of paper.

The game ends when the participant has collected all the pieces of coloured paper.

The activity can also be done as a timed race, in teams.

DEBRIEFING

- Which activities do you like most?
- Why?
- What did you learn?
- Which element of these activities you can bring back into your daily life?

Useful Videos

- <https://www.youtube.com/watch?v=26Zc5AVkFis&t=49s>
- <https://www.youtube.com/watch?v=pgGfX8jAVgc>
- <https://www.youtube.com/watch?v=jH1ZiMHYRDQ>

Quiz for Evaluation

QUESTION 1 Outdoor sport activity can be effective to make youngsters more active because:

- A. Male and females love to play together;
- B. **If well organized, these activities can be involving and empowering;**
- C. All teenagers love sports;
- D. They can see sports on TV and learn how to do them.

QUESTION 2 Outdoor sport activity for teenagers should be:

- A. **Inclusive and funny;**
- B. Well-structured and competitive;
- C. With a lot of rules;
- D. Identical to professional sports.

QUESTION 3 Coach / Educators / Sport instructors delivering outdoor sport activity for teenagers/youngsters should:

- A. Focus on rules and sanctions;
- B. Create competitive attitude in all participants;
- C. **Focus on the educational perspective of the activities and put the accent on it in his/her speeches;**
- D. Make a long and detailed presentation of the activity instead of multiple and short speeches.

Session “The Wings of Success”

Theoretical Introduction

Teamwork as the second important implicit value of sport is naturally connected to team sport. The team's performance always has a priority to the individual's. Not only can you hear e.g. footballers say that the team did well and not the one who scored the goal, but trainers and coaches explicitly demand all players to perform as a team. Results are always team results. Individual needs are not important. This claim fosters a social behaviour which is based on solidarity and empathy as well. Even though teamwork is clearly demanded, the actual behaviour and social skills you need for it are not always explicitly mentioned or taught. By reflecting on it through an ETS exercise you not only make what teamwork means to the individual transparent, but also what the social skills required are.

Leadership is the art of motivating a group of people to act toward achieving a common goal. Leadership captures the essentials of being able and prepared to inspire others. Effective leadership is based upon ideas—both original and borrowed—those are effectively communicated to others in a way that engages them enough to act as the leader wants them to act. A leader inspires others to act while simultaneously directing the way that they act. They must be personable enough for others to follow their orders, and they must have the critical thinking skills to know the best way to use the resources at an organization's disposal.

Learning Outcome

- To encourage teamwork, problem solving and team cooperation.

Typology

Practical.

Timeframe

75 min.

Preparation and instruction – 10 minutes

Delivering the ETS Session – 45 minutes

Debriefing and evaluation – 20 minutes.

Methods

ETS (Education Through Sport).

Delivery Content(s)



Practical exercise, discussion, debriefing, evaluation.

Materials

30 training bibs / scarves (at least of two different colours);

Equal number of materials for the aircraft for each team - sheet of papers, shoelaces, tapes, pencils, rubber bands, a bottles of mineral water, a cloth napkins, etc.;

Cones;

Training ground/ sport hall/ open and safe area according to the size / number of the group / participants;

Training bell; Flipcharts; Markers, sticky notes (different colours). Laptop and projector.

Procedure

OBJECTIVE

- To encourage and develop teamwork, problem solving and team cooperation among participants.

INSTRUCTIONS

- Divide the participants into several teams (depending on the number of participants in the session) - let the distribution be random, but with an equal number of participants in each team. Each team has a separate colour bibs;
- Distribute a different colour of bibs to each of the team members;
- Each team is given an equal amount of materials for building an aircraft - a sheet of paper, shoelaces, tape, pencil, rubber band, a bottle of mineral water, a cloth napkin, etc.
- Explain the rules of the session - have them clearly stated or posted on a flipchart;
- The order to receive materials, each team must pass different tests/obstacles - in each of them, the team would receive a piece of material of a kind (for example, a sheet of paper). Each team could stop collecting materials if the team members decide that the materials they already have will be enough for them to produce an aircraft.

- The tests are:
 - To get an elastic band you have to go through zigzag cones with your eyes closed (your teammates can help you with verbal instructions);
 - To get a sheet of paper, a bottle of mineral water or shoelaces you have to run a certain distance on one foot (to the material you need and vice versa);
 - To get the tape you need to jump on two legs a certain distance (to the material you need and vice versa);
 - To get a napkin / pencil, etc., you have to run/walk squatting (to the material you need and vice versa);
- The purpose of the session is to build an aircraft – only with the available materials. The winner is the aircraft - that has travelled the longest distance (flying) with a bonus of 1 meter per stay in the air.

DEBRIEFING

- What happened during the game?
- How did you feel during this session?
- Did you learn anything new about yourself / others?



- The PPT can be used during the debriefing moment to make participants understand the values.

Recommendations

- Make an appropriate warm-up before the ETS session;
- Mark out the space of the activity - make sure it is safe and there are no objects that could harm or injure the participants in the sports session;
- Prepare the colourful bibs/scarves for each of the teams;
- Prepare the building materials for the aircrafts;
- Explain the rules of the session and have them clearly stated or posted on a flipchart;
- Prepare debriefing questions at the end of the ETS session.

Useful Videos

- How To Be A True Leader: https://www.youtube.com/watch?v=bAVgd0oJ_T8
- 7 lessons of best leadership: <https://www.youtube.com/watch?v=ipDKYJZNUdM>
- Richard Branson | True Leadership: <https://www.youtube.com/watch?v=80tl-Z1L5Os>
- What is True Leadership? <https://www.youtube.com/watch?v=VlfwBe7iXAA>

Quiz for Evaluation

QUESTION 1: What is leadership?

- A. Leadership is the art of motivating a group of people to act toward achieving a common goal;
- B. Helping everyone;
- C. Give orders to the other;
- D. All of the above.

QUESTION 2: What is teamwork?

- A. Teamwork is the collaborative effort of a group to achieve a common goal;
- B. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals;
- C. Having a united sense of purpose to achieve a clear, specific goal that all members believe is important to attain;
- D. All of the above.

QUESTION 3: How to build teamwork?

- A. Make teamwork a priority and reward teamwork;
- B. Make fair competition, sport without doping, respect for written and unwritten rules;
- C. Think about integrity, solidarity, tolerance, care, excellence and joy;
- D. All of the above.

Session “Find the right trope”

Theoretical Introduction

The activity is prepared for youngsters audience. All theoretical information will be adapted to them. Participants will be introduced to the subject through Non-formal education (nutrition). Power point about the role of nutrition will be shown to the participants. To warm-up group it will be used an activity based on the ETS. Participants will be divided into 2 groups. The materials for the game based on the elements of adventure education will be prepared. Rules will be explained to the participants. Tasks will be hidden in envelopes around the green field next to schools or in the park. All ideas will be discussed by participants and trainer. At the end the evaluation will be done by questions and questionnaire.

Learning Outcomes

- Increase awareness about the importance of daily diet;
- Build-up participants certainty which products should be in daily diet;
- Ability to implement healthy diet in a lifestyle;
- Increase ability to use strategic thinking in daily routine.

Typology

Theoretical and practical.

Timeframe

60-90 min.

Methods

Verbal: explaining, talking.

Theoretical: nutrition, role of carbohydrates, protein, fat – explaining.

Methods: ETF, elements of adventure education.

Delivery Content(s)

Audio-visual: power point presentation.

Practical: Warm up activity, Main part – (NFE activity), discussion.



Materials

Laptop, projector, paper, pencils, map, envelopes, fruits, vegetables, A Hula Hoop (or circle in gym's centre), 22 coloured light balls, Colours: Red (Meat), Blue (Water), Orange (Vegetables), Green («Go» Exercise), Purple (Fruits) Black (Sweets - Chocolate), White (Cereals, Breads, Pasta), Yellow (Dairy products), 3-5 «DARE» balls (different to others) - to represent unhealthy choices such as drugs, lack of exercise, etc.. Food pyramid projected on wall, a colour code chart to show which food group is represented by which ball.

Procedure

OBJECTIVES

- To do reflection about daily diet;
- To make youngsters decision making in the field of nutrition;
- To show the importance of the nutrition in the participants age;
- To make participants able to use good nutrition's practises in the daily routine.

INSTRUCTIONS

1. Introduction;
2. Presentation about the importance of daily diet;
3. Warm-up

Different-coloured sheets will be passed out of paper to each person attending the meeting.

Then everyone would be asked to write an interesting fact about themselves connecting with nutrition on the piece of paper and fold it into a paper airplane.

Participants will launch their paper airplane to somewhere around the room.

Everyone will retrieve one of the paper airplanes, reads the fact, and guesses whose paper airplane they got.

4. Main part

- "Find a right trope to your health"

Participants are divided into 2 groups. Both groups will get a map with 5 places to find. In every place there is hidden an envelope with task to do. Participants make a brain storm to find creative ideas.

- A. How I can implement physical activity into daily routine?
- B. How I can cope with meals during the day ?
- C. Which products I can use to make a powerful breakfasts ?
- D. Which products I can use to make a healthy dinner?
- E. Ideas for healthy snack to go.

Discussion with both groups.

- Mind Your Food

1. Review locomotor skills, food pyramid.

2. Select some participants (5-6) to be taggers or «munchers».

Taggers stand at the half court line beside the «stomach» (hula hoop) until the music starts and then they try to capture food, water, exercise, and unhealthy habits. All others select a ball from the «grocery box» and go to one of the two end lines in the gym.

3. Prior to turning on the music the facilitator announces one of the locomotor skills. Once the music begins, all perform the locomotor skill that was requested.

4. The students representing food, water, exercise, and unhealthy habits try to make it to the opposite end line without being tagged by a «muncher». The «munchers» are trying to fill up the stomach (hula hoop) with the daily recommend servings from each of the food groups. The «munchers» also want to capture some exercise and water! (The foam balls go in the stomach or hula hoop.) When the «munchers» tag unhealthy habits, they place the ball in the trash can.

Instead of sitting out after being tagged by a »muncher«, participants go back to the »shopping box« and get another ball.

5. After the exercise the group refers to the food pyramid and »check« the stomach (hula hoop) to see if anything is missing or if anything is in the stomach that is unhealthy. Did the munchers get water? Exercise? Did they eat too many sweets?

DEBRIEFING

- Did you find out new information about nutrition ?
- Was the activity hard ?
- Was the explanations and rules of activities easy to understand ?
- Did you like the activities?
- What else could be done or said during the activity ?
- What happened during the game?
- How did you feel during the exercise?
- Did you learn anything new about yourself?
- Did you manage to work together?

Recommendations

Safety recommendations will be needed during the activities.

Useful Videos

- <https://www.youtube.com/watch?v=Y8HIFRPU6pM>
- https://www.youtube.com/watch?v=Gmh_xMMJ2Pw
- <https://www.youtube.com/watch?v=WfcmanEi5gQ>

Quiz for Evaluation

QUESTION 1 : Which vitamins are fat-soluble vitamins?

- A. A, B6, B2, E;
- B. D, K;
- C. **A, D, E, K;**
- D. A, D, B, B6.

QUESTION 2 : What balanced meal should contain?

- A. **Carbohydrates, protein, fat, sugar;**
- B. Fruits and vegetables only;
- C. Protein, Fat;
- D. Less fat and carbohydrates.

QUESTION 3 : How many portions of the fruits and vegetables should you eat a day?

- A. **5;**
- B. Less than 3;
- C. 3;
- D. Do not eat at all.

Session “Team up!”

Theoretical Introduction

The Benefits of Teamwork in Youth Sports

The essence of teamwork is a group of people working together to achieve a common goal. While the premise seems simple, it requires a lot of dedication and perseverance. Successful teams must overcome many obstacles and be willing to learn and grow together. Because of the complexity of being part of a team and participating in youth sports, people can experience quite a lot of personal growth while receive several benefits and life skills.

Cooperation

Sports teams are an amazing way for young people to experience diversity and learn to cooperate with others. Every member of a sports team must work together to achieve success so individual differences have to be put aside. The diverse mix of personalities and challenges that young athletes face will help your child become patient, persistent, and adaptable.

Self-esteem

When young people understand that their voices are valued, they gain confidence. Being heard provides a sense of worth and encourages further participation. Teams naturally help people feel important as teammates interact and support each other. Young people may also develop long-lasting friendships that foster a sense of community and give them a safe foundation when dealing with stress.

Leadership Skills

Along with organization, self-discipline, and conflict resolution, a strong leader understands how to communicate and work within a team. Youth sports can help young people develop strong leadership skills by teaching them how to voice their needs, such as talking about issues with a coach, and to listen to the needs of their teammates.

How team working skills help a young person later in life

Most of executives said an job applicant's background in sports positively influenced their hiring decisions. The reason for that is the strong team working skills that young athletes learn. When an applicant has participated in youth sports, hiring managers understand that he or she has dealt with pressure and competition and has solid experience working with a team for a particular outcome. Youth in sports learn the importance of following rules and procedures, how to take constructive feedback, how to offer support to others, and when to ask for help. They also learn what it means to balance their strengths and weaknesses against teammates. Sports are basically teamwork in action, a major plus for any career.



Besides job opportunities, personal relationships from friendships to romantic partners benefit from team working skills. Any successful relationship requires communication, compromise, support, and a willingness to work together for a common goal. By teaching young people these skills through sports at an early age, they will have what's needed for successful interactions later in life.

Youth sports is far more than an after-school activity or a way to get out of the house for a few hours. It builds teamwork and provides people the skills they need to be successful adults. So let's get out there and play!

Learning Outcomes

- Cooperation;
- Self-esteem;
- Leadership Skills;
- Job opportunities;
- Personal relationships;
- Team working skills.

