



Practical Learning to Advance Youngsters in Sport

PLAYS Programme

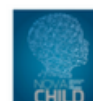


www.playsproject.eu



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Introduction

Hello everyone, dear parents, coaches, sports instructors, and all those involved in the development and care of children aged 6 to 12!

PLAYS is an Erasmus project that aims to encourage the participation in sport and physical activity by creating and sharing at national and EU level a very specific, science based, step-by-step action plan and training program based on fun and playful activities, to involve youngsters aged 6-12 in practicing structured exercise, and to help parents, trainers and educators in encouraging the participation of youngsters in regular physical activity for their psychophysical and social well-being.

The PLAYS program will be implemented and tested with the target groups in different EU countries within the sports clubs involved in the project consortium. The program implementation will include both the physical, mental and educational dimensions - as well as educational activities to promote digital skills and environmental sustainability.

The consortium, coordinated by the Ovidius University of Constanta, involves 9 organizations from 7 EU countries:

- **“Ovidius” University of Constanta – Romania**
- **Verde Foundation – Poland**
- **European Culture and Sport Organization – Italy**
- **Portuguese Swimming Federation – Portugal**
- **Associazione Italiana Cultura e Sport – Italy**
- **Confederation Sportive Internationale du Travail – Austria**
- **Nova Child – France**
- **Asociatia Centrul pentru Dezvoltarea Instrumentelor Structurale – Romania**
- **Stichting Sportservice Noord-Brabant – The Netherlands**

We are excited to present to you a program designed to bring a healthy balance to the lives of our children and those who guide them. This program is called "Practical Learning to Advance Youngsters in Sport" (PLAYS) and is the result of collaboration among 9 partners from 7 countries within the ambitious Erasmus project.

The three sports selected for the pilot program – roller-skating, swimming, and gymnastics - have been carefully chosen to cover various aspects of the physical and mental development of children. Through these sports, we aim to provide children with the opportunity to discover their passions, improve their skills, and build self-confidence.

It is supported by 10 directions of physical, mental, and emotional development, each addressed professionally by a team of specialists from 7 European countries.

Each direction has been meticulously structured to contribute to the holistic development of children aged 6 to 12. We consider not only the physical aspects but also the mental and emotional ones to ensure a complete balance in their evolution.



PLAYS is not just a sports program; it is also a powerful tool for parents, coaches, and educators. We aim to support the active participation of children in regular physical activities to contribute to their psychophysical well-being and social development. In this regard, we have created a step-by-step action plan based on scientific research, targeting the stimulation of children's interest and enthusiasm for movement.

We are eager to share this exciting journey into the world of physical activity for children with you. Through PLAY, we bring play and health to the forefront of their lives, and we are confident that this initiative will bring long-term benefits for future generations.

Let's make movement an integral part of the lives of our children!

PLAYS PROGRAM

The 10 Directions detailed:

1. Development of Cognitive Skills

- a) Attention
- b) Long-term & Short-term memory
- c) Logic & Reasoning
- d) Auditory & visual processing
- e) Processing speed

2. Development of Social Skills

- a) Coordination
- b) Mentoring
- c) Negotiation
- d) Persuasion
- e) Service orientation
- f) Social perceptiveness

3. Stimulation of Inclusion for Children with Low Opportunities Skills

- a) Access to various learning opportunities/sports
- b) Adjustments individualised for each child's needs.
- c) Valorisation of each child's strengths
- d) Supportive system for children (family, community, specialists)

4. Development of Fair Play Skills

- a) Fair competition
- b) Respect
- c) Friendship
- d) Team spirit
- e) Equality

5. Development of Communication Skills

- a) Active listening
- b) Use of the right communication method
- c) Friendliness
- d) Confidence
- e) Sharing feedback

6. Development of Critical Thinking Skills

- a) Analytical thinking
- b) Good communication
- c) Creative thinking
- d) Open-mindedness
- e) Ability to solve problems.
- f) Asking thoughtful questions

7. Development of Problem-solving Skills

- a) Focus on the solution.
- b) Clearly define the problem
- c) Agree on a process.
- d) Use active listening.

8. Development of Teamwork Skills

- a) Communication
- b) Time management
- c) Problem-solving
- d) Listening
- e) Critical thinking
- f) Collaboration
- g) Leadership

9. Development of Emotional Self-regulation Skills

- a) Understanding of different feelings
- b) Identification of the emotions within
- c) Acceptance of the emotions
- d) Expression of the feelings
- e) Use of coping skills

10. Development of Motor Skills

- a) Balance
- b) Coordination
- c) Body Awareness
- d) Physical Strength
- e) Reaction Time

For each of the above 10th direction we need to have:

Detailed Exercise Plans:

- Break down the program into specific exercise plans, focusing on each developmental aspect.
- Provide step-by-step instructions for each exercise.

Progression and Adaptation:

- Include a progression plan to gradually increase the difficulty of exercises.
- Offer suggestions for adapting exercises to cater to different skill levels.

Duration and Frequency:

- Specify how long each session should last and how often it should be conducted.
- Provide recommendations for warm-up and cool-down routines.

Equipment and Space Requirements:

- List the necessary equipment and space needed for each exercise.
- Offer alternatives for those with limited resources.

4 directions to apply:

- General physical activities
- Roller skating
- Swimming
- Gymnastics for children with special needs

DEVELOPMENT OF COGNITIVE SKILLS – GENERAL DIRECTIONS

A) ATTENTION

Physical Activities:

- Attention-focused sports drills, such as dribbling a ball while maintaining focus on a target.
- Cone drills with quick changes in direction

Progression and Adaptation:

- Increase complexity by adding more cones or incorporating multiple tasks simultaneously.
- Gradually introduce distractions during exercises to challenge attention.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Cones
- Balls (soccer balls, basketballs)
- Open space or a sports field

B) LONG-TERM & SHORT-TERM MEMORY

Physical Activities:

- Memory-based relay races where children need to remember a sequence of actions.
- Memory games involving sports-related terms or positions.

Progression and Adaptation:

- Increase the length of sequences for relay races.
- Introduce more complex terms and actions for memory games.

Duration and Frequency:

- Session Duration: 15-20 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Cones or markers
- Cards with sports-related terms or images
- Open space

C) LOGIC & REASONING

Physical Activities:

- Logic-based obstacle courses with different paths to solve.
- Team-based problem-solving games that require strategic thinking.

Progression and Adaptation:

- Increase the complexity of obstacle courses with additional challenges.
- Introduce time constraints for team problem-solving games.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Obstacle course materials (hoops, cones, ropes)
- Team-building game materials
- Open space

D) AUDITORY & VISUAL PROCESSING

Physical Activities:

- Listening and following instructions during sports drills.
- Visual tracking exercises using moving objects like balls.

Progression and Adaptation:

- Increase the complexity of instructions and add multiple-step tasks.

- Use smaller or faster-moving objects for visual tracking exercises.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Various sports equipment (balls, cones)
- Clear instructions or signals
- Open space

E) PROCESSING SPEED

Physical Activities:

- Quick reaction drills where children respond rapidly to a visual or auditory cue.
- Speed-based relay races.

Progression and Adaptation:

- Decrease the time allowed for reactions in drills.
- Increase the complexity of relay race tasks.

Duration and Frequency:

- Session Duration: 15-20 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Cones or markers
- Stopwatch or timer
- Open space

Adjust the details based on the specific needs of the children and consider consulting with a fitness or cognitive development expert to ensure the appropriateness of the exercises. Additionally, always prioritize safety during physical activities.

DEVELOPMENT OF COGNITIVE SKILLS WITH ROLLER SKATING

A) ATTENTION

Physical Activities:

- Skating through a series of cones while maintaining focus on a visual target.
- Following a designated path with attention to markers or signals.

Progression and Adaptation:

- Increase the complexity of cone patterns.
- Introduce music or auditory cues to add a layer of distraction.

Duration and Frequency:

- Session Duration: 15-20 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Roller skates with appropriate safety gear
- Cones or markers
- Smooth and flat skating area

B) LONG-TERM & SHORT-TERM MEMORY

Physical Activities:

- Creating a memory game where each skate has a specific action or pose.
- Recalling and performing a sequence of movements taught in previous sessions.

Progression and Adaptation:

- Increase the number of actions in the memory game.
- Extend the length of movement sequences.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Visual aids (cards or pictures representing movements)
- Open space for practice

C) LOGIC & REASONING

Physical Activities:

- Navigating through a skating maze with different logical paths.
- Collaborative games that involve strategic thinking while on skates.

Progression and Adaptation:

- Increase the complexity of the maze.
- Add decision-making elements to collaborative games.

Duration and Frequency:

- Session Duration: 25-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Maze layout or markers
- Collaborative game materials
- Safe skating area

D) AUDITORY & VISUAL PROCESSING

Physical Activities:

- Skating in response to visual or auditory cues (stop, turn, jump).
- Following instructions given with visual or auditory prompts.

Progression and Adaptation:

- Increase the complexity of instructions.
- Introduce more varied cues during skating activities.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Visual and auditory cue cards
- Open and clear skating space
- Safety precautions in place

E) PROCESSING SPEED

Physical Activities:

- Quick reaction drills with sudden stops or changes in direction.
- Racing against a timer for short distances.