Typology

Practical.

Timeframe

60 min.

Introduction to the topic and game (10 min);

Interactive session (playing game) (20 min);

Evaluation (feedback) (10 min).

Methods

Discussion, questions, games activities.

Delivery Content(s)

Practical: exercise.

Materials

Meeting room/playground;

Presentation screen;

Computer.



Procedure

OBJECTIVES

Sport is considered as a strong and very effective tool for development, education and learning. It is believed that it confers life skills, social knowledge, values and leadership qualities. There are some key elements required in order to make the sport-based interventions more efficient. The implementation of the educational function of sport means to pursue in priority an educational goal.

INSTRUCTIONS

1. A brief explanation of the purpose of the workshop. 5 mins.;
2. Dividing participants into 3 equal groups randomly (FOR, BY and THROUGH Sport²). 5 mins.

Work in groups: 40 mins.

- Group 1 What is FOR Sport?

Definition.

Examples of initiatives on the topic at local, national and international level;

- Group 2 What is BY Sport? Definition. Examples of initiatives on the topic at local, national and international level;
- Group 3 What is THROUGH Sport? Definition. Examples of initiatives on the topic at local, national and international level.

DEBRIEFING

3. Group presentations. 3 mins for each group.
4. Questions and Answers.

Recommendations

The session can be held in a seminar room or in an open area such as a park, garden or stadium.

Quiz for Evaluation

QUESTION 1 The Benefits of Teamwork in Youth Sports:

- A. **Cooperation;**
- B. **Self-esteem;**
- C. Lack of confidence;
- D. **Leadership Skills.**

QUESTION 2: How youth sports can help young people develop strong leadership skills?

- A. **Teaching them how to voice their needs, such as talking about issues with a coach, and to listen to the needs of their teammates;**
- B. Making them act out;
- C. Fostering their physical, social and emotional health;

² Move and Learn Manual - <https://www.moveandlearn.org/files/Move&Learn.pdf>



D. Making them not move a lot.

QUESTION 3 : How team sports working skills help a young person later in life?

A. **Strong team working skills that young athletes learn doing sports;**

B. **He or she has dealt with pressure and competition so is better prepared for job challenges;**

C. Help them with their handwriting skills.

Session “Are we what we eat?”

Learning Outcomes

- Holistic Health and Education by Sport for youngsters
- Sport / Wellbeing / Nutrition
- To know basics of sport nutrition

Typology

Theoretical.

Timeframe

20 minutes teaching, 20 minutes discussion, 10 practical application.

Methods

Verbal Methods: oral presentation method, method of lecturing and teaching, method of discussion, problem solving method.

Practical Methods: method of independent learning, learning in an online environment.

Delivery Content(s)

Theoretical Content – reading materials created in order to broaden the video content.

Practical Content – various exercises that will foster the learning process.

Knowledge Content – short quizzes; uploads of completed tasks will be expected.

Materials

Computer / laptop, Projector, Wifi, PPT presentation.

Procedure

OBJECTIVES

- Provide knowledge regarding healthy nutrition;
- Make young people reflect on their nutritional lifestyle.

INSTRUCTIONS

Teaching

Show a PowerPoint presentation with basics of healthy nutrition:

- Macronutrients and their role;
- Nutritional pyramid;
- Foods to avoid (sugars, saturated fats, processed foods...) and why!!
- Nutrition for physical activity;
- Web content to keep updated in nutrition.

DEBRIEFING

Group discussion about the following topics:

- Is it important nutrition for growing up properly?
- Which are nutrition habits consider as healthy? Why?
- Which are nutrition habits consider as unhealthy? Why?
- If you practice physical activity, your nutrition should change? Why?

Practical Application

- Summarize the main ideas;
- Show website of social media accounts to follow in order to learn about nutrition.

Session “Spikeball”

Theoretical Introduction

Spikeball is a net sport.

The game is played between two teams of two people each. Players are positioned at 4 points around the net, with partners located at neighbouring positions. One player serves the ball across the net to the opposing team member. The opposite team then has 3 hits to return the ball onto the net. After the serve, there are no boundaries in the game.

Participants are free to run, set and spike the ball from anywhere around the net.

The objective of the game is to hit the ball onto the net so that the opposing team cannot return it.

The team that achieves this objective wins 1 point. The winner team is the one that reaches 21 points first, having a difference of 2 points from the opposing team.

Learning Outcomes

- Enjoyment
- Teamwork



- Initiation to education by sport and its benefits
- Developing social skills
- Sportsmanship

Typology

Practical.

Timeframe

45 – 90 min (it depends on the level of participants).

Methods

Education By Sport.

Delivery Content(s)

Practical: exercise.

Materials

The court can be adjusted accordingly
A spikeball set (bag, rim, net, balls)

Procedure

OBJECTIVES

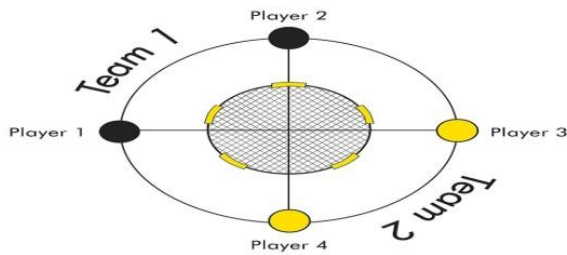
- Fun
- Cooperation
- Self-confidence
- Fair play
- Personal relationships
- Health promotion through PA

INSTRUCTIONS

How to play Spikeball: Before play, During play, Scoring, Serving, Rallies, Infractions.

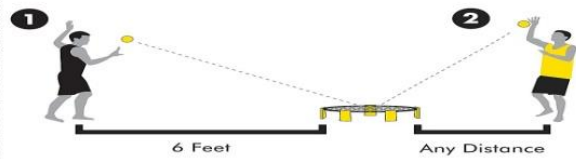


SET UP



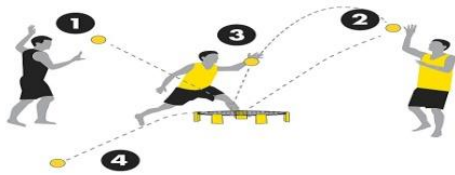
SERVE

A point starts with a serve. The server stands 6 feet away from the net, directly across from the receiving player.



PLAY

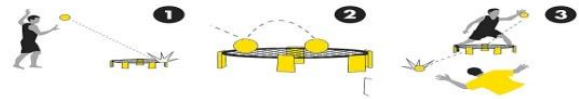
Just like volleyball, the receiving team has up to three alternating hits to return the ball onto the net. When they do, possession changes to their opponent.



SCORE

Points are scored when:

1. The ball hits the rim or ground.
2. The ball doesn't bounce off the net in a single bounce.
3. A team can't return the ball onto the net.



DEBRIEFING

- Why do the players participate in the game?
- What previous experience do they have?
- Do the participants have fun?
- Do they make new friends?
- Are they going to repeat this activity?

Recommendations

- Ensure the participant's safety;
- Select the necessary equipment;
- Explain the rules clearly.

Useful Videos

- <https://youtu.be/tc1pEqCGWnw>
- https://www.youtube.com/watch?v=RULU1m9_008
- <https://www.youtube.com/watch?v=ZfCflynS-fg>
- https://www.youtube.com/watch?v=fVH0HzSXw_s

Quiz for Evaluation

QUESTION 1 Benefits on sport participation are:

- A. Health and Educational;
- B. Mental and Emotional;
- C. Social;
- D. All the above.

QUESTION 2 The term N.E.E.T. is an acronym to describe young people who are:

- A. Not in Eligibility, Employment, or Tender;
- B. **Not in Education, Employment, or Training;**
- C. Not in Emotion, Exercise, or Training;
- D. Not in Education, Encouraging, or Teamwork.

QUESTION 3 In the spikeball the participants:

- A. They are only allowed to be inside their team's court;
- B. They are free to run, set up and return the ball from a specific area of the court;
- C. **They are free to run, set up and throw the ball from anywhere around the net;**
- D. They do not have a specific number of hits to return the ball.

VI. Holistic Health and Education by Sport for Adults



Session “Silent Football”

Theoretical Introduction

Through ETS a lasting social change is supposed to happen. It aims to enable empowerment and provoke a sustainable social transformation. ETS requires many elements which go from using sport and physical exercise in order to provoke a strong lifelong learning outcome such as improving tolerance, solidarity or trust among nations. ETS should be seen more as a plan for reflection than for a field action. (*Move&Learn Manual*)

Communication is the process of passing information from one person to another.

It helps understand people better removing misunderstanding and creating clarity of thoughts and expression. It also educates people. The communication may be written or oral, formal, informal, and upward, downward, horizontal, diagonal, interpersonal, intrapersonal, interdepartmental, intra-organisational.

The communication brings people together, closer to each other. (*Communication: Meaning, Purpose, Importance and Principles*).



Learning Outcome

Participants will learn about the importance of honest and direct communication among each other through sports game.

Typology

Theoretical and practical.

Timeframe

60 min.

Methods

Verbal methods - oral presentation method.
Practical methods - practical working method.

Delivery Content(s)

Theoretical: PPT presentation.
Practical: exercise.

Materials

Laptop, Projector, Football, Sport clothes to change, Field to play, Whistle.

Procedure

OBJECTIVE

- Understand the importance of communication in everyone everyday life and how miscommunication can influence the quality of performance

INSTRUCTIONS

Introduction.

Duration – 10 minutes

Show the video about communication importance and introduce shortly with Education Through Sports methodology.

Practical Part.

Trainer will be the referee of the game.

Part 1

Participants are divided into 2 teams. Like in a regular football game.

1 Goalkeeper and the rest are defenders and forwarders.

Duration – 16 min (5 min deciding the roles, 10 min playing (5+5 min) 1 min break in between).

Rules

1. When deciding team player roles, they are not allowed to talk, they must show it by body language and signs.
2. During the game, players are not allowed to communicate between each other, shout or in any way make noises. They have to play in silence.
3. If player doesn't follow the rule nr.2- the player is taken out of the team and they has to play with 1 player less.

Game ends after 10 minutes of play time.

Part.2

Participants stay in the same teams but they are allowed to switch the roles and this time properly communicate about it. 1 Goalkeeper and the rest are defenders and forwarders. If anyone has a question, they can clarify what exactly defender does and forwarder.

Duration – 20 min (5 min deciding the roles, 10 min play time (5min +5min + 3 min in between to rest and discuss strategies or give any advices to team players).

Rules

1. When deciding team player roles, players are allowed to communicate between each other and also ask questions to the trainer.
2. During the game they are allowed to communicate between each other and make noises.
3. During the break they can talk about strategies and discuss how to better get a goal and also switch positions in the field.

Game ends after 10 minutes of play time.

DEBRIEFING

Duration – 15 min

Ask participants to talk about their general feelings and emotions they had while playing the game.

Questions that can be asked:

- How did you feel during the first ‘‘silent game’’?
- What problems did you have while playing the game? What was the hardest part? Why?
- Do you think the communication part was missing to better understand the roles and play together as a team?
- How do you feel during the second game when there was an open communication and ability to better build strategies and discuss roles?
- Do you think the game improved after being able to communicate clearly with your team? How did it improve?
- What do you think, how important communication is in sports, workplace, personal life etc? Why?
- How improved communication skills can improve each persons every-days life? Why?

Useful Videos

- <https://www.youtube.com/watch?v=Dgp-bfdiCoY>
- <https://www.youtube.com/watch?v=gCfzeONu3Mo>

- <https://www.youtube.com/watch?v=qFWsTsvJ8Xw>
- <https://www.youtube.com/watch?v=K4mhtXPVAI0&t=71s>
- <https://www.youtube.com/watch?v=PwKuJ-jHCuE>

Quiz for Evaluation

QUESTION 1: What is the most important aspect of ETS?

- A. **Ability to reflect and educate through sports activities;**
- B. Ability to do sports;
- C. Being the best team player and empower others;
- D. Gain physical strength.

QUESTION 2: Why having great communication skills are important?

- A. So people can create misunderstandings between each other;
- B. **To pass information in clear way so there are no misunderstandings and to be able to express yourself;**
- C. To be able to talk;
- D. To improve every-days life.

QUESTION 3: Does ETS methodology can help people to understand the importance of communication and improve it?

- A. **Yes;**
- B. No.

Session “Pétanque”

Theoretical Introduction

For this session, two but simple but interesting activities were chosen in order to stimulate adults for practicing physical activity while they gather between each other, instead of leading sedentary lifestyle as mostly observed.

Both proposed examples reveal activities out of which various learning outcomes could be observed but mostly aim at bringing people in active age to pay more attention on their involvement in physical activity and movements.

Pétanque is the benchmark summer activity in South of France. The rules of pétanque are simple which makes this game accessible to everyone. Can be played on multiple surfaces, pétanque allows you to have a good time with family or friends.

The object of the game is to throw the ball closest to the "goal". The "goal" is more commonly referred to as a jack or cub.

Learning Outcomes

- Active aging
- Precision skills
- Teamwork skills / Fairplay
- Initiation to education by sport and its benefits



Typology

Practical.

Timeframe

From 45 min to 60 min depending on the group involvement.

Methods

Education By Sport.

Delivery Content(s)

Practical: exercise.

Materials

- To Form two teams. Two against two (3 balls each) or three against three (2 balls each). Note that you can, of course, play one against one (3 boules each).
- A pitch, preferably flat (about 13 to 15 meters long).
- Draw a circle on the ground (starting point of the game)
- Of course Pétanque balls (or a set of metal balls) and a small little colourful ball which is the jack.

Procedure

OBJECTIVES

- To Stimulate active aging;
- To Stimulate precision while playing;
- To improve teamwork skills among the players;
- Bringing adults together for discovering something new;
- To introduce adults in the concept of education by sport, its benefits and why it is important.

INSTRUCTIONS

How to play Pétanque:



How to play Petanque

Petanque is played in teams of two players with 3 boules each OR teams of three players with 2 boules each.

1. A coin toss decides who plays first. The first team throws the cochonnet (jack) a distance of 6 - 10m in any direction.
2. The first team throws a boule towards the cochonnet.
3. The second team tries to get their boule closer to the cochonnet. The team farthest away from the cochonnet continues to throw until one of their boules is closest.
4. Play continues until both teams run out of boules.
5. One point is scored for the boule closest to the cochonnet. The winning team scores points for each boule that is closer to the cochonnet than the closest boule from the other team.
6. The winning team starts the next game from a 50cm circle from where the cochonnet was the game before.
7. More rounds are played until either team reaches 13 points and wins the match!

Players throw keeping BOTH feet on the ground inside a 50cm circle.

To start a game of pétanque, one of the players draws a circle on the ground and stands inside. From there he throws the jack. The small one should be visible and be between 6 and 10 meters from the circle.

The player who threw the jack throws the first ball so as to be as close as possible to the "goal". Then the opposing player in his turn tries to get as close as possible to the little one by shooting or pointing the ball of the preceding player.

To shoot means to move the opposing ball away from the jack and take the point.

To point means to place the ball closer to the "goal" than the ball of his opponent.

The team with the boule closest to the small wins the point. The other team must then play their boules to regain the advantage. When one team has no more boules in hand the other team must play all of theirs.

Once all the balls have been thrown, you have to count the points. The winning team scores one point for each ball better placed (close to the jack) than the better ball of the opposing team.

The team that scores one or more points takes the small one and raises it to play a new round. A game of Pétanque is generally played in 13 winning points.

DEBRIEFING

- How did the players feel about the game?
- Was it difficult to play?
- Did they decide any strategy or just played for fun?
- If any, how their strategy was decided and by whom?
- Do they think it was worthy to play and why? (why yes and why no?)
- Do they think they learned something out of this experience?
- What they have learned in terms of :
 - Physical activeness
 - Teamwork and cooperation
 - Long term benefits of playing such games while together
- Could they apply what they have learned in their lives and how?



Recommendations

The concept of education by sport has to be introduced to the group before the debriefing. Players have to take into account why they have been involved in the play.

Useful Videos

- <https://www.youtube.com/watch?v=eXc6b3R6T08>
- <https://www.youtube.com/watch?v=LSzQd0-g6so>
- <https://www.youtube.com/watch?v=ljmLFKIVHlk>

Quiz for Evaluation

QUESTION 1 : What is the Pétanque benchmark for?

- A. Activity by the seaside
- B. **Summer activity in the South of France;**
- C. Scout activity;
- D. Greek traditional game.

QUESTION 2 : What are the main objects that has to be available for play Pétanque

- A. **A pitch, metal balls and a small red plastic ball (the jack);**
- B. Cons and rings;
- C. Scarfs, basketball and baskets;
- D. Cards and a specific table for play.

QUESTION 3 : How the score is made in Pétanque?

- A. The jack is hit 10 times by one of the teams;
- B. Each player of each team hits the jack at least once;
- C. **One point by team is scored for each ball better placed (close to the jack) than the better ball of the opposing team;**
- D. Each team plays 10 times and counts the hits of the ball for the opposite team.

Session “Kubb”

Theoretical Introduction

As for this part 2 simple but interesting activities were chosen in order to stimulate adults for practicing physical activity while they gather between each other, instead of leading sedentary lifestyle as mostly observed.

Both proposed examples reveal activities out of which various learning outcomes could be observed but mostly aim at bringing people in active age to pay more attention on their involvement in physical activity and movements.



Very popular in Sweden, the game of Kubb is a very old outdoor game. Combining precision and strategy, Kubb is sometimes referred to as the "Viking chess game". The object of the game is to knock over wooden blocks with the help of sticks.

Learning Outcomes

- Active aging
- Strategic thinking and precision skills
- Teamwork skills
- Initiation to education by sport and its benefits

Typology

Practical.

Timeframe

From 45 min to 60 min depending on the group involvement.

Methods

Education By Sport.

Delivery Content(s)

Practical: exercise.

Materials

- To form two teams (from two to twelve people).
- Ten Kubbs (Rectangular Pieces of Wood).
- A King (wooden block larger than the Kubbs).
- Six sticks (cylindrical in shape).
- Four stakes or markers to delimit the ground.

Procedure

OBJECTIVES

- To Stimulate active aging;
- To Stimulate strategic thinking and precision while playing;
- To improve teamwork skills among the players;
- Bringing adults together for discovering something new;
- To introduce adults in the concept of education by sport, its benefits and why it is important.

INSTRUCTIONS

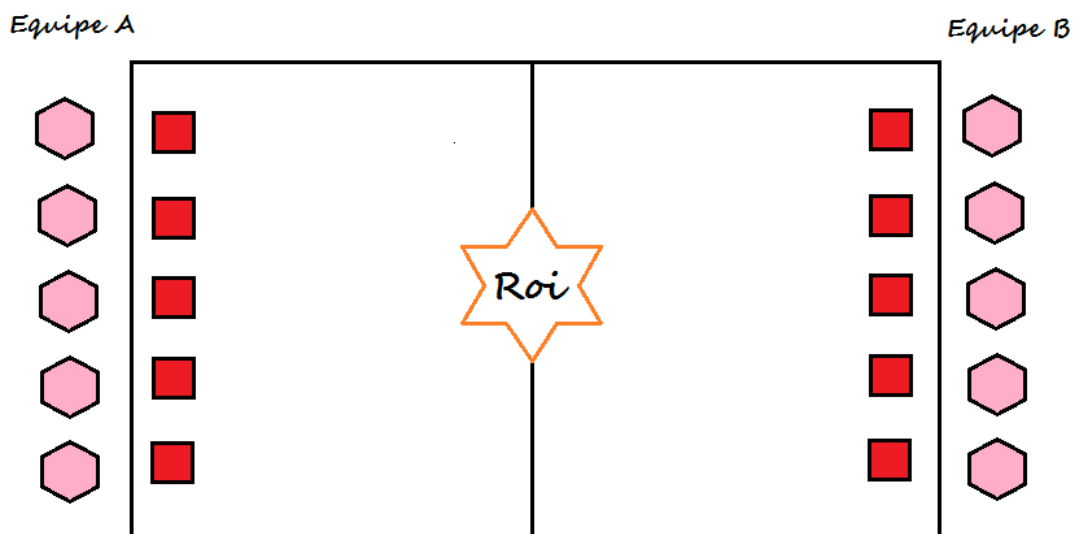
Start a game of Kubb:

To play kubb, you need to have space. Grass should be favoured to avoid damaging the wooden parts. It is also possible to play on the sand.

To start a game, you have to form two teams of players. The ground must be demarcated by the four stakes. It is generally 5 meters in width and 8 meters in length.

The king, a piece common to both teams, is placed in the middle of the playing area. The players stand on either side of the field. We place 5 kubbs on each side, just in front of the camp line of each team.

How to place the kubbs on the ground:



- Red squares: these are the 10 kubbs (5 per team).
- The star: it's the king, a piece common to both teams.
- The pink pentagons: they represent the players.

How to play Kubb:

To determine which team to start the game, one player from each team must throw a stick as close as possible to the king, without touching him. The successful player starts the game first.

The object of the Kubb game is to overthrow the king first. But before you can overthrow the king, you have to bring down his soldiers, represented by the kubbs.

Team A begins the game by throwing all six sticks from their starting line with the aim of knocking down the opposing kubbs. The throwing of sticks must be done in a bell. Throwing them like a Frisbee is prohibited.

Kubbs knocked down by Team A are then thrown by Team B towards Team A's half of the field. Team A relieve the kubbs which then become "field kubbs". If a thrown kubb leaves the playing area, the player has a second chance to throw it into the opposing court. If they fail again, Team A can land the kubb where they want on their part of the field.

The game changes hands and it's up to Team B to throw their 6 sticks. If there are "field kubbs," Team B is forced to knock them down first before they can knock down the base kubbs on the opposing line. When a "field kubb" is knocked over it is taken out of play. After all the sticks have been thrown by Team B, Team A throws their knocked down kubbs into Team B's camp.

If a base kubb (located at a team's start line) is knocked down by a stick while a "field kubb" is still standing, the base kubb is lifted. If a kubb knocks down a "field kubb" we combine the two into a "tower" and it is thus easier to knock them down later.

Play continues and so on until a team successfully knocked out all of the opponent's kubbs (base kubbs and "field kubbs"). Once done, the team can finally tackle the king with the remaining staves.

Finally, the first team to overthrow the king wins the game of kubb. Note that the king must never be overthrown before. If the king is knocked out by a team while there are kubbs left on the pitch, the team is out and the game is over.

DEBRIEFING

- How did the players feel about the game?
- Was it difficult to play?
- Did they decide any strategy or just played for fun?
- If any, how their strategy was decided and by whom?
- Do they think it was worthy to play and why? (why yes and why no?)
- Do they think they learned something out of this experience?
- What they have learned in terms of :
 - Physical activeness
 - Teamwork and cooperation
 - Long term benefits of playing such games while together
- Could they apply what they have learned in their lives and how?

Recommendations

The concept of education by sport has to be introduced to the group before the debriefing. Players have to take into account why they have been involved in the play.

Useful Videos

- <https://www.youtube.com/watch?v=eR6BYDm9uCs>
- <https://www.youtube.com/watch?v=XfWt0-MNsY>
- <https://www.youtube.com/watch?v=ZisjpAlarhM>

Quiz for Evaluation

QUESTION 1 : Which country the origin of this game come from?

- A. France;
- B. Suisse;
- C. **Sweden;**

D. Italy.

QUESTION 2 : What is necessary to determine which team plays the first?

- A. To scream loud KUBB;
- B. **To throw a stick the closest to the KING without touching it;**
- C. To hit the king by all team players;
- D. To make a preliminary play by the team leaders.

QUESTION 3 : What is the most important about the king?

- A. **To never be overthrown before the last round of the game;**
- B. To be hit the 1st;
- C. To not be hit during the whole play and at its end;
- D. To be hit 10 times during the game.

Session “A Football Coach”

Theoretical Introduction

Communication is simply the act of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject.

The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location. The complexity is why good communication skills are considered so desirable by employers around the world: accurate, effective and unambiguous communication is actually extremely hard³.

Categories of Communication

There are wide ranges of ways in which we communicate and more than one may be occurring at any given time.

The different categories of communication include:

- Spoken or Verbal Communication, which includes face-to-face, telephone, radio or television and other media;
- Non-Verbal Communication, covering body language, gestures, how we dress or act, where we stand, and even our scent. There are many subtle ways that we communicate (perhaps even unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message;
- Written Communication: which includes letters, e-mails, social media, books, magazines, the Internet and other media? Until recent times, a relatively small number of writers and publishers were very powerful when it came to communicating the written word. Today, we can all write and publish our ideas online, which have led to an explosion of information and communication possibilities;
- Visualizations: graphs and charts, maps, logos and other visualizations can all communicate messages.

Sport is a powerful tool to develop competencies and through sport activities young people can improve their communication knowledge and skills.

³ <https://www.skillsyouneed.com/ips/what-is-communication.html>



Learning Outcomes

Communication in mother/foreign languages, cooperation, strategic thinking, teamwork.

Typology

Practical.

Timeframe

60 mins

Preparation and instruction – 10 minutes

Delivering the ETS Session – 50 minutes

Debriefing and evaluation – 20 minutes

Methods

Education Through Sport (ETS).

Delivery Content(s)

Practical: exercise.

Materials

- 30 training bibs / scarves (at least of two different colours);
- Footballs;
- Training ground/ sport hall/ football pitch according to the size / number of the group / participants;
- Training bell;
- Flipcharts;
- Markers, sticky notes (different colours), white sheet of papers, enough pens for each participant.

Procedure

OBJECTIVES

- To rise / develop communication skills among participants through sport / physical activity;
- To learn how to communicate in everyday life in a way that creates conditions for mutual understanding and development instead of conflicts and challenges;
- How to communicate better in our everyday life.

INSTRUCTIONS

- Divide the participants into two teams - let the distribution be random, but with an equal number of participants in each team. Each team has a separate colour bibs;
- Distribute a different colour of bibs to each of the team members;
- Choose one coach from each team (let the team choose / vote for their coach);
- Explain the rules of the football - have them clearly stated or posted on a flipchart.
- Play football - 15 minutes;
- On one team the coach is told to be totally and absolutely positive and do a lot of good comments and admiration to the team;
- The other team coach is told only to have an eye on to pay attention only to the mistakes and omissions of the team / players, commenting on them loudly and rudely;
- Play football - 15 minutes;
- This time the coaches switch their roles - the "negative" coach becomes "positive" and the "positive" coach becomes "negative".

DEBRIEFING

Questions for the coaches:

- How do you feel?
- How did you feel in the role of a "negative" coach and how did you feel in the role of a "positive" coach? Why?
- Did you notice any differences in the way the players reacted to you?

Questions for the players:

- How did you feel playing for the positive/negative coach?
- Was your play affected by the type of coaching? How? Why?
- What positives and negatives do you see in the two models of coaching behaviour?
- Do you find similarities with experiences or situations in everyday life?