Progression and Adaptation:

- Decrease the time allowed for reactions.
- Increase the complexity of relay race tasks.

Duration and Frequency:

- Session Duration: 15-20 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Cones or markers
- Stopwatch or timer
- Open space

DEVELOPMENT OF COGNITIVE SKILLS WITH SWIMMING

A) ATTENTION

Physical Activities:

- Swimming through a series of hoops or markers with a focus on a visual target.
- Following a designated swimming path with attention to signals.

Progression and Adaptation:

- Increase the complexity of swimming paths.
- Introduce underwater visual targets.

Duration and Frequency:

- Session Duration: 15-20 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Swimming pool with appropriate depth
- Hoops or underwater markers
- Safe swimming area

B) LONG-TERM & SHORT-TERM MEMORY

Physical Activities:

- Recalling and performing a sequence of swimming strokes taught in previous sessions.
- Memorizing and recreating a series of underwater poses or movements.

Progression and Adaptation:

- Increase the complexity of swimming stroke sequences.
- Extend the length of underwater movement sequences.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Visual aids (pictures or cards representing swimming strokes)
- Open area for underwater movement

C) LOGIC & REASONING

Physical Activities:

- Creating a swimming routine that follows a logical pattern.
- Collaborative games that involve strategic thinking while swimming.

Progression and Adaptation:

- Increase the complexity of routine patterns.
- Add decision-making elements to collaborative swimming games.

Duration and Frequency:

- Session Duration: 25-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Swimming pool with appropriate depth
- Collaborative game materials
- Safe swimming area

D) AUDITORY & VISUAL PROCESSING

Physical Activities:

- Swimming in response to visual or auditory cues (change stroke, dive).
- Following instructions given with visual or auditory prompts.

Progression and Adaptation:

- Increase the complexity of instructions.
- Introduce more varied cues during swimming activities.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Visual and auditory cue cards
- Clear swimming area
- Safety precautions in place

E) PROCESSING SPEED

Physical Activities:

- Quick reaction drills with sudden changes in swimming direction.
- Racing against a timer to complete a series of swimming tasks.

Progression and Adaptation:

- Decrease the time allowed for reactions.
- Increase the complexity of swimming tasks.

Duration and Frequency:

- Session Duration: 15-20 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Clear swimming area
- Timer or stopwatch
- Safety precautions in place

As always, ensure the safety of the children and adapt exercises based on their individual needs and abilities.

DEVELOPMENT OF COGNITIVE SKILLS WITH GYMNASTICS (FOR SPECIAL NEEDS CHILDREN)

A) ATTENTION

Physical Activities:

- Balancing on a low beam while focusing on a visual target.
- Following a sequence of movements on a designated mat.

Progression and Adaptation:

- Increase the duration of balancing exercises.
- Introduce sensory elements, like textured mats.

Duration and Frequency:

- Session Duration: 15-20 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Low balance beam
- Visual targets
- Soft, non-slip mats

B) LONG-TERM & SHORT-TERM MEMORY

Physical Activities:

- Memorizing and recreating a series of poses or movements.
- Recalling and performing a sequence of gymnastic routines.

Progression and Adaptation:

- Increase the complexity of poses and movements.
- Extend the length of gymnastic routines.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Visual aids (pictures or cards representing poses)
- Gymnastic mats
- Open space for practice

C) LOGIC & REASONING

Physical Activities:

- Creating a gymnastics routine that follows a logical pattern.
- Problem-solving activities, such as figuring out the best way to perform a specific sequence.

Progression and Adaptation:

- Increase the complexity of routine patterns.
- Add decision-making elements to problem-solving activities.

Duration and Frequency:

- Session Duration: 25-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Gymnastic apparatus (bars, mats)
- Collaborative game materials
- Safe gymnastic area

D) AUDITORY & VISUAL PROCESSING

Physical Activities:

- Performing gymnastic movements in response to visual or auditory cues.
- Following instructions given with visual or auditory prompts.

Progression and Adaptation:

- Increase the complexity of instructions.
- Introduce more varied cues during gymnastic activities.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Visual and auditory cue cards
- Open and clear gymnastic space
- Safety precautions in place

E) PROCESSING SPEED

Physical Activities:

- Quick reaction drills with sudden changes in movement.
- Racing against a timer to complete a series of gymnastic tasks.

Progression and Adaptation:

- Decrease the time allowed for reactions.
- Introduce more dynamic and fast-paced elements.

Duration and Frequency:

- Session Duration: 15-20 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Gymnastic apparatus (mats, springboard)
- Timer or stopwatch
- Open and safe gymnastic space

Always prioritize safety and adapt exercises based on the individual needs and abilities of the children.

Consulting with gymnastics instructors experienced in working with special needs children can provide valuable insights and guidance.

DEVELOPMENT OF SOCIAL SKILLS WITH GENERAL SPORT ACTIVITIES – GENERAL DIRECTIONS

A) COORDINATION

Physical Activities:

- Team-based games that require coordinated movement, such as relay races.
- Cooperative exercises like passing a ball between teammates.

Progression and Adaptation:

- Increase the complexity of team-based games.
- Introduce elements that require synchronized movement.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Sports equipment (balls, cones)
- Open space for activities

B) MENTORING

Physical Activities:

- Pairing children to take turns leading warm-up exercises.
- Designating experienced children as mentors for specific skills.

Progression and Adaptation:

- Rotate mentor roles to promote inclusivity.
- Encourage mentored children to share their learnings with others.

Duration and Frequency:

- Session Duration: 15-20 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Cones or markers
- Designated areas for mentorship activities

C) NEGOTIATION

Physical Activities:

- Team challenges where negotiation is required to achieve a common goal.
- Games that involve sharing resources, such as equipment or playing spaces.

Progression and Adaptation:

- Increase the complexity of challenges requiring negotiation.
- Introduce scenarios where compromise is necessary.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Various sports equipment
- Designated negotiation zones

D) PERSUASION

Physical Activities:

- Presenting a brief "sales pitch" for a chosen game strategy.
- Encouraging children to convince their peers to join a specific activity.

Progression and Adaptation:

- Increase the complexity of persuasive scenarios.
- Encourage creative and positive persuasion.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Open space for group discussions
- Various sports equipment

E) SERVICE ORIENTATION

Physical Activities:

- Organizing sports activities that benefit the community.
- Collaborative projects aimed at improving sports facilities.

Progression and Adaptation:

- Increase the scope and impact of community-oriented projects.
- Involve children in planning and executing service initiatives.

Duration and Frequency:

- Session Duration: 30-40 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Sports equipment for community projects
- Collaboration spaces

F) SOCIAL PERCEPTIVENESS

Physical Activities:

- Team-building activities that require understanding teammates' emotions.
- Games where children need to read non-verbal cues.

Progression and Adaptation:

- Increase the complexity of emotions involved in team activities.
- Introduce scenarios that require understanding subtle cues.

Duration and Frequency:

- Session Duration: 25-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Open space for team activities
- Emotion cue cards

Always prioritize safety and adapt exercises based on the individual needs and abilities of the children.

DEVELOPMENT OF SOCIAL SKILLS WITH ROLLER SKATING

A) COORDINATION

Physical Activities:

- Team-based roller-skating games that require coordinated movements.
- Cooperative exercises like passing a ball while on roller skates.

Progression and Adaptation:

- Increase the complexity of team-based games.
- Introduce elements that require synchronized movement on roller skates.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Roller skates with safety gear
- Smooth and flat roller skating area
- Cones or markers for activities

B) MENTORING

Physical Activities:

- Pairing experienced skaters with those who need guidance.
- Rotating mentor roles for different skills during roller skating sessions.

Progression and Adaptation:

- Encourage mentored children to provide feedback to their mentors.
- Introduce collaborative challenges where mentorship is vital.

Duration and Frequency:

- Session Duration: 15-20 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Cones or markers
- Designated areas for mentorship activities

C) NEGOTIATION

Physical Activities:

- Organizing relay races with negotiation points for strategy.
- Games that involve shared resources, requiring negotiation among teammates.

Progression and Adaptation:

- Increase the complexity of relay race challenges.
- Introduce scenarios where compromise and negotiation are essential.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Various sports equipment
- Designated negotiation zones

D) PERSUASION

Physical Activities:

- Encouraging children to suggest and lead specific roller-skating activities.
- Organizing "skating events" where children can present and persuade others to participate.

Progression and Adaptation:

- Increase the complexity of persuasive scenarios.
- Encourage creative and positive persuasion.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Open space for group discussions
- Roller skates and safety gear

E) SERVICE ORIENTATION

Physical Activities:

- Organizing roller skating events for the community.
- Collaborative projects aimed at improving roller skating facilities.

Progression and Adaptation:

- Increase the scope and impact of community-oriented projects.
- Involve children in planning and executing service initiatives.

Duration and Frequency:

- Session Duration: 30-40 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Roller skates and safety gear for community projects
- Collaboration spaces

F) SOCIAL PERCEPTIVENESS

Physical Activities:

- Team-building activities that require understanding teammates' emotions during roller skating.
- Games where children need to read non-verbal cues while roller skating.