Recommendations

- Make an appropriate warm-up before the ETS session;
- Make sure you are very specific and clear in the instructions for the coach for negative communication - without offensive and affecting the honour and dignity of the participants in the session epithets or words;
- Make sure you are very specific and clear in the instructions for the coach for positive communication - let them be as frequent and as realistic as possible.
- Mark out the space of the activity - make sure it is safe and there are no objects that could harm or injure the participants in the sports session;
- Prepare the colourful bibs/scarves for each of the teams;
- Explain the rules and have them clearly stated or posted on a flipchart;
- Give clear instructions to the referee and prepare debriefing questions at the end of the ETS session.

Useful Videos

- Coach Summer Gets Verbally Abusive: <https://www.youtube.com/watch?v=BTEKzocCt0o>
- Coaching Tools - Bad Coach: https://www.youtube.com/watch?v=cajPuyNnM_n8
- Coaching Tools - Good Coach: <https://www.youtube.com/watch?v=m3NydVXv6Xw>



Quiz for Evaluation

QUESTION 1: How can good communication skills help us?

- A. Improve our personal relationship;
- B. Helping us to understand others;
- C. Allow others and our self to understand information more accurately and quickly;
- D. All of the above.

QUESTION 2: What aren't the good communication skills?

- A. Listening - the ability to listen;
- B. Complimenting - notice and praise others;
- C. Positive verbal and non-verbal communication;
- D. Volume.

QUESTION 3: How can we make effective communication?

- A. To express our self in the best possible way;
- B. To pay attention to nonverbal signs;
- C. To speak with the loudest voice of all.

Session “My health is in my hand”

Theoretical Introduction

It is proven that sport and physical exercise have a variety of positive effects on health. They help people to stay physically fit, to reduce body fat, to control weight, to increase stamina, to strengthen bones and improve balance and flexibility. Engaging in regular physical activity reduces coronary mortality. It also reduces the likelihood of Type 2 Diabetes and Alzheimer's disease in older age. Sport and physical exercises could also help to prevent other chronic diseases including cardiovascular disease, cancer, hypertension and osteoporosis. Regular physical activity could also be helpful when addressing a number of psychological disorders. Studies have shown that moderate intensity exercise can have a positive influence on depression, anxiety, self-worth, self-esteem and body image. Physical activity reduces stress, improves our mood and helps to form general wellbeing. The approach combines relevant activities which are adapted to the needs of the participants and are aimed at achieving practical outcomes. 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 have learnt.

Learning Outcomes

- Increase awareness about importance of physical activity as a diabetics and osteoporosis prevention.
- Knowledge how to implement physical activity into daily routine.
- Development knowledge about healthy lifestyle and wellbeing.
- Increase responsibility for individual choices.
- To experience how to combine a sport or physical activity with learning outcomes.



Typology

Theoretical and practical.

Timeframe

60-90 min.

Methods

Verbal: explaining, talking.

Theoretical: health, wellbeing– explaining.

Methods: ETF, NFE.

Delivery Content(s)

Audio-visual: power point presentation.

Practical: Warm up activity, Main part – (NFE activity), discussion.

Materials

Flipchart, papers, laptop, projector, Straws, steps for aerobics, cotton balls, rubber band, sandwich bag, »Live Tobacco Free« worksheet questions which are included in the description.

Procedure

OBJECTIVES

- To share best practises in using sport for antiaging.
- To reflect participants about their NEAT.
- To build up competences of different types of active aging.
- To realize how active aging could be helpful for staying healthy and vigorous.

INSTRUCTIONS

1. Introduction

2. Warm- up (NFE activity)

Each person will be asked to come up with two facts about themselves and one believable fib connecting with physical education.

Next, everyone shares their three statements and the group votes or discusses their guess for the lie.

3. Workshop

- Each participant will get a questionnaire to make a reflection about daily physical activity. Questionnaire would include sentences to finish for ex. How my typical day looks like? How often



do I attend to do physical activity? What kind of physical activity do I like the most? What type of activity makes me happy? Participants have 10 minutes to reflect and write answers.

Smoking Aerobic

- The idea is to have a group experience with physical activity with learning objectives in connection to health. The purpose of this activity is to show how smoking tobacco affects a person's everyday physical activity.

A. Step Aerobics.

B. Do a 5 minute step aerobics routine with the students. Any routine will do, as long as it is rigorous and gets their heart rate up.

C. Participants count their heart rate on their wrist for 30 seconds, and multiply the number by 2.

D. Discussion: Have the participants answer the first two questions:

- What are the two factors you know about smoking?
- What are your two favourite physical activities?

E. Discuss the results in the group by listening some examples of answers.

F. Smoking Aerobics: Each participant gets a straw and a step. They will do the same exact aerobics routine from the beginning. The difference is they will be using straws to breathe in and out. The straws represents how a smoker feels when doing physical activity. (Note: Please be careful with this part of the lesson for safety reasons. Make sure that you use soft straws).

G. Have the participants check their heart rate again the same way to see if there is a difference compared to the first time.

H. Finish by answering these two questions:

- What did you feel when doing aerobics while breathing through the straw?
- How can smoking affect your two favourite physical activities you wrote down in question two?

DEBRIEFING

- What are your initial thoughts about the event we just completed?
- What happened that was successful?
- Did you like the game?
- What did you learn out of this game?
- How did you feel during the activity?
- What do you think of learning style typology?

Useful Videos

- https://www.youtube.com/watch?v=G2HU4NJ_M3c
- <https://www.youtube.com/watch?v=iKzpnVWdZ70>
- <https://www.youtube.com/watch?v=pfMSBn2d1JA>

Quiz for Evaluation

QUESTION 1 : How much exercise do experts recommended for adults?

- A. The recommended healthy level of physical activity is 15000 minutes (two and a half hours) of moderate exercise over a week;
- B. The recommended healthy level of physical activity is 15 minutes (two and a half hours) of moderate exercise over a week;
- C. **The recommended healthy level of physical activity is 150 minutes (two and a half hours) of moderate exercise over a week;**
- D. The recommendation is to not do any physical activity at all.

QUESTION 2 : Which of these types of exercise is best at helping you maintain strong bones?

- A. Aerobics;
- B. Weight-bearing exercise;
- C. Resistance exercise;
- D. **All of these.**

QUESTION 3 : The risk of which of these illnesses is reduced through regular physical activity?

- A. Osteoarthritis;
- B. Heart disease;
- C. **Both of them.**

Session “3 stages”

Theoretical Introduction

Education by Sport includes a learning process that uses sport and physical activity as a vehicle to implement real life skills and competences for individuals or groups.

Education by Sport is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.

By its very nature sport is about participation. It is about inclusion and citizenship. Sport brings individuals and communities and generations together, highlighting commonalities and bridging cultural or ethnic divides. Sport provides a forum to learn skills such as discipline, confidence, and leadership and teaches core principles such as tolerance, cooperation, and respect. Sport teaches the value of effort and how to manage victory as well as defeat. When these positive aspects of sport are emphasized, sport becomes a powerful vehicle.

The concept of Education by Sport is a complex process and includes specific objectives such as the aim to address health issues and wellbeing. In this case, the educational goals are not abandoned but they are sometimes relegated to the second plan. The aim is therefore to reconcile the sporting goals and the wellbeing of the society. It uses sport, exercise and physical activity to work towards social causes such as health, wellbeing, public welfare or social inclusion. The new “sport for all” movements are very close to this approach. By playing different sports, it is expected that people learn more about healthy lifestyles and in this way raise their awareness about the mentioned issue in general.

The ETS concept is much deeper in terms of its aims and expected outcomes and should be seen from a holistic perspective compared to the other two approaches. The approach of ETS itself consists of the integration and implementation of sport elements to be used for an educational purpose to address a social issue, develop social competences and provoke a lasting social transformation. The whole educational process is planned and prepared, and clear, realistic and measurable outcomes are expected after it happens.

ETS is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.

ETS creates existential learning between people. Through ETS a lasting social change is supposed to happen. It aims to enable empowerment and provoke a sustainable social transformation. ETS requires many elements which go from using sport and physical exercise in order to provoke a strong lifelong learning outcome such as improving tolerance, solidarity or trust among nations. ETS should be seen more as a plan for reflection than for a field action⁴.

Learning Outcomes

The exercise is a three-stage physical activity that aims to be an eye opener for participants into the concept of Education through Sport by showing the difference between education for, by and through sport. The referee will make it so that it can be an exercise that raises awareness of the topic of discrimination and intergenerational cooperation.

Typology

Practical.

Timeframe

90 min.

Introduction to the topic and game (15 min)

Interactive session (playing game) (45 min)

Evaluation (feedback) (30 min)

Methods

Game activities and discussion.

Delivery Content(s)

Practical: exercise.

⁴ Move & Learn Manual: <https://www.moveandlearn.org/files/Move&Learn.pdf>



Materials

20 bibs or scarves;

A safe space for running the activity according to the size of the group,
Flipchart papers & markers.

Procedure

OBJECTIVES

- To introduce the concept of Education through Sport.
- To underline the differences between education for, by and through sport.
- To develop skills of communication and cooperation.
- To raise awareness on the topic of discrimination.

INSTRUCTIONS

Tails - Each participant will be given a bib or a scarf and try to get it from the others without losing their own. The bibs are tucked into the trousers or the shorts at the back of each person. The game can be used as the warm up exercise. Explain to the participants that they must have at least half of the bib on show for others to catch it

Snake - Separate the group into 3-4 teams (the teams should be of around 4-5 people). Give them the instructions. They are supposed to act as a snake with the aim of stealing the bib/scarf which is attached to the last member of the other team (example tucked into the shorts). Catching the bib/scarf will be awarded points only if the chain of people is not broken. Introduce the referee.
Play the activity

Discrimination exercise - Stop the game and let the participants know that in order to get better results they are allowed 2-3 minutes to decide on a strategy within their teams. Let them play again; this time the referee has to act accordingly to the instructions offered in the tips for facilitation.

DEBRIEFING

Ask participants to describe the activity and their feelings, their learning.

- What happened during the game?
- How did you feel during the exercise?
- If any, what were the differences between the three stages/rounds?
- Did you learn anything new about yourself?
- Did you manage to work together?

Help the group analyse how they worked together and what makes good group work.

- What problems did you have getting organised?
- What responsibility did each group member have?
- How could they improve their performance?
- What skills did they need? Responsibility? Listening and responding skills? Cooperation?
- What else?



Learning outcomes

- Who got the highest score out of all the teams? How did you play to win?
- Who has the lowest score? How do you feel? What happened?
- Where any agreements between teams made to co-operate? Why?
- How did the others (the ones left out of the agreement) feel?

Feedback about the exercise

- Did you enjoy the game? What did you like/dislike about it?
- Is it an activity you would use/adapt for others?

Recommendations

The role of the referee (introduced from the beginning) is to discriminate one of the teams in the third part of the exercise. This can be anywhere from subtle things like high-fiving the other teams and ignoring the discriminated one, giving points for cheering/encouraging others/team spirit to just the privileged team, taking points away for various reasons from the discriminated team.

However, there should be a gradual transition from impartial to clearly helping some teams while disadvantaging the other so make sure the role of the referee is given to a person who can stay in character throughout the session, thus keeping it realistic.

Since this activity often demands a level of emotional involvement, there should be sufficient time for the participants to come out of character – especially the members of the discriminated team. Spend time at the end of the activity talking over what people learned and how they see it relating to their own lives and their communities.

Make sure everyone gets a chance to speak so that they know that their opinion and participation is valued/ appreciated.

Quiz for Evaluation

QUESTION 1: The Benefits of Teamwork in intergenerational sport activities:

- A. **Cooperation;**
- B. **Self-esteem;**
- C. Lack of confidence;
- D. **Leadership Skills.**

QUESTION 2: How sports can help various people develop strong communicational skills?

- A. **By teaching them how to voice their needs, such as talking about issues with other people/teammates, and to listen to the needs of others;**
- B. It makes them act out;
- C. It fosters their physical, social and emotional health;
- D. It makes them not move a lot.

QUESTION 3: How team sports working skills help an adult person in life?

- A. **Strong team working skills that athletes learn doing sports;**
- B. He or she has dealt with pressure and competition so is better prepared for job and life challenges;
- C. Help them with their spelling skills.



Session “Physical conditioning for older adults”

Learning Outcomes

- Health promotion through physical conditioning;
- Technical execution of the exercises and postures;
- Joint and muscle injuries;
- Cooperation and social interaction.

Typology

Practical.

Timeframe

70 minutes (10' Warm-up + 40' main part + 10' Stretching + 10' Debriefing).

Methods

Practical: practical working method.

Delivery Content(s)

Practical: active ageing/bodyweight exercises and work in pairs.

Materials

Cones and Mats.

Procedure

OBJECTIVES

- Health promotion through physical conditioning;
- Technical execution of the exercises and postures;
- Joint and muscle injuries;
- Cooperation and social interaction.

INSTRUCTIONS

Warm-up

Cones will be placed on the ground and separated from each other. The participants will have to move freely through the space without colliding with other people doing the following exercises:

- Walking between the cones at different speeds depending on the commands given by the trainer: - Straight line/circle/zig-zag/Back and Forth, with big or small strides;
- Lateral displacements;
- Squatting to pick up a cone, lift it up and move it around;
- Walking and combination of shoulder movements;
- Trunk movements and mobility.

Main part

During the performances of the exercises, the trainer will inform and show the correct execution technique to avoid potential injuries. He will also encourage the participants to perform the exercises.

Dynamic exercises in pairs

- Make a round trip holding the cone;
- Marching with the cone in hands, raising and lowering the cone, while taking deep breaths;
- Sliding the cone with the foot along a path on the ground;
- Alternatively, running back and forth with the cone on the head without falling it.

Resistance training circuit working in pairs on mats (12- 15 repetitions per exercise)

- Standing opposite each other and holding hands. A cone is placed on the ground between both adults. Step over it alternately
- In the same position, but now sitting with bent legs. Sit-ups trying to touch the cone with the hand;
- Facing each other, we pass our arms over the cone and do a push-up alternately;
- Placed back to back, and pass the cone on the side (oblique muscles);
- Squatting. Picking-up and release the cone from the floor;
- Front plank with the cone on the back in balance without falling.

Games

- Relay races with the cone balanced;
- In pairs. With the cone upside down, pass a ball from one cone to the other;
- A line will be painted 10 meters from where the participants, and they will throw the cones to see who leaves them closest to the line.

Stretching

- Sitting and without bending knees, you pass the cone each other;
- Touching the ground with the cone without bending your knees;
- Positioned on your back, bring the cone back so that the other picks it up and repeats (mobility of the spine and humeral scapular area);
- Anterior kinetic chain stretch. Split with hip flexion raise the cone with the arm up.

DEBRIEFING

With all participants sitting in a circle, the trainer will make a summary of the most important topics and technical points. The participants will be able to ask questions, as well as share their lived experiences and feelings during the course of the training session.



Useful Videos

- Exercise videos for older adults
<https://elejerciciotecuida.com/index.php/category/sesiones-etc-en-casa>
- European project MOVECARE
<http://www.movecare-project.eu/index.php/results/videos/>
- International Exercise Recommendations in Older Adults (ICFSR): Expert Consensus Guidelines
<https://link.springer.com/article/10.1007/s12603-021-1665-8>
- Bodyweight workout chart
<https://i.pinimg.com/originals/e1/00/39/e1003975c7c043aea64c8709ffb0042b.jpg>
- Resistance band workout chart
<https://i.pinimg.com/originals/1d/75/98/1d7598c89922610b91ccad04fae1166b.jpg>

Quiz for Evaluation

QUESTION 1. Are you currently following a training program?

- A. No;
- B. Yes.

QUESTION 2. How long have you been on a regular strength training program?

- A. I haven't started yet;
- B. Less than 2 months;
- C. 3-6 months;
- D. 6 months to a year;
- E. More than 1 year.

QUESTION 3. How many times a week do you carry out your training?

- A. None;
- B. 1 or 2;
- C. 2 or 3;
- D. More than 3.

QUESTION 4. How intense (or difficult) are your strength training sessions?

- A. N/A;
- B. Low intensity;
- C. Medium intensity;
- D. High intensity.

QUESTION 5. What kind of strength exercises do you carry out and how many can you do with the correct technique?

- A. None;
- B. Bodyweight exercises;
- C. 2 to 4 on machine exercises;

- D. 5 to 8 on machine exercises;
- E. 3 to 5 on free weights;
- F. 3 to 5 explosive or power exercises.

*INITIAL TRAINING LEVEL ASSESSMENT SHEET

By answering the test questions below, you will be able to identify your current training level.
Categories: Initial (5-10 points); Intermediate (11-15 points); Advanced (16-21 points).

Session “Resistance band exercises for adults”

Theoretical Introduction

Resistance band exercises involve the use of various sizes of rubber “bands”. Each size (often color-coded) represents a different amount of resistance. Exercising with resistance bands is a great way to build strength in all parts of your body - legs, arms, and core. Bands are portable and inexpensive. You can use them at home, outdoors, or at the gym.

Learning Outcomes

- Generally, increasing your strength will lessen the symptoms of aging.

Typology

Practical.

Timeframe

60' – 75' min.
Warm up
Main part (30'- 40')
Cool down (10')
Debriefing (10')

Methods

Education by sport.

Delivery Content(s)

Practical: exercise.

Materials

Resistance bands, fitness mattress, chair.

Procedure

OBJECTIVES

- Health promotion through PA.
- Improvement in muscle strength, balance, coordination, and flexibility.
- Reduction of bone loss and the symptoms of arthritis pain.

INSTRUCTIONS

Warm – up (10'-15')

1st part

Warm up routine (walking - lateral displacements - Zig-Zag-Hip Circles - Arm Circles - Arm Swings – High-Stepping - Heel-to-Toe Walk -Lunges - Squats

2nd part

Warm up game: Touch Wrestling

Players get into groups of 2. Players must try to tap the other players' shoulder or calf, while preventing the same to happen to themselves. Players score 1 point for each tap. It is a lot of fun and people feel very relaxed. It helps if players are of a similar ability level and height.

Main part (30'-40')

The program consists of 10 exercises. Each exercise requires 10-15 repetitions, 2-3 sets, a break between sets for 3 '. Duration: (30' -40'). Intensity: Low to moderate (for beginners)- Moderate to high (for advanced).

Exercises

1. Row
2. Bicep curl
3. Triceps press
4. Shoulder External
5. Chest press
6. Squat
7. Leg press
8. Calf push
9. Glute bringe
10. Hip extension

Cool down (10')

- Slow walking
- Stretching

DEBRIEFING

The trainer gives feedback and emphasizes the key points. The participants are able to share their experiences and feelings during the course of the session.



Recommendations

- Ensure the participant's safety;
- Select the necessary equipment;
- Explain the exercises clearly.

Useful Videos

- <https://seniormobility.org/exercises/resistance-band-exercises-for-seniors/>
- <https://www.youtube.com/watch?v=ZP9FKXGoBg8>
- <https://athleticmuscle.net/resistance-band-exercises-for-seniors/>

Quiz for Evaluation

QUESTION 1: The short -term benefits of PA in adults include:

- A. Reduction of risk of dementia;
- B. Decrease of pain of osteoarthritis;
- C. **Improvement in sleep outcomes;**
- D. Reduction of disease progression for hypertension.

QUESTION 2: Which category of exercises do the exercises with bands belong to?

- A. Stretching;
- B. **Resistance training;**
- C. Endurance training;
- D. Balance training.

QUESTION 3: What should the intensity be in an adult resistance training program for beginners?

- A. Low intensity;
- B. **Low to moderate intensity;**
- C. Moderate to high intensity;
- D. High intensity.

Session “Croquet”

Theoretical Introduction

Croquet is an attractive outdoor activity with the ultimate goal of activating adults and increasing their physical status. It's a game played at a less serious level and people in a wide age range can take a swing at it.



Croquet is a friendly game that's relatively easy to understand and fun to play. All you need is a lawn, at least two players, and a croquet set. It requires only one basic skill, that of propelling a ball with a degree of accuracy. It demands delicacy, skill, tactical ability and forward planning. The game is played by both sexes on equal terms and thanks to a comprehensive handicapping system players of vastly different ability can play on level terms. It can be played on multiple surfaces (lawn, closely-mown fine grass, artificial surfaces). The objective of the game is to hit the ball(s) through the course of six hoops (wickets) with a mallet in the right sequence in each direction and finish by hitting them against the centre peg. The team which completes the course first with both balls wins.

Learning Outcomes

- Fair play;
- Accuracy skills;
- Cooperation;
- Initiation to education by sport and its benefits;
- Enjoyment & fun;
- Opportunity to connect and build friendship;
- Organisation of social events on and off court.

Typology

Practical.

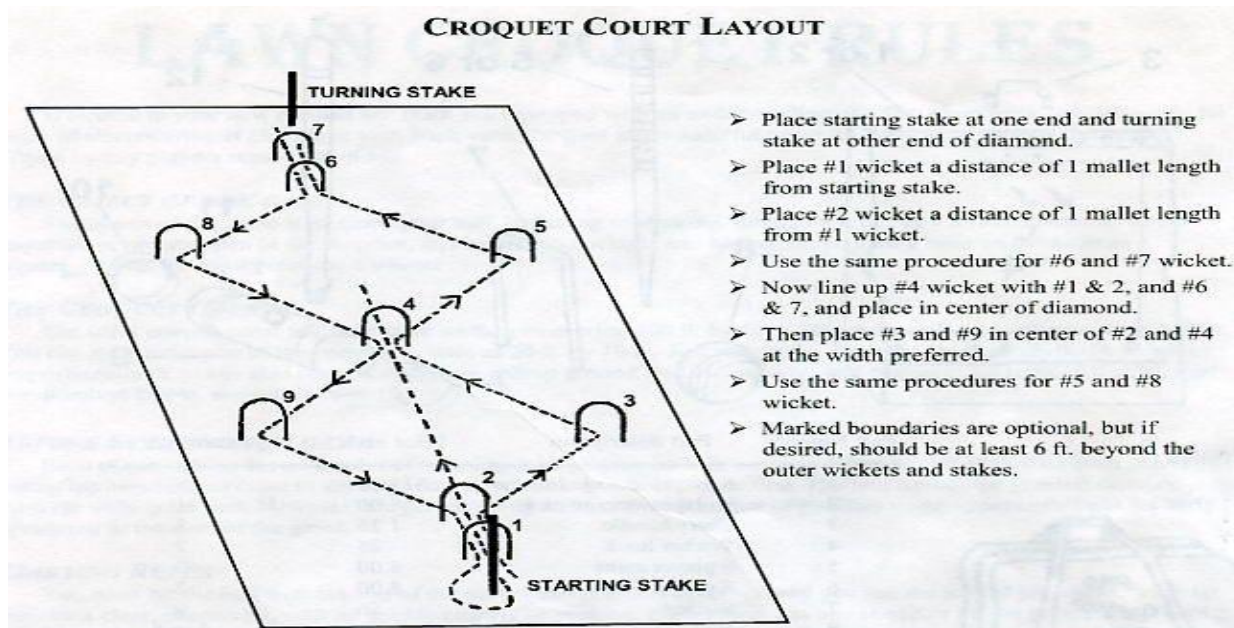
Timeframe

45' – 90' min (it depends on the number and level of participants).

Methods

Education by sport.

Delivery Content(s)



Materials

To play Croque, it is required:

- 2-6 players (1V1, 2V2, or 3V3);
- The court, or lawn, 32m x 25.6m (can be adjusted accordingly);
- A croquet set (balls, mallets, stakes, wickets).

Procedure

OBJECTIVES

- Health promotion through PA;
- Improvement of the ability of accuracy;
- Improvement of teamwork skills;
- Join & fun;
- Social interaction.

INSTRUCTIONS

How to play Croque:

At the beginning of each game, the player, or "striker," has one shot, hitting only the croquet ball she/he is playing with in this turn. The turn ends after that shot, unless a bonus shot is earned by scoring a croquet wicket or stake or by hitting another croquet ball. The game continues until there are no more bonus shots, or until the player hits the finishing stake at the bottom of the double-diamond, where the game started.

To score a croquet wicket, croquet rules state that the croquet ball must go all the way through the croquet wicket and stay clear from it. The team wins when it has all its croquet balls successfully moved through the double-diamond.

During the game, a player is entitled to two additional strokes if her/his ball strikes the opponent's ball (croquet). If the player's ball, after striking it, stays in touch with the opponent's ball, the player is allowed to put her/his foot on her/his own ball and with her/his mallet, drive it against the opponent's ball and send it in any direction.

The player can then take another strike to continue playing the game. If the opponent's ball is driven out of the field, it must be put back on the edge of the playing field from where it went off.

DEBRIEFING

Participants have to take into account the reason why they have been involved in the game, as well as share their experiences and feelings during the course of the session.

- Did the participants have fun?
- Was their game based on a plan?
- Was there anything in the game they did not like?
- Did they have the chance of meeting new people? Did they make decisions together?

Recommendations

- Ensure the participant's safety;
- Select the necessary equipment;
- Explain the rules clearly.

Useful Videos

- https://www.youtube.com/watch?v=l-YtPYZ_534
- <https://www.youtube.com/watch?v=aYoDnafoyQo>
- <https://www.youtube.com/watch?v=ZvkQ6UBOkRM>

Quiz for Evaluation

QUESTION 1: Examples of balance and flexibility activities include:

- A. Walking, running, swimming, cycling,
- B. **Tai-Chi, bowls, dance, croquet;**
- C. Weight lifting, carrying heavy loads, using resistance bands;
- D. Football, heavy gardening, using the stairs regularly.

QUESTION 2: What is included in a croquet set?

- A. Six croquet mallets, six hoops, one centre peg and four balls (blue, red, black and white);
- B. Two croquet mallets, six hoops, one centre peg and two balls (black and white);
- C. Four croquet mallets, four hoops, two centre peg and four balls (blue, red, black and yellow);
- D. **As a minimum, two croquet mallets (most have four or more), six hoops, one centre peg and four balls (blue, red, black and yellow).**



QUESTION 3: How do you score in croquet?

- A. When the ball passes through a hoop in the correct direction;
- B. When the ball passes through a hoop in the correct order in any direction;
- C. When the ball passes through a hoop in the correct order;
- D. **When the ball passes through a hoop in the correct direction and in the correct order.**

VII. Holistic Health and Education by Sport for individuals with disabilities



Session “Take care”

Theoretical Introduction

This session is aimed at providing individuals with disabilities with basic knowledge about the benefits of practicing physical activities, the bad effect of a sedentary lifestyle as well as simple exercises that can be used to contrast its effect during sedentary work time.

Furthermore the session envisages a self-reflection moment in the beginning for the participant to be more conscious of their physical and mental wellbeing.

Learning Outcomes

- Importance of taking care of physical wellbeing;
- Basic knowledge on how the body system works during physical activity;
- Basic exercises.

Typology

Theoretical/Practical.



Timeframe

- 5 min introduction;
- 25 min conversation;
- 20 min theoretical presentation;
- 10 min debriefing.

Methods

Verbal Methods: oral presentation method, method of conversation.

Delivery Content(s)

- Theoretical;
- Video;
- Knowledge.

Materials

Projector, flipchart, post-it, markers, pens.