Progression and Adaptation:

- Increase the complexity of emotions involved in team activities.
- Introduce scenarios that require understanding subtle cues during roller skating.

Duration and Frequency:

- Session Duration: 25-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Open space for team activities
- Emotion cue cards

Adapt these exercises based on the specific needs and abilities of the children, considering safety as a top priority. It's always a good idea to consult with roller skating instructors or specialists to ensure the appropriateness of the exercises for the age group.

DEVELOPMENT OF SOCIAL SKILLS WITH SWIMMING

A) COORDINATION

Physical Activities:

- Synchronized swimming routines with teammates.
- Cooperative swimming drills, such as linked arms while floating.

Progression and Adaptation:

- Increase the complexity of synchronized routines.
- Introduce cooperative activities that require precise coordination in the water.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Swimming pool with appropriate depth
- Floating equipment as needed.
- Open space for aquatic activities

B) MENTORING

Physical Activities:

- Pairing experienced swimmers with those who need guidance.
- Rotating mentor roles for different swimming techniques during sessions.

Progression and Adaptation:

- Encourage mentored children to provide feedback to their mentors.
- Introduce collaborative challenges where mentorship is vital.

Duration and Frequency:

- Session Duration: 15-20 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Cones or markers
- Designated areas for mentorship activities

C) NEGOTIATION

Physical Activities:

- Team challenges where negotiation is required to achieve a common goal in the water.
- Games that involve sharing resources, such as shared floating devices.

Progression and Adaptation:

- Increase the complexity of challenges requiring negotiation.
- Introduce scenarios where compromise is necessary.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Various aquatic equipment
- Designated negotiation zones in the pool

D) PERSUASION

Physical Activities:

- Presenting a brief "swimming strategy pitch" for a chosen stroke or technique.
- Encouraging children to convince their peers to try a specific swimming activity.

Progression and Adaptation:

- Increase the complexity of persuasive scenarios related to swimming.
- Encourage creative and positive persuasion.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Open space for group discussions near the pool
- Various swimming aids

E) SERVICE ORIENTATION

Physical Activities:

- Organizing swimming-related events or mini-competitions for the community.
- Collaborative projects aimed at improving swimming facilities.

Progression and Adaptation:

- Increase the scope and impact of community-oriented swimming projects.
- Involve children in planning and executing service initiatives.

Duration and Frequency:

- Session Duration: 30-40 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Swimming pool and related equipment for community projects
- Collaboration spaces

F) SOCIAL PERCEPTIVENESS

Physical Activities:

- Team-building activities that require understanding teammates' emotions in the water.
- Games where children need to read non-verbal cues while swimming.

Progression and Adaptation:

- Increase the complexity of emotions involved in team activities.
- Introduce scenarios that require understanding subtle cues while swimming.

Duration and Frequency:

- Session Duration: 25-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Open space for team activities in and around the pool
- Emotion cue cards

Adapt these exercises based on the specific needs and abilities of the children, considering safety as a top priority. Consulting with swimming instructors or specialists can provide valuable insights into the appropriateness of the exercises for the age group.

DEVELOPMENT OF SOCIAL SKILLS WITH GYMNASTICS (special needs)

A) COORDINATION

Physical Activities:

- Group gymnastic routines that emphasize inclusive movements.
- Partner-based exercises where coordination is encouraged with adapted movements.

Progression and Adaptation:

- Increase the complexity of gymnastic routines with gradual adaptation.
- Modify partner exercises to accommodate different coordination levels.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Gymnastic apparatus (mats, soft surfaces)
- Open space for group activities
- Partnered gymnastic materials

B) MENTORING

Physical Activities:

- Pairing experienced gymnasts with those who need guidance, promoting peer support.
- Creating routines where children take turns leading specific elements with mentorship.

Progression and Adaptation:

- Encourage mentored children to provide feedback to their mentors.
- Introduce collaborative challenges where mentorship is vital.

Duration and Frequency:

- Session Duration: 15-20 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Gymnastic apparatus (mats, bars)
- Designated areas for mentorship activities

C) NEGOTIATION

Physical Activities:

- Collaborative routines where negotiation is required for sequence planning.
- Team challenges that involve negotiating roles and responsibilities within the gymnastic routine.

Progression and Adaptation:

- Increase the complexity of routine planning requiring negotiation.
- Introduce scenarios where compromise and negotiation are essential.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Gymnastic apparatus (mats, bars)
- Designated negotiation zones

D) PERSUASION

Physical Activities:

- Encouraging children to suggest and lead specific elements of a routine, emphasizing personal expression.
- Organizing "presentation" sessions where children can persuade others to appreciate and participate in gymnastic activities.

Progression and Adaptation:

- Increase the complexity of persuasive scenarios, allowing for diverse expressions.
- Encourage creative and positive persuasion.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Open space for group discussions
- Gymnastic apparatus (mats, bars)

E) SERVICE ORIENTATION

Physical Activities:

- Organizing gymnastic performances for the community, highlighting each child's unique abilities.
- Collaborative projects aimed at improving gymnastic facilities, fostering a sense of contribution.

Progression and Adaptation:

- Increase the scope and impact of community-oriented projects.

- Involve children in planning and executing service initiatives.

Duration and Frequency:

- Session Duration: 30-40 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Gymnastic apparatus (mats, bars)
- Collaboration spaces

F) SOCIAL PERCEPTIVENESS

Physical Activities:

- Team-building activities that require understanding teammates' emotions during gymnastic routines.
- Games where children need to read non-verbal cues during gymnastic exercises.

Progression and Adaptation:

- Increase the complexity of emotions involved in team activities, emphasizing empathy.
- Introduce scenarios that require understanding subtle cues during gymnastics.

Duration and Frequency:

- Session Duration: 25-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Open space for team activities
- Emotion cue cards

Adapt these exercises based on the specific needs and abilities of the children, considering safety as a top priority. Work closely with gymnastics instructors or specialists experienced in working with children with special needs to ensure inclusivity and appropriateness.

STIMULATION OF INCLUSION FOR CHILDREN WITH LOW OPPORTUNITIES SKILLS – GENERAL DIRECTIONS

A) ACCESS TO VARIOUS LEARNING OPPORTUNITIES/SPORTS

Physical Activities:

- Introduction to a variety of sports and physical activities to expose children to different options.
- Rotational sessions where children can explore and choose activities based on their interests.

Progression and Adaptation:

- Gradual increase in the complexity of activities to challenge and engage all children.
- Adaptation of activities to ensure accessibility for children with varying abilities.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Diverse sports equipment
- Open and adaptable space for different activities

B) ADJUSTMENTS INDIVIDUALIZED FOR EACH CHILD'S NEEDS

Physical Activities:

- Customization of exercises to accommodate each child's physical abilities.
- Personalized modifications to sports rules or equipment based on individual needs.

Progression and Adaptation:

- Regular assessments to identify changing needs and adjust activities accordingly.
- Encouragement of peer support to create an inclusive environment.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Versatile sports equipment
- Open space with the flexibility to modify for individual needs

C) VALORIZATION OF EACH CHILD'S STRENGTHS

Physical Activities:

- Activities designed to highlight and celebrate each child's unique strengths.
- Recognition of individual achievements within the group setting.

Progression and Adaptation:

- Integration of strengths into team-based activities for mutual support.
- Periodic acknowledgment sessions to boost self-esteem and motivation.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Appropriate sports equipment
- Recognition and appreciation materials (certificates, stickers)

D) SUPPORTIVE SYSTEM FOR CHILDREN (FAMILY, COMMUNITY, SPECIALISTS)

Physical Activities:

- Inclusion of family members in select activities to create a supportive environment.
- Collaboration with community resources to enhance the program's reach.

**Progression and Adaptation:**

- Regular communication with specialists to address specific needs.
- Organizing community events to showcase the children's progress and foster community support.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Open space for family/community involvement
- Collaboration with specialists and community partners

Adapt these activities based on the specific needs and circumstances of the children involved, ensuring inclusivity and support. Regular feedback and communication with families, community members, and specialists are crucial for the success of this program.

STIMULATION OF INCLUSION FOR CHILDREN WITH LOW OPPORTUNITIES SKILLS WITH ROLLER SKATING

A) ACCESS TO VARIOUS LEARNING OPPORTUNITIES/SPORTS

Physical Activities:

- Introduction to diverse roller-skating techniques and styles.
- Weekly sessions with a rotation of activities like speed skating, artistic skating, and basic maneuvers.

Progression and Adaptation:

- Gradual introduction of more advanced roller-skating techniques.
- Open discussions to identify preferred roller-skating activities among participants.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Roller skates with safety gear
- Varied roller-skating arenas for different activities

B) ADJUSTMENTS INDIVIDUALIZED FOR EACH CHILD'S NEEDS

Physical Activities:

- Customization of roller-skating exercises based on individual abilities.
- Personalized support for children who may require assistance with balance or coordination.

Progression and Adaptation:

- Regular assessments to understand evolving needs and adjust roller skating activities.
- Encouragement of peer support to create an inclusive roller-skating environment.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Roller skates and safety gear
- Adjustable elements in the roller-skating environment.