Procedure

OBJECTIVES

- To educate individuals with a disability the importance of physical well-being;
- To provide basic knowledge and exercises in order to contrast sedentary lifestyle behaviour and negative effects.

INSTRUCTIONS

Step 1. The Trainer/Educator will introduce the thematic of sedentary lifestyle and will present the three flipcharts:

1. What is a sedentary lifestyle?
2. What are the factors that lead towards a sedentary lifestyle?
3. What are the effects of a sedentary lifestyle?

Step 2. Each participant will receive 3 post-it, each one of a different colour. The Trainer/Educator will ask participants to answer the questions on the flipcharts in the post-it and then to attach it to the related flipchart. (10 min)

Step 3. After each participant has completed the previous task, the Trainer/Educator will analyse each flipchart leading a common conversation that will involve all participants. (15 min)

Step 4. The Trainer/Educator will then proceed with the theoretical presentation using the provided PPT (annex), containing basic knowledge and supporting videos, to confirm or dispel the assumptions made in the previous step.



DEBRIEFING

The participants will get in a circle and the Trainer/Educator will lead the debriefing and evaluation session.

Questions for debriefing:

- Did you like the session?
- Was it useful?
- Do you consider your lifestyle as an active or sedentary one?
- Do you think you should be more active? If yes, how you plan to be it?

Recommendations

If the Trainer/Educator is already aware of the type of disability/disabilities of the group of participants, he/she can search for other specific simple exercises to be suggested and added in the PPT.

Useful Videos

- What happens inside your body when you exercise?
https://www.youtube.com/watch?v=wWGuLLAa0O0&ab_channel=BritishHeartFoundation
- Combat a Sedentary Lifestyle with 4 Easy Exercises
https://www.youtube.com/watch?v=x9O9uH0JDwk&ab_channel=UnityPointHealth-CedarRapids

Quiz for Evaluation

QUESTION 1: Practicing PA reduces risks for which diseases?

- A. **Cardiovascular disease, diabetes, various types of cancer;**
- B. Cardiovascular disease, visual impairment, various types of cancer;
- C. Additive impairment, diabetes, cardiovascular disease.

QUESTION 2: What are the other positive effects of PA?

- A. Improved mental health, delaying the effects of Alzheimer and other forms of dementia;
- B. Reduced depression and stress reactions, delaying the effects of Alzheimer and other forms of dementia;
- C. **Improved mental health, reduced depression and stress reactions, delaying the effects of Alzheimer and other forms of dementia.**

QUESTION 3: Which parts of your body are activated when you practice PA?

- A. Lungs, muscles, stomach, intestine;
- B. **Heart, lungs, brain, muscles;**
- C. Heart, brain, pancreas, muscles.



Session “The Circuit”

Theoretical Introduction

Intellectual disability (or ID) is the most common developmental disability.

ID is a term used when a person has certain limitations in cognitive functioning and skills, including communication, social and self-care skills (<https://www.specialolympics.org/about/intellectual-disabilities/what-is-intellectual-disability>).

Individuals with ID tends to have difficulties with physical touch and build trust unless they feel really comfortable. The present workshop constitutes a circuit of different activities that can be implemented in an environment in which the target group feels comfortable.

Learning Outcomes

- Exercises for weekly routine;
- Importance of taking care of physical wellbeing;
- Cooperation.

Typology

Practical.

Timeframe

- 5 min introduction;
- 45 min activity;
- 10 min debriefing.

Methods

Verbal: method of conversation.

Practical: exercise.

Delivery Content(s)

- Practical;
- Knowledge.

Materials

- Big cloth with different colours;
- Small balls (soft);
- Ball of wool (the large one);
- Fitness mats (1/pax).



Procedure

OBJECTIVES

- To educate individuals with intellectual disability the importance of physical wellbeing;
- To foster cooperation skills among individuals with intellectual disabilities.

INSTRUCTIONS

Step 1. The Trainer/Educator will explain the various steps of the circuit to the participants and will make sure that the instructions will be clear for all of them and that they agree to go through all the activities of the circuit. (5 min)

Step 2. The first level is constituted by the “Cloth Roulette”. Each participant will take one side of the cloth. The Trainer will put one soft ball on the cloth.

Participants will raise their arms and move the cloth up and down in order for the ball to move and to land on a specific colour. (15 min)

Step 3. The second level is constituted by the “Snake Wool”. Each participant will be sitting in a fitness mat (see image for the location structure). The Trainer/Educator will make the wool roll to the first participants. When the wool reach a participant he/she will take it in his/her hands, lay down, bring his/her legs towards their stomach, bring them down again, come back to the sitting position and then roll the wool towards another participant. The idea is to create a visual snake on the ground with the wool.

Step 4. The third level is constituted by the “Atom Circle”. The participants will create a circle around the Trainer/Educator that will act as the proton of the atom. The Trainer/Educator will then explain to participants that they are all electrons going around the proton and that they should copy the movements of the proton and that they should move in coordination to make the atom works.

Movements:

- Arms up;
- Arms in front;
- Right leg up;
- Left leg up;
- Jump up;
- Jump in front;
- Jump on the right;
- Jump on the left.

DEBRIEFING

The participants will get in a circle and the Trainer/Educator will lead the debriefing and evaluation session.

Questions for debriefing:

- Did you like the activity?
- How did you feel?
- Did you find some part of the activity difficult? Why?



Recommendations

- The trainer/Educator should always monitor the emotional status of the participants.
- Regarding the Snake Wool, the Trainer/Educator can make the exercise easier if it is too difficult for the participants.
- Regarding the Atom Circle, the Trainer/Educator can change the complexity of the exercises based on the target group.

Useful Videos

- <https://www.youtube.com/watch?v=8My8RNFqmR0>
- <https://youtu.be/yV3VFi2qgLw>
- <https://youtu.be/3tb4Ub7w6H4>

Quiz for Evaluation

QUESTION 1: It is important to practice PA?

- A. **Yes;**
- B. No.

QUESTION 2: Which parts of your body you can exercise with this session?

- A. Arms, legs, nose, eyes, feet;
- B. Mouth, back, feet, eyes, arms;
- C. **Arms, legs, back, feet, hands.**

QUESTION 3: What are the learning outcomes of this session?

- A. Importance of PA, have fun;
- B. **Importance of PA, physical coordination, cooperation with others;**
- C. Not doing PA is good, have fun, physical coordination.

Session “Move yourself”

Theoretical Introduction

The session consists of theoretical and practise part. The main of that season is to build-up participants' awareness of the physical activity benefits and put them up to doing some exercises. The most important thing is to show participants how they can implement psychical activity into daily routine. The workshop would be focused on the motivation and the expect result as a reduce stress, better sleep, improvement of our mental health. It is important to exercise no matter what age and condition participants are. The influence of the physical activity should be seen by participants. If they see the positive sights of doing exercises, they will start to believe in its powerful impact. Developed skills and abilities will either show themselves during the debriefing part or, more likely, will be realised and recognised in future activities or real situations by the participants.

Learning Outcomes

- Increase responsibility for participants choices during daily routine;
- Gain knowledge how to motivate ourself to implement physical activity into daily routine;
- See the negative influence of sedentary lifestyle.

Typology

Practical / Theoretical.

Timeframe

60 min.

Methods

Verbal: oral presentation, discussion.
Practical: practical working method.

Delivery Content(s)

Theoretical content: power point presentation.
Practical: NFE activity.

Materials

Laptop, projector, flipchart, paper, speakers, mats, weights.

Procedure

OBJECTIVES

- To raise awareness for people with disabilities by using sport as a tool to teamwork;
- To be aware of how our mind, feelings, focus etc. are affected by physical activity;
- To reflect on how to change lifestyle for better.

INSTRUCTIONS

1. Introduction.
 2. Presentation about benefits of active lifestyle.
 3. Warm up.
- Ask everyone in the room to find a partner.

Give everyone a conversation starter (topic: my daily active routine, my type of work) to answer and set a timer for two minutes. Each person has one minute to answer.

After both people have answered and the two-minute timer is up, have them find a new partner and assign them a new conversation starter.

4. Main part

- 10 minutes warm-up before exercises includes movement suitable for all participants with different disabilities (movement, intellectual etc.).

Elements of Pilates & isometric exercises.

Participants lie on the mats, they would be asked to follow the trainers commands. The participants will do exercises like elements of Pilates and isometric method. Weights will be also used if needed.

1. Breathing

During all exercises the breathing is the most important. Participants will be asked to lie on their back with knees bent and feet flat on the floor, and place hands on your rib cage. Then, inhale through nose, breathing into hands and the back of your rib cage. Finally, exhale and feel hands sliding toward one another and rib cage sink toward the floor.

2. Cope with natural pelvis

Participants will be taught how to make a correct position of their pelvis. They will stay in the same position as during previous exercise. The movement of the pelvis will be explained orally and show by trainer. Participants have to control their neutral position of pelvis, when they will do inhale, trainer would ask them to strength their abdominal muscles. Trainer can use participants imagination and ask to press belly button to their spine. When they exhale, participants will be ask to come back to neutral position.

3. Move legs

Participants will be asked to lie on their back with their knees bent and feet parallel and hip-width apart. Inhale to breathe into the back of your ribs. Next step it to exhale to draw their pelvis floor and abdominals up and in. Participants can imagine they're gently tightening a belt, and lift one leg up into tabletop without moving hips, pelvis, or back. Calmy inhale to hold the position Then, exhale to lift the second leg into tabletop, without popping abdominals or arching back. Very important is to breathe and hold the position for 5 sec. At the end, exhale with control to return your feet to the floor.

4. Toe taps

The procedure at the beginning is the same like in previous exercise. During exhale with control, participants will be asked to touch one foot to the floor, keeping their other leg stable. When inhale, leg is going to back to tabletop. Repeat with the opposite leg.

5. The previous exercise could be modified to leg circle as well.

6. Powerful arms

Participants will be lying on the back. Each person will get a TheraBand. Hold the TheraBand in both arms and stretch it horizontally. Keep the position with 5 sec. Put your arms back to the previous position.

7. Shoulder up

Participants will be asked to sit and take small weights to their hand. They have to do lateral rise, stay 5 sec in that position and then back to normal position.

Whole exercises will be repeated 15-20 times. All of them can be modified to the target group.

Someone's shoes

The participants will be divided into groups. Each participants has to go through various obstacles with blindfold and do activity in every station.

Every station will contain fitness bands like mini bands, theraBands, small balls etc. Each of participant muss pass at least once through the obstacles, guided by the voice instruction of its team member.

If participants fail on the obstacle (for example throw ball off the station), he/she returns to the beginning until he/she passes it.

The teams have 3 minutes for elaborating a strategy. Participant who is involved to do exercises must keep silence.

DEBRIEFING

- Have you got any reflection about your lifestyle?
- Would you like to change something in your daily routine?
- How did you feel during the exercises?
- What responsibility did each group member have?
- How could they improve their performance?
- Did you learn anything new about yourself or others?

Recommendations

Trainer should have some knowledge about participants before the workshop to make it suitable for all kinds of disabilities.

Useful Videos

- <https://www.youtube.com/watch?v=EVQcgYQyzz0>
- <https://www.youtube.com/watch?v=ddgbv1-Np5w>
- <https://www.youtube.com/watch?v=HJWYy9V-of-0>
- <https://www.youtube.com/watch?v=vyJoqOR0pkg>
- <https://www.youtube.com/watch?v=dC7y9qB3tcA>

Quiz for Evaluation

QUESTION 1 Correct explanation of PAL is:

- A. Psychological Activity Level;
- B. Potential Activity Level;
- C. **Physical Activity Level.**

QUESTION 2 Adults with disabilities should at least:

- A. **Get at least 150 minutes (of moderate-intensity aerobic physical activity a week) 2 days a week of muscle- strengthening activities;**
- B. Get at least 15 minutes (of moderate-intensity aerobic physical activity a week) 0 days a week of muscle- strengthening activities;
- C. Get at least 7 minutes (of moderate-intensity aerobic physical activity a week) 1 days a week of muscle- strengthening activities;
- D. Get at least 251 minutes (of moderate-intensity aerobic physical activity a week) 1 days a week of muscle- strengthening activities.

QUESTION 3 Exercise can help prevent:

- A. Only heart attacks;
- B. **Having problems with weight, depression, osteoporosis, type 2 diabetes etc.;**
- C. Some diseases;
- D. Eating too much.

Session “Boccia”

Theoretical Introduction

Generally: Intellectual disability (or ID) is a term used when a person has certain limitations in cognitive functioning and skills, including communication, social and self-care skills. These limitations can cause a child to develop and learn more slowly or differently than a typically developing child. ID can happen any time before a child turns 18 years old, even before birth and ID is the most common developmental disability. Persons with ID are often disadvantaged in their health care and access to relative services from childhood onwards.

ID is significantly more common in low-income countries.

ID affects all aspects of a person's life. Persons with ID are more likely to react to external stimuli at a slower rate, as well as to understand directions, to follow instructions, to generalize information, to think in abstract terms, and to draw conclusions. Consequently, their learning progress is slower and they do not benefit from “traditional schooling” without support. Furthermore, they more frequently demonstrate poor short term memory and concentration as well as attention and behaviour deficits with inappropriate responses to emotional and social situations. Their delayed motor development and skills and poor physical fitness are often due to the disability itself and health issues that often accompanying it, along with the lack of opportunities of persons with ID to participate in motor activities as compared to participants without ID, which in turn lead to obesity trends and lower fitness levels and motor performance.