C) VALORIZATION OF EACH CHILD'S STRENGTHS

Physical Activities:

- Roller skating activities that showcase and celebrate each child's unique strengths.
- Recognition of individual achievements, such as mastering a new roller-skating maneuver.

Progression and Adaptation:

- Integration of strengths into group-based roller-skating activities.
- Periodic acknowledgment sessions to boost self-esteem and motivation.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Roller skates and safety gear
- Recognition and appreciation materials (certificates, stickers)

D) SUPPORTIVE SYSTEM FOR CHILDREN (FAMILY, COMMUNITY, SPECIALISTS)

Physical Activities:

- Inclusion of family members in select roller skating sessions to create a supportive environment.



- Collaboration with community resources to enhance the roller-skating program's accessibility.

Progression and Adaptation:

- Regular communication with specialists to address specific roller-skating needs.
- Organizing community events to showcase the children's roller-skating progress and foster community support.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Roller skates and safety gear for family involvement
- Collaboration with specialists and community partners for roller skating support.

Adapt these roller-skating activities based on the specific needs and circumstances of the children involved, ensuring inclusivity and support. Regular feedback and communication with families, community members, and specialists are crucial for the success of this roller-skating program.

STIMULATION OF INCLUSION FOR CHILDREN WITH LOW OPPORTUNITIES SKILLS WITH SWIMMING

A) ACCESS TO VARIOUS LEARNING OPPORTUNITIES/SPORTS

Physical Activities:

- Introduction to various swimming styles (freestyle, backstroke, breaststroke).
- Weekly sessions with a mix of water activities such as floating, diving, and basic water safety.

Progression and Adaptation:

- Gradual introduction of more advanced swimming techniques.
- Open discussions to identify preferred swimming activities among participants.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Swimming pool with appropriate depth
- Floating and safety equipment as needed

B) ADJUSTMENTS INDIVIDUALIZED FOR EACH CHILD'S NEEDS

Physical Activities:

- Customization of swimming exercises based on individual swimming abilities.
- Personalized support for children who may require assistance with specific swimming techniques.

Progression and Adaptation:

- Regular assessments to understand evolving needs and adjust swimming activities.
- Encouragement of peer support to create an inclusive swimming environment.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Swimming pool with adjustable features
- Adapted swimming aids as necessary.

C) VALORIZATION OF EACH CHILD'S STRENGTHS

Physical Activities:

- Swimming activities that showcase and celebrate each child's unique strengths.
- Recognition of individual achievements, such as mastering a specific swimming technique.

Progression and Adaptation:

- Integration of strengths into group-based swimming activities.
- Periodic acknowledgment sessions to boost self-esteem and motivation.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Swimming pool with designated areas for recognition
- Recognition and appreciation materials (certificates, badges)

D) SUPPORTIVE SYSTEM FOR CHILDREN (FAMILY, COMMUNITY, SPECIALISTS)

Physical Activities:

- Inclusion of family members in select swimming sessions to create a supportive environment.
- Collaboration with community resources to enhance the swimming program's accessibility.

**Progression and Adaptation:**

- Regular communication with specialists to address specific swimming needs.
- Organizing community events to showcase the children's swimming progress and foster community support.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Swimming pool with family involvement
- Collaboration with specialists and community partners for swimming support

Adapt these swimming activities based on the specific needs and circumstances of the children involved, ensuring inclusivity and support. Regular feedback and communication with families, community members, and specialists are crucial for the success of this swimming program.

STIMULATION OF INCLUSION FOR CHILDREN WITH LOW OPPORTUNITIES SKILLS WITH GYMNASTICS (special needs)

A) ACCESS TO VARIOUS LEARNING OPPORTUNITIES/SPORTS

Physical Activities:

- Introduction to gymnastics basics with a focus on inclusive and simplified movements.
- Weekly sessions exploring different gymnastic apparatus with adapted activities.

Progression and Adaptation:

- Gradual introduction of more challenging gymnastic elements based on individual abilities.
- Incorporation of sensory-friendly gymnastic activities to enhance engagement.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Gymnastic apparatus (mats, bars) with added safety features
- Open space for inclusive gymnastic movements

B) ADJUSTMENTS INDIVIDUALIZED FOR EACH CHILD'S NEEDS

Physical Activities:

- Customization of gymnastic exercises based on individual abilities and learning styles.
- Personalized support for children who may require assistance with specific gymnastic elements.

Progression and Adaptation:

- Regular assessments to understand evolving needs and adjust gymnastic activities.
- Encouragement of peer support to create an inclusive gymnastic environment.

Duration and Frequency:

- Session Duration: 20-25 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Adjustable gymnastic apparatus to accommodate different needs
- Supportive mats and cushions

C) VALORIZATION OF EACH CHILD'S STRENGTHS

Physical Activities:

- Gymnastic activities are designed to highlight and celebrate each child's unique strengths.
- Recognition of individual achievements, such as mastering a specific gymnastic skill.

Progression and Adaptation:

- Integration of strengths into group-based gymnastic activities.
- Periodic acknowledgment sessions to boost self-esteem and motivation.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Gymnastic apparatus (mats, bars) with designated areas for recognition
- Recognition and appreciation materials (certificates, badges)

D) SUPPORTIVE SYSTEM FOR CHILDREN (FAMILY, COMMUNITY, SPECIALISTS)

Physical Activities:

- Inclusion of family members in select gymnastic sessions to create a supportive environment.



- Collaboration with community resources and specialists to enhance the gymnastic program's accessibility.

Progression and Adaptation:

- Regular communication with specialists to address specific gymnastic needs.
- Organizing community events to showcase the children's gymnastic progress and foster community support.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Gymnastic apparatus (mats, bars) with family involvement
- Collaboration with specialists and community partners for gymnastic support

Adapt these gymnastic activities based on the specific needs and circumstances of the children involved, ensuring inclusivity and support. Regular feedback and communication with families, community members, and specialists are crucial for the success of this gymnastics program.

DEVELOPMENT OF FAIR PLAY SKILLS WITH SPORTS – GENERAL DIRECTIONS

A) FAIR COMPETITION

Physical Activities:

- Organize friendly sports competitions with clear rules and regulations.
- Implement a rotating system to ensure equal opportunities for all participants.

Progression and Adaptation:

- Gradual introduction of competitive elements based on skill levels.
- Emphasize the importance of fair play, emphasizing effort over winning.

Duration and Frequency:

- Session Duration: 30-40 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Standard sports equipment
- Open space for various sports competitions

B) RESPECT

Physical Activities:

- Integrate activities that promote respect for opponents, teammates, and officials.
- Incorporate sessions on sportsmanship and fair treatment.

Progression and Adaptation:

- Encourage children to share their perspectives on respect in sports.
- Address specific situations where respect is crucial, promoting discussion.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Sports equipment for team activities
- Discussion areas for respect-related topics

C) FRIENDSHIP

Physical Activities:

- Plan collaborative sports activities that require teamwork and cooperation.
- Facilitate ice-breaking sessions to foster friendships among participants.

Progression and Adaptation:

- Organize team-building exercises to strengthen bonds.
- Encourage children to create small friendship groups within the sports program.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Team sports equipment
- Open space for team-building activities

D) TEAM SPIRIT

Physical Activities:

- Create team-based sports competitions with a focus on collaboration.
- Rotate team members to ensure everyone experiences various roles.

Progression and Adaptation:

- Increase the complexity of team challenges over time.
- Foster a sense of collective achievement and responsibility.

**Duration and Frequency:**

- Session Duration: 30-40 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Team sports equipment
- Open space for team-based competitions

E) EQUALITY**Physical Activities:**

- Design sports activities that celebrate diversity and inclusivity.
- Rotate leadership roles within sports sessions.

Progression and Adaptation:

- Address issues related to inequality in sports, promoting open discussions.
- Integrate activities that showcase the value of every participant.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Inclusive sports equipment
- Discussion areas for equality-related topics

Adapt these activities based on the specific needs and preferences of the children, ensuring a positive and inclusive sports environment. Regular discussions on fair play, respect, friendship, team spirit, and equality will contribute to the holistic development of the participants.

DEVELOPMENT OF FAIR PLAY SKILLS WITH ROLLER SKATING

A) FAIR COMPETITION

Physical Activities:

- Organize roller skating races with clearly defined start and finish lines.
- Implement time trials to encourage personal improvement and fair competition.

Progression and Adaptation:

- Introduce relay races, promoting teamwork and fair play.
- Emphasize the importance of congratulating fellow skaters on their achievements.

Duration and Frequency:

- Session Duration: 30-40 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Roller skates with safety gear
- Designated areas for roller skating competitions.

B) RESPECT

Physical Activities:

- Integrate activities that highlight the importance of respecting fellow skaters.
- Conduct sessions on sportsmanship and fair treatment

Progression and Adaptation:

- Encourage children to share their thoughts on respect in roller skating.
- Address specific situations where respect is crucial, fostering open discussions.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Roller skates with safety gear
- Discussion areas for respect-related topics

C) FRIENDSHIP

Physical Activities:

- Plan roller skating activities that require pairs or small groups.
- Facilitate sessions to encourage conversations and friendships among skaters.

Progression and Adaptation:

- Organize team-building exercises on roller skates to strengthen bonds.
- Encourage children to create small friendship groups within the roller-skating program.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Roller skates with safety gear
- Open space for team-building activities on roller skates

D) TEAM SPIRIT

Physical Activities:

- Create roller skating relay races and team-based challenges.
- Rotate skaters within teams to ensure everyone experiences different roles.

Progression and Adaptation:

- Increase the complexity of roller-skating team challenges over time.
- Foster a sense of collective achievement and responsibility.

Duration and Frequency:

- Session Duration: 30-40 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Roller skates with safety gear
- Open space for roller skating team challenges.

E) EQUALITY**Physical Activities:**

- Design roller skating activities that celebrate diversity and inclusivity.
- Rotate leadership roles within roller skating sessions.

Progression and Adaptation:

- Address issues related to inequality in roller skating, promoting open discussions.
- Integrate activities that showcase the value of every roller skater.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Inclusive roller skates with safety gear
- Discussion areas for equality-related topics

Adapt these roller-skating activities based on the specific needs and preferences of the children, ensuring a positive and inclusive roller skating environment. Regular discussions on fair play, respect, friendship, team spirit, and equality will contribute to the holistic development of the roller skaters.

DEVELOPMENT OF FAIR PLAY SKILLS WITH SWIMMING

A) FAIR COMPETITION

Physical Activities:

- Organize swimming races with clear lanes and designated start and finish points.
- Implement timed trials for individual improvement and fair competition.

Progression and Adaptation:

- Introduce relay swimming races, promoting teamwork and fair play.
- Emphasize the importance of congratulating fellow swimmers on their achievements.

Duration and Frequency:

- Session Duration: 30-40 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Swimming pool with clear lanes
- Timing equipment for swimming races

B) RESPECT

Physical Activities:

- Integrate activities that highlight the importance of respecting fellow swimmers.
- Conduct sessions on sportsmanship and fair treatment at the swimming pool.

Progression and Adaptation:

- Encourage children to share their thoughts on respect in swimming.
- Address specific situations where respect is crucial, fostering open discussions.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Swimming pool with discussion areas
- Signs and visuals promoting respect at the swimming pool.

C) FRIENDSHIP

Physical Activities:

- Plan swimming activities that encourage pairs or small groups.
- Facilitate sessions to foster conversations and friendships among swimmers.

Progression and Adaptation:

- Organize team-building exercises in the water to strengthen bonds.
- Encourage children to create small friendship groups within the swimming program.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Swimming pool with areas for team-building activities
- Floating devices for team-based challenges

D) TEAM SPIRIT

Physical Activities:

- Create swimming relay races and team-based challenges.
- Rotate swimmers within teams to ensure everyone experiences different roles.

Progression and Adaptation:

- Increase the complexity of swimming team challenges over time.
- Foster a sense of collective achievement and responsibility.

Duration and Frequency:

- Session Duration: 30-40 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Swimming pool with designated areas for team challenges
- Floating devices for team-based challenges

E) EQUALITY**Physical Activities:**

- Design swimming activities that celebrate diversity and inclusivity.
- Rotate leadership roles within swimming sessions.

Progression and Adaptation:

- Address issues related to inequality in swimming, promoting open discussions.
- Integrate activities that showcase the value of every swimmer.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Swimming pool with inclusive features
- Discussion areas for equality-related topic

Adapt these swimming activities based on the specific needs and preferences of the children, ensuring a positive and inclusive swimming environment. Regular discussions on fair play, respect, friendship, team spirit, and equality will contribute to the holistic development of the swimmers.

DEVELOPMENT OF FAIR PLAY SKILLS WITH GYMNASTICS (special needs)

A) FAIR COMPETITION

Physical Activities:

- Organize simplified gymnastic competitions with clear rules and scoring.
- Emphasize participation and effort, ensuring every child feels successful.

Progression and Adaptation:

- Gradually introduce elements of gymnastic routines based on individual abilities.
- Celebrate progress and improvement, rather than focusing solely on competition.

Duration and Frequency:

- Session Duration: 30-40 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Gymnastic apparatus with added safety features
- Open space for gymnastic competitions

B) RESPECT

Physical Activities:

- Integrate activities that highlight the importance of respecting coaches and fellow gymnasts.
- Conduct sessions on sportsmanship and fair treatment in gymnastics.

Progression and Adaptation:

- Encourage children to share their thoughts on respect in gymnastics.
- Address specific situations where respect is crucial, fostering open discussions.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Gymnastic apparatus with discussion areas
- Visual cues promoting respect in the gymnastics space

C) FRIENDSHIP

Physical Activities:

- Plan gymnastic activities that require collaboration and teamwork.
- Facilitate sessions to encourage conversations and friendships among gymnasts.

Progression and Adaptation:

- Organize team-building exercises with simplified gymnastic movements.
- Encourage children to create small friendship groups within the gymnastics program.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Gymnastic apparatus with areas for team-building activities
- Supportive mats for team-based challenges

D) TEAM SPIRIT

Physical Activities:

- Create gymnastic routines that involve group participation.
- Rotate roles within the gymnastic team to ensure everyone contributes.

Progression and Adaptation:

- Increase the complexity of gymnastic team challenges over time.
- Foster a sense of collective achievement and responsibility.

Duration and Frequency:

- Session Duration: 30-40 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Gymnastic apparatus with designated areas for team challenges
- Supportive mats for team-based challenges

E) EQUALITY

Physical Activities:

- Design gymnastic activities that celebrate diversity and inclusivity.
- Rotate leadership roles within gymnastic sessions.

Progression and Adaptation:

- Address issues related to inequality in gymnastics, promoting open discussions.
- Integrate activities that showcase the value of every gymnast.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Inclusive gymnastic apparatus with added support features
- Discussion areas for equality-related topic

Adapt these gymnastic activities based on the specific needs and preferences of the children, ensuring a positive and inclusive gymnastics environment. Regular discussions on fair play, respect, friendship, team spirit, and equality will contribute to the holistic development of the gymnasts with special need and disabilities.

DEVELOPMENT OF COMMUNICATION SKILLS WITH GENERAL PHYSICAL ACTIVITIES – GENERAL DIRECTIONS

A) ACTIVE LISTENING

Physical Activities:

- Incorporate activities that require children to listen to instructions carefully.
- Organize group activities with verbal cues, encouraging attentive listening.

Progression and Adaptation:

- Introduce more complex instructions as children progress.
- Conduct activities where children need to recall and follow a series of instructions.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Open space for group activities
- Visual aids for reinforcing listening skills

B) USE OF THE RIGHT COMMUNICATION METHOD

Physical Activities:

- Explore different communication methods, including verbal and non-verbal cues.
- Use signals, gestures, and symbols to convey specific instructions during activities.

Progression and Adaptation:

- Introduce scenarios where children must choose the appropriate communication method.
- Encourage children to express themselves using various methods during physical activities.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Visual aids representing different communication methods
- Open space for interactive activities

C) FRIENDLINESS

Physical Activities:

- Organize activities that promote collaboration and teamwork.
- Encourage children to greet and interact with different peers during sessions.

Progression and Adaptation:

- Plan team-based challenges that require friendly communication.
- Foster an inclusive and welcoming environment for all participants.

Duration and Frequency:

- Session Duration: 30-40 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Team sports equipment
- Designated areas for team-building activities

D) CONFIDENCE

Physical Activities:

- Include activities that boost individual and collective confidence.
- Provide opportunities for children to showcase their skills in a supportive setting.

Progression and Adaptation:

- Gradually increase the complexity of activities to challenge and build confidence.
- Celebrate personal achievements and improvements.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Open space for skill demonstrations
- Recognition materials for boosting confidence (certificates, stickers)

E) SHARING FEEDBACK**Physical Activities:**

- Integrate sessions where children share positive feedback with their peers.

- Provide structured opportunities for constructive feedback on individual and team performances.

Progression and Adaptation:

- Guide children in articulating feedback in a constructive manner.
- Encourage reflective discussions on the importance of feedback in improvement.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Discussion areas for sharing feedback
- Visual aids for understanding constructive feedback

Adapt these activities based on the specific needs and preferences of the children, ensuring a positive and communicative environment. Regular discussions on communication skills, including active listening, the use of the right communication method, friendliness, confidence, and sharing feedback, will contribute to the holistic development of the participants.

DEVELOPMENT OF COMMUNICATION SKILLS WITH ROLLER SKATING

A) ACTIVE LISTENING

Physical Activities:

- Organize roller-skating activities with specific instructions that require attentive listening.
- Use signals and verbal cues for direction changes during roller-skating sessions.
- Relay races on roller skates where participants need to listen to and follow verbal instructions.
- Pair skating routines that require coordination and communication between partners.

Progression and Adaptation:

- Introduce games where children must listen for specific instructions while on roller skates.
- Create scenarios that involve following verbal directions during roller-skating challenges.
- Increase the complexity of instructions during relay races.
- Introduce group skating activities with coordinated movements.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Roller skates with safety gear, cones, markers
- Open space for roller-skating activities, roller rink or smooth pavement area

B) USE OF THE RIGHT COMMUNICATION METHOD

Physical Activities:

- Explore different communication methods, including hand signals and gestures.
- Create activities where children must use specific communication methods while roller-skating.