Regardless of the varying performance level of each trainee with ID, the primary concern and constant pursuit of Physical Activity (PA) instructor/sport coach should always be the inclusion of participants with ID in PA and sport settings. It should also be the acquisition of a positive experience that will create the desire to continue participating in sports as mean of improving their health and quality of life. The way every PA instructor/sport coach structures the environment, selects activities and presents information to participants with ID, often makes the difference between success and failure.

Practical Example : Boccia is a precision sport played by players with severe physical disabilities. Cerebral palsy players originally played the sport, but now it is played by people with other disabilities affecting motor skills. Boccia can be played indoors or outdoors on a hard, flat surface in either individual or team play, socially or competitively. With assistive devices, boccia can be played by anyone, no matter their ability.

In Paralympic competition boccia is open to male and female athletes with severe locomotor disabilities either of a cerebral or a non-cerebral origin. The objective of the game is to throw the red or blue coloured (a coin toss decides the colour) leather balls as close as possible to a white target ball (Jack).

Learning Outcomes

- Initiation to education by sport and its benefits.
- Fair play.
- Precision skills.
- Cooperation.
- Enjoyment & fun.
- Opportunity to connect and build friendship.

Typology

Theoretical / Practical.

Timeframe

45' – 60' min (it depends on the number and level of participants).

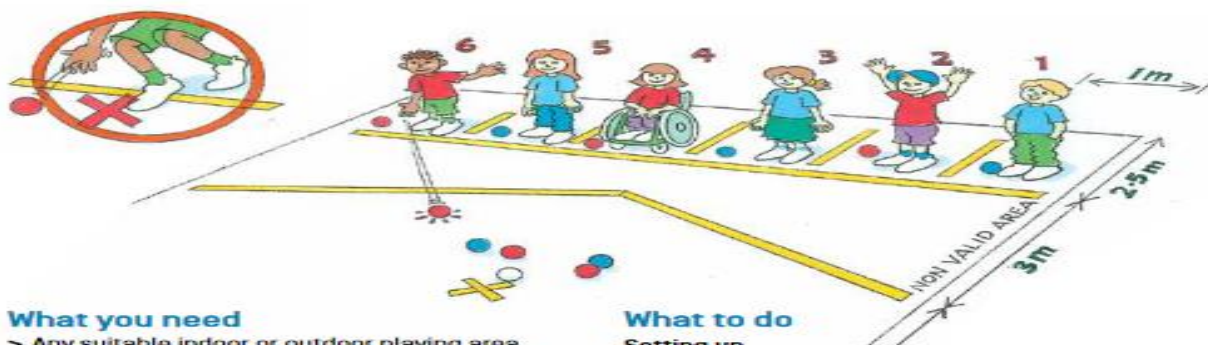
Methods

Education by sport.

Delivery Content(s)

Pronounced 'botch-ya'. A target game requiring players to lob as many of their balls as close to a target ball as possible.

Boccia is a modified version of the game Bocce, which was founded in the Roman Empire during ancient times. Many cultures have since taken the game and evolved it into their own versions. Boccia was developed for wheelchair users and is a competitive Paralympic sport.



What you need

- > Any suitable indoor or outdoor playing area. Choose suitable balls if an indoor surface is used. Choose dimension to suit your situation
- > Playing area marked as shown
- > For team Boccia – 13 balls: 1 jack, 6 red and 6 blue
- > Boccia balls or alternative – bean bags, paper and tape balls, Koosh balls

What to do

Setting up

- > Play 2 v 2, 3 v 3 or individually. Allocate a team colour, red or blue. Red throws first.

Materials

To play Boccia, it is required:

- 2-6 players (1V1, 2V2, or 3V3);
- The court, 12.5m x 6m (can be adjusted accordingly);
- 13 balls (1 jack, 6 red and 6 blue).

Procedure

OBJECTIVES

- Health promotion through PA.
- Improvement of the ability of accuracy.
- Improvement of teamwork skills.
- Join & fun.
- Social interaction.

INSTRUCTIONS

How to play Boccia: The game begins with a player throwing, rolling, propelling with their feet, or rolling down a ramp, the white target ball, called the jack, onto the court. Opponents then take turns trying to throw or bowl their game balls (six for each player per round) as close as possible to the target ball.

The basic principle is to score as many points as possible by getting more of your own boccia balls closer to the jack than your opponent do. The athlete, pair, or team whose ball is closest to the jack scores one point, and receives an additional point for every ball that sits closer to the jack than the opposition's closest ball. In matches for individual and/or a pair, four rounds (or ends) are played. In a match for a team of three, six rounds are played. The individual/team that scores the most points, wins the match.

DEBRIEFING

Participants have to take into account the reason why they have been involved in the game, as well as to share their experiences and feelings during the course of the session:

- Where in your home or community could you play this game?
- Who could play with you in this game at home?
- How can you make it difficult for your opponents to get closer to the jack than you do?
- Did the participants have fun?
- Did they encounter any difficulties during the game and what were they?

Recommendations

- Ensure the participant's safety;
- No one enters the target area during the game;
- Throwing is confined to the designated area;
- Select the necessary equipment;
- Explain the rules clearly.

Useful Videos

- <https://www.youtube.com/watch?v=itPWqcx7xBg>
- <https://www.youtube.com/watch?v=IUSlo3w2b38>
- <https://www.paralympic.org/news/liverpool-2018-favourites-fall-team-and-pairs>



Quiz for Evaluation

QUESTION 1 Boccia is a game to be played:

- A. Individually;
- B. In pairs;
- C. In teams 3V3;
- D. **All the above.**

QUESTION 2 Throwing in Boccia game can only be done with the:

- A. Hand;
- B. Foot;
- C. Use of an assistant device;
- D. **All the above.**

QUESTION 3: Can the Boccia game be played?

- A. On a hard or flat surface;
- B. **Everywhere;**
- C. Only outdoors;
- D. Only indoors.

Session “Initiation to the intergenerational sport of Pickle ball”

Theoretical Introduction

Generally: Approximately 1 – 3 percent of the global population has an ID. An individual has ID if he or she meets three criteria:

- IQ is below 70-75
- There are significant limitations in two or more adaptive areas (skills that are needed to live, work, and play in the community, such as communication or self-care)
- The condition manifests itself before the age of 18

The most common causes of intellectual disabilities are:

- I. Genetic conditions.
- II. Complications during pregnancy.
- III. Problems during birth.
- IV. Diseases or toxic exposure.

Children and young people with ID and their families are at risk of discrimination and their health and quality of life are strongly influenced by poverty and inequality in our societies. In terms of educational classification, individuals with ID were previously classified into educable, trainable and dependent. Educable, refers to students of mild to moderate ID with IQ ranging from 50 to 75 who have limited potential in terms of writing, reading, spelling, arithmetic and other academic skills, but they have the capacity to progress academically with minimum support to a late elementary level, to adjust socially up to a point where they can live independently in the community and to support themselves occupationally during adulthood. Trainable, refers to students with IQ that fall below 50 who are not in position to profit from the education program of educable students with ID, but they have the potential to develop self-help and personal hygiene skills as well as living skills in close settings such as home and neighbourhood and to learn economic value in sheltered settings of home, workshops and institutions. Finally, dependent

refer to students with profound ID that it is rare to meet in any educational environment, since due to their lack of mental, motor and social skills they need constant supervision and help to take care of their personal needs.

Improvement of psychomotor skills and maximization of the performance of individuals with ID is an objective that can be accomplished only through quality teaching and guidance implemented by PA instructor/sport coach.

Practical Example : Pickleball is a mash-up of tennis, badminton and ping-pong. It can be played by singles or in pairs, either indoors or outside. The aim, like many racquet sports, is to get the ball over the net and prevent your opponent from hitting it back. The sport shares features of other racket sports: the dimensions and layout of a badminton court, and a net and rules somewhat similar to tennis, with several modifications. The kitchen refers to the no-volley zone and dinking is a soft shot that sends the other player scrambling towards the net to reach the ball in time.

Learning Outcomes

- Know the rules of pickleball;
- To get started in the game of pickleball;
- Cooperation and social interaction.

Typology

Theoretical and practical, couples of people from different generations.

Timeframe

90 minutes (30´ theoretical introduction to pickleball, 10´ Warm-up + 30´ main part (practical contact with pickleball) + 10´ Stretching + 10´ Debriefing).

Methods

Theoretical and Practical.

Delivery Content(s)

Inter-generational sport.

Materials

Pickleball court (a smooth, rigid surface and portable nets. The playing field is 13.4 meters long and 6 meters wide).

Pickleball balls and paddles.

Procedure

OBJECTIVES

- Know the rules of pickleball;
- To get started in the game of pickleball;
- Cooperation and social interaction.

INSTRUCTIONS

Theoretical introduction to pickleball (30´)

- A brief history of the sport will be given.
- The basic rules of the sport will be indicated.
- The most common faults in the initiation to the sport will be indicated.

Warm-up (10´)

Moving on the pickleball track will be performed:

- Walking
- Smooth runs, jumps, zig-zag runs, lateral runs (moving from right to left every two or three steps), jogging by bringing the knees up to the chest, the.
- Trunk movements and mobility.

Main part (30´)

In the main part there will be an expert person who will perform the initial execution (model) and will be attentive to ensure that no injuries occur.

The following exercises will be performed in pairs of people of different generations:

1. initial rally (10´).
2. low rally trying to get the ball under the line (5´).
3. Cross rally (5´).
4. Cross rally changing sides (5´).
5. Driving volley (5´)

Stretching (10´)

We continue in pairs of people of different generations who will perform the following stretches:

- Back-shoulder stretch (2´)

With this exercise both people will also stretch:

We can stand on our backs and bring one leg forward.

We raise our arms and hold on, pulling upwards.

Hold this position for about 30 seconds.

- Hamstring and back stretch (2,5´)

For this exercise, one of the two people will stretch the whole back and partly the hamstrings. The person applying the tension will be able to stretch legs and arms above all:

Sitting with legs straight and open and the soles of the feet together with those of the partner.

We shake hands and one of us pulls outwards so that the other one moves forward with the back.

Hold this position for 30 seconds and then change so that the other stretches for another 30 seconds.

- Hamstring, back and calf stretch (3´)

The stretcher sits with legs extended and open. The stretcher grasps the tips of the toes with his hands.

The one who applies the pressure, pushes the back, so that he can stretch it and also help to stretch the hamstring area.

We maintain this position for 30 seconds and change to stretch the partner.

- Abductor Stretch (3´)

We both sit on the floor with legs extended and open together soles of the feet.

Grasp each other by the arms and pull towards them.

We hold this position for about 30 seconds.



DEBRIEFING

Gather in a circle and participants will share what they thought of the training session, what they felt like, what it was like to work with people from different generations.

Useful Videos

Theoretical introduction

- <https://www.youtube.com/watch?v=4vHhZ03O0PI>
- <https://www.youtube.com/watch?v=fTvPYdKZqO0>
- <https://www.winonatennis.com/winona-pickleball/learn-to-play/>

Warm-up

- <https://www.youtube.com/watch?v=CUYNbcFe-w>
- <https://www.youtube.com/watch?v=m7eQX7YYSho>

Main part

- <https://www.youtube.com/watch?v=hPFRo5R9cT0>
- <https://www.seheltactivitycentre.com/wp-content/uploads/2014/01/Pickleball-Progression-Chart.pdf>

Stretching

- <https://www.youtube.com/watch?v=jT4pdhefoXk>

Quiz for Evaluation

QUESTION 1: Why is pickle-ball is so popular?

- A. Because it is played by famous athletes;
- B. It is played on a small court;
- C. **It is an easy to learn paddle sport that is appropriate for players of all ages and skill levels;**
- D. Because the winner makes huge profits.

QUESTION 2: Can you play pickle-ball on a tennis court?

- A. Not because a pickle-ball court is bigger than a tennis court;
- B. **Yes, we can fit four standard pickleball courts on a tennis court;**
- C. Yes, because the pickle-ball court has the same dimensions as a tennis court.

QUESTION 3: Is pickle-ball an Olympic sport?

- A. Pickle-ball is an Olympic sport;
- B. In the next Olympic Games, pickle-ball will be included as an Olympic sport;
- C. **Pickle-ball is not an Olympic sport or event.**

Session “Sitting volleyball”

Theoretical Introduction

Generally: Participants with ID can successfully perform at slower rates compared to their peers without ID. In cases of mild and moderate ID, exercise programs should focus more on improving general physical fitness, gross and fine motor skills and basic stabilization, movement and handling skills, in a consistent and progressive manner. In participants with severe ID the exercise program

should aim more at teaching self-help and object-handling skills, by selecting activities that are more likely to be used at home, at school and in society in general, so as to promote self-efficacy, socialization, communication, personal sense of accomplishment and mainly participation than performance through play, fun, and recreation.

In practical terms, each sport coach who wants to positively guide together a group of athletes with and without ID who have different needs and ability levels should learn how to connect the adaptations and inclusive sport strategies.

The best way for a sport coach, is first to organize a local inclusive sport event to promote cooperation of participants/athletes with and without ID and increase social awareness.