- Team-based skating games with clear communication requirements.
- Pair or group routines with specific communication signals.

Progression and Adaptation:

- Introduce scenarios where children choose the appropriate communication method on roller skates.
- Encourage expressive communication through body language during roller-skating challenges.
- Incorporate non-verbal communication elements into skating routines.
- Include activities with changing communication methods during the game.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Visual aids representing different communication methods.
- Open space for interactive roller-skating activities

C) FRIENDLINESS

Physical Activities:

- Plan roller-skating activities that require collaboration and teamwork.
- Encourage children to greet and interact with different peers during roller-skating sessions.
- Group skating activities that emphasize cooperation and positive interaction.
- Games that promote inclusivity and team spirit.

Progression and Adaptation:

- Organize team-based challenges on roller skates that promote friendly communication.

- Foster an inclusive and welcoming environment for all roller skaters.
- Increase the complexity of teamwork tasks on roller skates.
- Incorporate scenarios that require problem-solving through friendly communication.

Duration and Frequency:

- Session Duration: 30-40 minutes
- Frequency: Once a week

Equipment and Space Requirements:

- Roller skates with safety gear
- Designated areas for team-building roller-skating activities

D) CONFIDENCE

Physical Activities:

- Include activities that boost individual and collective confidence on roller skates.
- Provide opportunities for children to showcase their roller-skating skills in a supportive setting.
- Individual and group skating activities promoting self-expression and positive reinforcement.
- Activities with opportunities for participants to take on leadership roles.

Progression and Adaptation:

- Gradually increase the complexity of roller-skating activities to challenge and build confidence.
- Encourage participants to take on leadership roles during group activities.

- Celebrate personal achievements and improvements on roller skates.

Duration and Frequency:

- Session Duration: 25-35 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Open space for skill demonstrations on roller skates
- Recognition materials for boosting confidence (certificates, stickers)

E) SHARING FEEDBACK

Physical Activities:

- Integrate sessions where roller skaters share positive feedback with their peers.
- Provide structured opportunities for constructive feedback on individual and team roller-skating performances.

Progression and Adaptation:

- Guide children in articulating feedback in a constructive manner while roller skates.
- Encourage reflective discussions on the importance of feedback in improvement.

Duration and Frequency:

- Session Duration: 20-30 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Discussion areas for sharing feedback
- Visual aids for understanding constructive feedback

Adapt these roller-skating activities based on the specific needs and preferences of the children, ensuring a positive and communicative roller-skating environment. Regular discussions on communication skills will contribute to the holistic development of the roller skaters.

DEVELOPMENT OF COMMUNICATION SKILLS WITH SWIMMING

A) ACTIVE LISTENING

Physical Activities:

- Swimming relay races with verbal instructions between team members.
- Partner swimming drills where one gives directions to navigate through obstacles.

Progression and Adaptation:

- Increase the complexity of instructions during relay races, incorporating more detailed directions.
- Gradually introduce underwater communication signals for partner drills.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, pool noodles
- Space: Swimming pool with shallow and deep areas

B) USE OF THE RIGHT COMMUNICATION METHOD

Physical Activities:

- Team-based synchronized swimming routines with clear communication requirements.
- Swimming games with specific communication signals for different actions.

Progression and Adaptation:

- Introduce non-verbal communication elements into synchronized routines.
- Include activities with changing communication methods during the game.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, underwater communication props
- Space: Swimming pool with sufficient space for routines

C) FRIENDLINESS

Physical Activities:

- Group swimming activities that emphasize cooperation and positive interaction.
- Water polo or group games that promote inclusivity and team spirit.

Progression and Adaptation:

- Increase the complexity of teamwork tasks in the water.
- Incorporate scenarios that require problem-solving through friendly communication.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, water polo ball, floating devices
- Space: Swimming pool with shallow and deep areas

D) CONFIDENCE

Physical Activities:

- Individual and group swimming activities promoting self-expression and positive reinforcement.



- Activities with opportunities for participants to take on leadership roles, such as leading warm-up exercises.

Progression and Adaptation:

- Gradually increase the complexity of swimming tasks and strokes.
- Encourage participants to take on leadership roles during group activities.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, floating devices
- Space: Swimming pool with sufficient space for different strokes

E) SHARING FEEDBACK**Physical Activities:**

- Structured debrief sessions after swimming activities.
- Encourage participants to share their experiences and feedback in a group setting.

Progression and Adaptation:

- Introduce peer feedback sessions where swimmers provide constructive feedback to each other.
- Gradually increase the depth and specificity of feedback.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Equipment: Whiteboard/markers, feedback forms
- Space: Poolside discussion area

Adapt the program based on the swimming skill levels of the children and the facilities available in the swimming pool. Always prioritize safety and ensure that swimming activities are supervised by qualified instructors or lifeguards.

ChatGPT can make mistakes. Consider checking important information.

DEVELOPMENT OF COMMUNICATION SKILLS WITH GYMNASTICS FOR CHILDREN WITH SPECIAL NEEDS AND DISABILITIES

A) ACTIVE LISTENING

Physical Activities:

- Simple gymnastics routines with verbal cues for each movement.
- Partner activities where participants follow instructions to create synchronized movements.

Progression and Adaptation:

- Gradually increase the complexity of routines while maintaining clear and concise verbal instructions.
- Use visual aids, such as pictures or symbols, to reinforce verbal instructions.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, visual aids (pictures or symbols)
- Space: Gymnastics studio or a designated area with mats

B) USE OF THE RIGHT COMMUNICATION METHOD

Physical Activities:

- Group gymnastics activities with specific communication signals for different exercises.
- Incorporate non-verbal communication, such as hand signals or gestures, for certain movements.

Progression and Adaptation:

- Emphasize the use of visual cues alongside verbal instructions.
- Modify exercises to allow for alternative communication methods, like pointing or nodding.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics apparatus, visual aids, alternative communication tools
- Space: Gymnastics studio or a designated area with mats

C) FRIENDLINESS

Physical Activities:

- Inclusive group gymnastics activities that emphasize cooperation and positive interaction.
- Partner stretches and activities to promote a sense of camaraderie.

Progression and Adaptation:

- Increase the complexity of teamwork tasks while providing additional support as needed.
- Incorporate social stories or visual support to explain the concept of friendship.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, soft props, visual supports
- Space: Gymnastics studio or a designated area with mats

D) CONFIDENCE

Physical Activities:

- Individual and group gymnastics activities promoting self-expression and positive reinforcement.
- Simplified routines that allow participants to showcase their abilities.

Progression and Adaptation:

- Gradually introduce more challenging elements while providing encouragement and positive feedback.
- Provide opportunities for participants to lead warm-up exercises or small parts of routines.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, soft props, visual supports
- Space: Gymnastics studio or a designated area with mats

E) SHARING FEEDBACK

Physical Activities:

- Structured debrief sessions after gymnastics activities, using visual supports and simple language.
- Create a supportive environment where participants can express their feelings through gestures or alternative communication methods.

Progression and Adaptation:

- Gradually introduce peer feedback sessions with the help of visual supports.
- Use a variety of communication tools to gather feedback, such as a simple rating system or emoticon visuals.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2 times per week

Equipment and Space Requirements:

- Equipment: Whiteboard/markers, visual supports for feedback
- Space: Gymnastics studio or a designated area with mats

Always adapt the program based on the individual needs, abilities, and preferences of the children with intellectual disabilities. Consider consulting with special education professionals or therapists to ensure that the program is tailored to the specific requirements of each participant.

DEVELOPMENT OF CRITICAL THINKING SKILLS – GENERAL DIRECTIONS

A) ANALYTICAL THINKING

Physical Activities:

- Tactical sports drills that require players to analyze opponents' strategies.
- Break down complex sports plays and discuss the analytical process.

Progression and Adaptation:

- Increase the complexity of game situations, requiring more advanced analytical skills.
- Incorporate video analysis to help participants break down and understand their performance.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment relevant to the chosen sport (e.g., balls, cones, bats)
- Space: Sports field or court

B) GOOD COMMUNICATION

Physical Activities:

- Team-based sports that emphasize effective communication on and off the field.
- Communication exercises where participants convey strategy and tactics.

Progression and Adaptation:

- Introduce non-verbal communication elements, such as hand signals or gestures.
- Simulate challenging game scenarios to practice clear and concise communication.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, communication props (e.g., whiteboard, markers)
- Space: Sports field or court

C) CREATIVE THINKING

Physical Activities:

- Modified or alternative sports games that encourage creative problem-solving.
- Creative drills where participants invent new strategies within the rules of the sport.

Progression and Adaptation:

- Challenge participants with unconventional game scenarios to promote creative thinking.
- Encourage the development of unique plays or tactics

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, creative props (e.g., colored cones, flags)
- Space: Sports field or court

D) OPEN-MINDEDNESS

Physical Activities:

- Team-building activities that require participants to consider different perspectives.



- Mixed-team sports to encourage collaboration and understanding of diverse playing styles.