Practical example: Sitting Volleyball (SV) is one of the most interesting features of this discipline is that it is open to a wide range of participants without discrimination (skills levels, age and gender). Therefore, it holds a strong potential for social inclusiveness, especially if addressing young people. At the same time Volleyball is a traditional, grass-roots team sport which is very widespread in Europe. Volleyball is the only high-energy, zero body contact, mixed team sport playable indoors and outdoors. For this reason, it is very popular in schools around Europe. Sitting Volleyball shares with Volleyball many features by adding an inclusiveness dimension:

- Team mind-set: “There’s no “I” in a team. Volleyball teaches cooperative work where everyone has a role. Sitting Volley adds an additional diversity layer by tackling individualism: society is made up by many unique and different individuals;
- Responsibility: Everyone’s action in the team has an influence on the overall outcome of the game, from working hard to observing the rules.
- Illegal (breaking the rules) behaviour is not only penalised by the referee but also by the results and by other players’ control;
- Reducing stereotypes: within teams, racial, sexual and diversity stereotypes tend to blur thanks to the fact that the main focus is the game. Sitting Volleyball also amplifies these features putting able and disabled players on the same level;
- Train to respect: team sports teach respect of authoritative figures, such as coaches, referees and supervisors, as well as the other players.
- Some additional sitting volleyball specific features are:
- Contact-less (fighting violence and violent role models);
- Gender-neutral: particularly adequate for mixed teams both from a technical and a social acceptance point of view, unlike other team sports (e.g., football);
- Communication skills: given the diversity of players and their different abilities, communication (verbal as well as non-verbal) is also an essential feature of the sport.

Learning Outcomes

- Sitting volleyball aims to deliver a variety of the highest quality Volleyball programs and competitions for athletes with and without a physical impairment through the implementation of effective governance, development, training, education, research and event management activities.
- Encourage the growth and development of the sport in all nations of the world through a planned and organized programme of events, education, training and research.
- Discuss, analyse and approve proposals for the continual improvement of the development, delivery and promotion of Sitting Volleyball for women, men and youth.

Typology

Practical.

Timeframe

60-90 min.

Methods

Verbal: explaining, talking.

Delivery Content(s)

Practical Content: game exercise.

Materials

Court, net, volley ball.

Procedure

OBJECTIVES

- Physical wellbeing;
- Cooperation;
- Teamwork.

INSTRUCTIONS

The Sitting Volleyball rules are based on the FIVB rules for able-bodied volleyball, with a few minor modifications. It requires a smaller court (10m x 6m) and a lower net (1.15m for men, 1.05m for women), and the game is considerably faster than standing volleyball. It's played in a best-of-five set format, and the first to reach 25 points (with at least a 2-point lead) wins the set.

Teams compete in male and female events, with six on the court at a time. At all times, a portion of the athlete's torso must be in contact with the ground, and service blocks and attacks are allowed. The goal of the game is similar in most ways to the stand-up version. Players hit a ball over a net and ground it within the opposition's court area.

Note: The teams have three passes of attacking play after which the ball should get sent over the net.

Seated Volleyball Court Dimensions

The playing area includes a playing court and the free zone. It should be rectangular in shape and symmetrical.

Sitting volleyball rules gets played on a court measuring 10 x 6 meters. The free zone surround should be at least 3 meters wide on all sides.

The net should be 80cm deep and set to an international height from the ground. That net height should be 1.15 meters for men and 1.05 meters for women.

In general, seated volleyball rules are faster games than the indoor Olympic counterpart. The main reason is due to the lower net height.

Rules of Sitting Volleyball for Equipment

- Typical equipment consists of a jersey and shorts or long pants. Most players wear socks and indoor sports shoes.
- Players may take part without shoes. They can also wear tight-fitting cycling shorts or leggings underneath their shorts.
- The ball should be spherical and made of a flexible leather or have a synthetic leather casing. It should have an inner bladder made of rubber or a similar material.
- The circumference of a sitting volleyball ball is 65-67 centimetres weighing 260-280 grams.

Seated Volleyball Rules for Players

There are six players allowed on the court from each team. That includes a 'libero' defensive specialist and you can have six reserves. The libero wears a different coloured shirt to the rest of the team. There can be up to six player substitutions per set.

General Sitting Volleyball Rules and Regulations

Sit down volleyball rules dictate the actual seating position. It requires players to maintain contact between their pelvis and the floor at all times.

It also relates to when they are hitting or attacking the ball. All players must have one 'buttock' or an extension of the torso in contact with the floor.

But, the rules of sitting volleyball permit blocking of the serve. That is a different ruling than in the standard regulations of volleyball games.

Rules of Sitting Down Volleyball for Scoring

A team scores a point:

- By successfully grounding the ball on the opponent's playing court.
- When the opponent team commits a fault.
- When the opponent team receives a penalty.

Winning a Game of Sit Down Volleyball

The winning team is the first to win three sets (out of 5) and there are 25 points in a set.

You must win the set by two clear points. But if a match goes to a deciding fifth set (a 2-2 tie) the first team to 15 points and with a two-point advantage wins.

DEBRIEFING

- Have you got any reflection about your lifestyle?
- Would you like to change something in your daily routine?
- How did you feel during the exercises?
- What responsibility did each group member have?
- How could they improve their performance?
- Did you learn anything new about yourself or others?

Quiz for Evaluation

QUESTION 1: What is Education through Sport?

- A. The same as any other sport activity;
- B. **A way to understand problems in the world through physical activity;**
- C. A different way of doing physical exercise with more difficult rules.

QUESTION 2: Why did the rules of the game change?

- A. To make the game more difficult;
- B. To make the game more realistic;
- C. **To make the game more inclusive.**

QUESTION 3: What is the aim of the debriefing?

- A. **To create a moment of reflection to share the experiences during the game;**
- B. To check if the rules of the game are clear;
- C. To see if everyone participated in the game.

Session “The inactive family”

Theoretical Introduction

Most of the parents are well aware of the importance of healthy living and staying physically active. A lot of them encourage their children to play outside and join youth sports. Physical activity is so important that we often schedule time to do it. Not often enough, however, do we consider making time to exercise as a family. While we find time to for family game or movie night, family sports are often forgotten. It may seem silly, but there are many benefits to family exercise:

- Obesity - from keeping healthy snacks around the home to encouraging more active play, parents are working hard to keep their kids healthy. Oftentimes, that can be tiring day in and day out as you take your child to playgrounds, sports practice, or playdates. Meanwhile, family time is often sedentary time with games and movies. However, by using family time to do a physical activity together you encourage your child to exercise. Furthermore, you're building lifelong habits. Children often carry family-time traditions into their adulthood, one of which could be family exercise. As children connect movies and games to togetherness, they will also connect physical activity to fun and community;
- Family Bonding Time -Today, many families describe themselves as being too busy with school, work, and after-school activities. When the times come for family bonding, it often consists of movies or games to relax and unwind. However, it often doesn't include conversation or working together as a team. Physical activity and family sports, on the other hand, foster an environment of teamwork and communication – two skills that are important to a child's development. Whether you're playing backyard softball or going for a hike, you're encouraging the opportunity to converse and work together as a family;
- Encouragement - parents are great encouragers of education and sports, but there's nothing like active encouragement during family time. Encouragement outside of family time can often come across too competitively, but when you're spending time with your children it's more positive.
- Family exercising can be both fun and a good opportunity for bonding. Remember to always warm-up and cool-down as a family as well as hydrate to stay safe and avoid injury.

Learning Outcomes

This session will help develop understanding in the importance of healthy living and staying physically active, to encourage children and other members of their family to do more sport and physical activities.

Typology

Practical.



Timeframe

340 min.

Methods

Education Through Sport.

Delivery Content(s)

Practical Content: exercise.

Materials

Materials for ETS session:

- Seminar room / open and safe areas according to the size / number of the groups / participants;
- Materials for the ETS Family activity - Rubber bands, plastic bags, plastic plates and cups, bottles of mineral water, rope, shoe boxes, etc.
- Training bell;
- Flipcharts;
- A marker, sticky notes (different colours).

Procedure

OBJECTIVES

To encourage children and other members of their family to do more sport and physical activities and the importance of healthy lifestyle.

INSTRUCTIONS

Preparation and instruction – 20 minutes

Participants will take up various roles in a “Modern Family” and come up with a sports session / group of exercises / physical activity in order to get the family members more physically active. Select 5-6 of the group who will take the place of the people who are part of families that are not physically active. Prepare the roles (secret cards). Distribute secret role cards to each group. Make sure the instructions are clear and understood by everyone Explain to the group that they must each choose a role card and this is the identity they must undertake for the duration of the ETS session. Explain to the group that they must implement the family sports session / group of exercises / physical activity after 180 minutes and it should last no longer than 45 minutes in total.

SECRET ROLE CARDS

- Family member - tired from work and does not find time for any sports;
- Family member - obese person sedentary lifestyle;
- Family member - not active, sitting in front of the personal computer and consuming unhealthy foods;



- Family member - watches sports on TV, but has no motivation to try sports in real life;
- Family member - an active person, practicing sports and looking for a way to motivate the family to be more physically active;
- A member of the family - a former athlete, after an injury has lost motivation to play sports.

Delivering the ETS Session – 180 minutes

The task for all groups (families) is to plan and implement a sports session / group of exercises / physical activity with the following items:

- You should use sports as a tool to achieve learning and social change in your family;
- To use materials that can be found in every house / home - bags, ties, ropes, plastic cups, plastic plates, bottles of mineral water, rubber bands, etc.;
- To include all members of your family;
- The sports session / group of exercises / physical activity should be suitable for all members of your family (men / women) and all ages (children / adults).

Presentation and demonstration – 120 minutes

DEBRIEFING

Questions for the participants:

- How did the participants find the activity?
- How do you feel?
- How did your role make you feel?
- What roles were used and which were successful and which were not?
- Who had the most important role? Why?
- Can sport make a social change in a family/community?

Recommendations

Hints & Tips:

- Allow participants to find their own way to handle this task;
- Avoid interference during the creation of the family session;
- Motivate the participants in this session to be as creative as possible.

Useful Videos

- Have a Blast With This Family Fun Cardio Workout!:
<https://www.youtube.com/watch?v=5if4cjO5nxo>
- Home PE - Fun sport for kids:
https://www.youtube.com/watch?v=o_6NvgX1Kpl
- 12 Fun Physical Education Games:
<https://www.youtube.com/watch?v=qCQ7BcTG4yQ>
- Physical Education games?
<https://www.youtube.com/watch?v=TTQG1luHIQU>



Quiz for Evaluation

QUESTION 1: What is physical activity (PA)?

- A. Any bodily movement produced by skeletal muscles that requires energy expenditure;
- B. Any sport;
- C. Any exercise;
- D. Any transportation.

QUESTION 2: How much of PA is recommended for children and adolescents aged 5-17 years?

- A. Should do at least an average of 20 minutes per day of moderate-to-vigorous intensity, mostly aerobic, physical activity, across the week;
- B. Should do at least an average of 40 minutes per day of moderate-to-vigorous intensity, mostly aerobic, physical activity, across the week;
- C. Should do at least an average of 60 minutes per day of moderate-to-vigorous intensity, mostly aerobic, physical activity, across the week.

QUESTION 3: How much of PA is recommended for adults aged 18–64 years?

- A. Should do at least 150–300 minutes of moderate-intensity aerobic physical activity per week;
- B. At least 75–150 minutes of vigorous-intensity aerobic physical activity; or an equivalent combination of moderate- and vigorous-intensity activity throughout the week;
- C. moderate-intensity aerobic physical activity to more for 300 minutes per week;
- D. All of the above.

Session “BLIND-PATH”

Theoretical Introduction

The session is based on many aspects such as concentration and finesse, being an inclusive sport suitable for amateur/family moments.

Learning Outcomes

- Improvement of communication skills;
- Development/improvement of emphatic attitude.

Typology

Practical.



Timeframe

Total 60 minutes

5 minutes – instructions of game and distribute blindfolds

20 minutes – obstacle course (2-5 minutes per pair on 2 obstacle courses)

5 minutes for discussion

10 minutes for pairs to dribble ball together blindfolded

10 minutes for blind football

10 minutes for discussion of inclusive sports practice

Methods

Education Through Sport.

Delivery Content(s)

Practical content: exercise

Materials

2 obstacle courses using 10-12 chairs scattered;

Duct tape/masking tape to mark the finishing line;

Multiple scarves to use as blindfolds;

10 footballs;

Whistle to start and end the match;

Cones to mark the goals and court for the football match.

Procedure

OBJECTIVES

- To recognize ways in which a group can make the game more inclusive;
- To identify easy strategies to communicate instructions more efficiently – making it more inclusive;
- To recognize the additional needs of others.

INSTRUCTIONS

This game is played in pairs so each player must find a partner. One player in the partner must put on a blindfold. An obstacle course made with chairs is made.

The player who is not blindfolded must guide their partner with verbal instructions on how to move through the obstacle course to the finish line without hitting into any of the chairs.

Each pair takes turns going through the obstacle course.

The partners will swap being blindfold and we will give each pair a ball. The pairs must support their partner to move the ball around the hall or the yard. Take 10 minutes to do this. After 10

minutes, break the team into 2 larger teams and ask for 2 nominees to be blindfolded. Each team will have 1 blindfolded player joining their team. Both teams will play a match that lasts 10 minutes.

DEBRIEFING

Round 1

After every pair has went through the course, ask those that were blindfold how they felt while going through the obstacle course. What was difficult and what was it that their partner did to make it easier. Ask the players if there were extra things that they could do to make it easier for their partner to navigate the obstacle course. Examples include holding their partners hand, clapping in the direction that the partner should move so the player can follow the sound rather than think about the instructions.

Round 2

After the game, ask the blindfolded players about their experience of the game. Did they feel included in the game? How challenging was it to play as a team? Then ask the wider group what strategies they could have used to make their blindfolded players feel included.

Quiz for Evaluation

QUESTION 1 : Education Through Sport is implicitly included under the definition of:

- A. Education By Sport;
- B. Education For Sport;
- C. Education With Sport;
- D. **Non-formal Education.**

QUESTION 2: What teachings about the society you could get from this Education Through Sport activity?

- A. **It is always important to measure the exact extent of our actions to provide a change;**
- B. You have to implement very strong actions to make a change in the society;
- C. You have to implement very weak actions to make a change in the society.

VIII. Disclaimer

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