Progression and Adaptation:

- Introduce unfamiliar sports or game variations to foster open-mindedness.
- Discuss the importance of respecting different approaches to the game.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, open-mindedness discussion aids
- Space: Sports field or court

E) ABILITY TO SOLVE PROBLEMS**Physical Activities:**

- Sports drills designed to simulate common challenges encountered in the chosen sport.
- Problem-solving games where participants strategize collectively.

Progression and Adaptation:

- Increase the complexity of problem scenarios to enhance problem-solving skills.
- Provide opportunities for participants to devise and implement their solutions.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, problem-solving props (e.g., cones, markers)
- Space: Sports field or court

F) ASKING THOUGHTFUL QUESTIONS**Physical Activities:**

- Sports scenarios where participants need to ask strategic questions to understand the game.
- Post-game discussions focusing on thoughtful questions about performance.

Progression and Adaptation:

- Encourage participants to ask questions that delve into deeper aspects of the game.
- Integrate questioning into strategy sessions and team discussions.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, discussion aids (e.g., whiteboard, markers)
- Space: Sports field or court

Remember to adapt the program based on the specific sport, the skill levels of the participants, and any unique considerations related to the group's abilities. The goal is to create an inclusive and engaging environment that promotes critical thinking skills through sports activities.

DEVELOPMENT OF CRITICAL THINKING SKILLS WITH ROLLER-SKATING

A) ANALYTICAL THINKING

Physical Activities:

- Roller-skating obstacle courses with varying levels of difficulty.
- Analysis of different roller-skating techniques and their effectiveness.

Progression and Adaptation:

- Increase the complexity of obstacle courses, requiring strategic decision-making.
- Discuss and analyze video footage of skilled roller-skaters to inspire analytical thinking.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, cones, markers
- Space: Roller rink or smooth pavement area

B) GOOD COMMUNICATION

Physical Activities:

- Partner or group roller-skating routines that require effective communication.
- Roller-skating games with specific communication signals for coordinated movements.

Progression and Adaptation:

- Introduce non-verbal communication elements, such as hand signals or gestures.
- Simulate challenging scenarios to practice clear and concise communication while roller-skating.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, communication props
- Space: Roller rink or smooth pavement area

C) CREATIVE THINKING

Physical Activities:

- Roller-skating games that encourage creative problem-solving.
- Create and perform individual or group roller-skating choreography.

Progression and Adaptation:

- Challenge participants with unconventional roller-skating scenarios.
- Encourage the development of unique roller-skating moves and routines.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, creative props (e.g., colored cones, flags)
- Space: Roller rink or smooth pavement area

D) OPEN-MINDEDNESS

Physical Activities:

- Team-based roller-skating activities that require participants to consider different perspectives.
- Mixed-skill level roller-skating sessions to foster open-mindedness.

**Progression and Adaptation:**

- Introduce different roller-skating styles and techniques.
- Discuss and appreciate the diverse approaches to roller-skating within the group.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, open-mindedness discussion aids
- Space: Roller rink or smooth pavement area

E) ABILITY TO SOLVE PROBLEMS**Physical Activities:**

- Roller-skating drills designed to simulate common challenges.
- Problem-solving games where participants strategize while roller-skating.

Progression and Adaptation:

- Increase the complexity of problem scenarios during roller-skating drills.
- Provide opportunities for participants to devise and implement their solutions.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, problem-solving props (e.g., cones, markers)
- Space: Roller rink or smooth pavement area

F) ASKING THOUGHTFUL QUESTIONS**Physical Activities:**

- Roller-skating scenarios where participants need to ask strategic questions.
- Post-activity discussions focusing on thoughtful questions about their roller-skating experience.

Progression and Adaptation:

- Encourage participants to ask questions that delve into deeper aspects of roller-skating techniques.
- Integrate questioning into strategy sessions and reflective discussions.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, discussion aids (e.g., whiteboard, markers)
- Space: Roller rink or smooth pavement

Adapt the program based on the skill levels, interests, and needs of the children participating in roller-skating activities. Always prioritize safety and ensure that roller-skating activities are supervised by qualified instructors or staff.

DEVELOPMENT OF CRITICAL THINKING SKILLS WITH SWIMMING

A) ANALYTICAL THINKING

Physical Activities:

- Swim drills focusing on analyzing different strokes and techniques.
- Underwater obstacle courses that require strategic planning and execution.

Progression and Adaptation:

- Introduce more advanced swimming drills that challenge analytical thinking.
- Use video analysis to help swimmers understand and analyze their own strokes.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, underwater markers
- Space: Swimming pool with various depths

B) GOOD COMMUNICATION

Physical Activities:

- Team-based synchronized swimming routines that require effective communication.
- Relay races with communication challenges, such as swimmer A guiding swimmer B.

Progression and Adaptation:

- Incorporate non-verbal communication elements into synchronized routines.
- Simulate challenging scenarios to practice clear and concise communication while swimming.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, communication props (e.g., floating devices)
- Space: Swimming pool with sufficient space for routines

C) CREATIVE THINKING

Physical Activities:

- Creative swim drills that encourage participants to devise unique swimming patterns.
- Team-based swim choreography sessions where participants create and perform routines.

Progression and Adaptation:

- Challenge participants with unconventional swimming scenarios.
- Encourage the development of unique swim strokes and routines.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, creative props (e.g., colored markers for pool bottom)
- Space: Swimming pool with various depths

D) OPEN-MINDEDNESS

Physical Activities:

- Mixed-skill level swim sessions to foster open-mindedness.
- Group swims where participants are encouraged to try different strokes.

Progression and Adaptation:

- Discuss and appreciate the diverse approaches to swimming within the group.
- Introduce different swim styles and techniques.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, open-mindedness discussion aids
- Space: Swimming pool with various depths

E) ABILITY TO SOLVE PROBLEMS

Physical Activities:

- Swim drills designed to simulate common challenges encountered while swimming.
- Problem-solving games where participants strategize while swimming.

Progression and Adaptation:

- Increase the complexity of problem scenarios during swim drills.
- Provide opportunities for participants to devise and implement their solutions.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, problem-solving props (e.g., floating devices)
- Space: Swimming pool with various depths

F) ASKING THOUGHTFUL QUESTIONS

Physical Activities:

- Swimming scenarios where participants need to ask strategic questions.
- Post-swimming discussions focusing on thoughtful questions about their swimming experience.

Progression and Adaptation:

- Encourage participants to ask questions that delve into deeper aspects of swimming techniques.
- Integrate questioning into strategy sessions and reflective discussions.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, discussion aids (e.g., whiteboard, markers)
- Space: Swimming pool with various depth

Adapt the program based on the swimming skill levels, interests, and needs of the children. Always prioritize safety and ensure that swimming activities are supervised by qualified instructors or lifeguards.

DEVELOPMENT OF CRITICAL THINKING SKILLS WITH GYMNASTICS FOR CHILDREN WITH SPECIAL NEEDS OR DISABILITIES

A) ANALYTICAL THINKING

Physical Activities:

- Simplified gymnastics routines focusing on basic analytical skills.
- Obstacle courses with clear instructions to encourage analytical thinking.

Progression and Adaptation:

- Gradually introduce more complex routines while maintaining simplicity.
- Use visual aids, such as pictures or diagrams, to support understanding.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, visual aids (pictures or symbols)
- Space: Gymnastics studio or a designated area with mats

B) GOOD COMMUNICATION

Physical Activities:

- Partner activities that emphasize basic communication through gestures and simple words.
- Group stretches with visual cues to promote communication and collaboration.

Progression and Adaptation:

- Encourage the use of alternative communication methods, such as picture cards.
- Incorporate social stories or visual supports to explain the concept of communication.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, communication props (e.g., visual aids)
- Space: Gymnastics studio or a designated area with mats

C) CREATIVE THINKING

Physical Activities:

- Creative gymnastics drills that allow for individual expression.
- Group activities encouraging participants to create simple sequences.

Progression and Adaptation:

- Provide choices for participants to personalize their routines.
- Use music or rhythmic elements to inspire creative movement.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, creative props (e.g., scarves, ribbons)
- Space: Gymnastics studio or a designated area with mats

D) OPEN-MINDEDNESS

Physical Activities:

- Inclusive group gymnastics activities with an emphasis on acceptance.
- Pair or group activities that mix different skill levels.

Progression and Adaptation:

- Discuss and celebrate diverse approaches to gymnastics.
- Encourage participants to work with different partners to foster open-mindedness.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, open-mindedness discussion aids
- Space: Gymnastics studio or a designated area with mats

E) ABILITY TO SOLVE PROBLEMS**Physical Activities:**

- Gymnastics drills designed to simulate common challenges.
- Problem-solving games that involve collaboration and simple decision-making.

Progression and Adaptation:

- Increase the complexity of problem scenarios while providing support as needed.
- Provide opportunities for participants to contribute ideas to solve challenges.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, problem-solving props (e.g., cones, markers)
- Space: Gymnastics studio or a designated area with mats

F) ASKING THOUGHTFUL QUESTIONS**Physical Activities:**

- Gymnastics scenarios where participants are encouraged to ask questions.
- Post-activity discussions focusing on simple and open-ended questions.

Progression and Adaptation:

- Create a safe environment for participants to ask questions.
- Incorporate visual aids to support questioning during gymnastics activities.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, discussion aids (e.g., whiteboard, markers)
- Space: Gymnastics studio or a designated area with mats

Adapt the program based on the individual needs, abilities, and preferences of the children with intellectual disabilities. Regularly assess progress and make adjustments to ensure a positive and inclusive gymnastics experience. Consider consulting with special education professionals or therapists to ensure that the program is tailored to the specific requirements of each participant.

DEVELOPMENT OF PROBLEM-SOLVING SKILLS WITH SPORTS – GENERAL DIRECTIONS

A) FOCUS ON THE SOLUTION

Physical Activities:

- Team-based sports games with a focus on finding solutions to challenges.
- Problem-solving drills where participants work collaboratively to achieve specific goals.

Progression and Adaptation:

- Increase the complexity of challenges, requiring more strategic thinking.
- Incorporate variations of sports games that encourage quick decision-making.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment relevant to the chosen sport (e.g., balls, cones, bats)
- Space: Sports field or court

B) CLEARLY DEFINE THE PROBLEM

Physical Activities:

- Simulated sports scenarios where participants need to identify specific issues.
- Sports games with structured debrief sessions to define challenges and areas for improvement.

Progression and Adaptation:

- Introduce more nuanced problems for participants to analyze.
- Encourage participants to articulate the problems they observe during game scenarios.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, whiteboard/markers for problem visualization
- Space: Sports field or court

C) AGREE ON A PROCESS

Physical Activities:

- Structured team-building activities that require participants to agree on a plan.
- Modified sports games with defined processes for achieving goals.

Progression and Adaptation:

- Increase the complexity of decision-making processes during activities.
- Encourage participants to suggest and implement alternative processes.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, process visualization aids (e.g., diagrams)
- Space: Sports field or court



D) USE ACTIVE LISTENING

Physical Activities:

- Team-based sports drills where active listening is crucial for success.
- Partner activities with clear communication requirements to enhance listening skills.

Progression and Adaptation:

- Introduce non-verbal communication elements into sports drills.
- Simulate challenging scenarios to practice clear and concise communication while playing.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, communication props (e.g., cones, markers)
- Space: Sports field or court

Adapt the program based on the specific sport, the skill levels of the participants, and any unique considerations related to the group's abilities. The goal is to create an inclusive and engaging environment that promotes problem-solving skills through sports activities. Regularly assess the participants' progress and make adjustments to ensure continued growth in their problem-solving abilities.

DEVELOPMENT OF PROBLEM-SOLVING SKILLS WITH ROLLER-SKATING

A) FOCUS ON THE SOLUTION

Physical Activities:

- Roller-skating relay races with challenging obstacles, requiring teamwork to find efficient solutions.
- Create scenarios where participants must navigate through cones, ramps, or obstacles, encouraging them to focus on the best way to overcome challenges.

Progression and Adaptation:

- Increase the complexity of relay race challenges, fostering strategic thinking and quick decision-making.
- Incorporate variations of roller-skating games that necessitate participants to identify and implement solutions promptly.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, cones, markers
- Space: Roller rink or smooth pavement area

B) CLEARLY DEFINE THE PROBLEM

Physical Activities:

- Roller-skating drills where participants need to identify specific challenges in their skating technique.
- Organize problem-solving games with structured debrief sessions to define and discuss issues related to roller-skating.

Progression and Adaptation:

- Introduce nuanced problems like maintaining balance during specific maneuvers or mastering advanced roller-skating techniques.
- Encourage participants to articulate the problems they face while roller-skating and discuss potential solutions.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, whiteboard/markers for problem visualization
- Space: Roller rink or smooth pavement area

C) AGREE ON A PROCESS

Physical Activities:

- Team-based roller-skating activities that require participants to agree on a plan or strategy.
- Modify traditional roller-skating games with defined processes for achieving goals, promoting collaboration and agreement.

Progression and Adaptation:

- Gradually increase the complexity of decision-making processes during roller-skating activities.
- Encourage participants to suggest and implement alternative processes, fostering creativity in problem-solving.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, process visualization aids (e.g., diagrams)
- Space: Roller rink or smooth pavement area

D) USE ACTIVE LISTENING

Physical Activities:

- Roller-skating drills where active listening is crucial for successful execution of team-based tasks.
- Pair or group roller-skating activities with clear communication requirements to enhance listening skills.

Progression and Adaptation:

- Introduce non-verbal communication elements into roller-skating drills, such as hand signals or gestures.

- Simulate challenging scenarios to practice clear and concise communication while roller-skating.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, communication props (e.g., cones, markers)
- Space: Roller rink or smooth pavement area

Feel free to adjust the program based on the skill levels, interests, and needs of the children participating in roller-skating activities. Always prioritize safety and ensure that roller-skating activities are supervised by qualified instructors or staff.

DEVELOPMENT OF PROBLEM-SOLVING SKILLS WITH SWIMMING

a) Focus on the Solution

Physical Activities:

- Swimming relay races with challenging tasks, emphasizing teamwork and problem-solving.
- Simulated scenarios where participants must adapt their swimming techniques to overcome obstacles, encouraging them to focus on finding effective solutions.

Progression and Adaptation:

- Increase the complexity of relay race challenges, fostering strategic thinking and quick decision-making in the water.
- Incorporate variations of swimming games that require participants to identify and implement solutions promptly.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, floating devices (if needed)
- Space: Swimming pool with various depths

b) Clearly Define the Problem

Physical Activities:

- Swimming drills where participants need to identify specific challenges in their strokes or techniques.
- Problem-solving games with structured debrief sessions to define and discuss issues related to swimming.

Progression and Adaptation:

- Introduce nuanced problems like refining specific strokes or mastering advanced swimming techniques.

- Encourage participants to articulate the problems they face while swimming and discuss potential solutions.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, problem-solving props (e.g., floating devices)
- Space: Swimming pool with various depths

c) Agree on a Process

Physical Activities:

- Team-based synchronized swimming routines that require participants to agree on a plan or strategy.
- Modified swimming games with defined processes for achieving goals, promoting collaboration and agreement.

Progression and Adaptation:

- Gradually increase the complexity of decision-making processes during synchronized routines or group swims.
- Encourage participants to suggest and implement alternative processes, fostering creativity in problem-solving.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, process visualization aids (e.g., diagrams)
- Space: Swimming pool with various depths

d) Use Active Listening

Physical Activities:

- Team-based swimming drills where active listening is crucial for successful execution of tasks.
- Pair or group swimming activities with clear communication requirements to enhance listening skills.

Progression and Adaptation:

- Introduce non-verbal communication elements into swimming drills, such as hand signals or gestures.

- Simulate challenging scenarios to practice clear and concise communication while swimming.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, communication props (e.g., floating devices)
- Space: Swimming pool with various depths

Feel free to adapt the program based on the swimming skill levels, interests, and needs of the children. Always prioritize safety and ensure that swimming activities are supervised by qualified instructors or lifeguards.

DEVELOPMENT OF PROBLEM-SOLVING SKILLS WITH GYMNASTICS FOR CHILDREN WITH SPECIAL NEEDS OR DISABILITIES

A) FOCUS ON THE SOLUTION

Physical Activities:

- Simplified gymnastics routines focusing on basic problem-solving skills.
- Obstacle courses with clear instructions and encouragement for participants to find solutions to challenges.

Progression and Adaptation:

- Gradually increase the complexity of routines while maintaining simplicity.
- Use visual aids and simple verbal cues to guide participants in finding solutions.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, visual aids (pictures or symbols)
- Space: Gymnastics studio or a designated area with mats

B) CLEARLY DEFINE THE PROBLEM

Physical Activities:

- Gymnastics drills where participants need to identify specific challenges in their movements.
- Problem-solving games with structured debrief sessions to define and discuss issues related to gymnastics.

Progression and Adaptation:

- Introduce more nuanced problems related to balance, coordination, or specific gymnastics skills.
- Encourage participants to express their challenges and gradually guide them in defining problems.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, whiteboard/markers for problem visualization
- Space: Gymnastics studio or a designated area with mats

C) AGREE ON A PROCESS

Physical Activities:

- Structured team-building activities within the gymnastics context, emphasizing agreement on a plan.
- Modified gymnastics routines with defined processes for achieving specific goals, promoting collaboration.

Progression and Adaptation:

- Gradually increase the complexity of decision-making processes during gymnastics activities.
- Encourage participants to contribute ideas to the group process, fostering creativity.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, process visualization aids (e.g., diagrams)
- Space: Gymnastics studio or a designated area with mats

D) USE ACTIVE LISTENING

Physical Activities:

- Gymnastics drills and activities where active listening is crucial for successful execution.
- Pair or group gymnastics exercises with clear communication requirements to enhance listening skills.

Progression and Adaptation:

- Introduce non-verbal communication elements into gymnastics drills, such as visual cues.

- Simulate challenging scenarios to practice clear and concise communication during gymnastics activities.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, communication props (e.g., visual aids)
- Space: Gymnastics studio or a designated area with mats

Feel free to adapt the program based on the specific needs, abilities, and preferences of the children with intellectual disabilities. Regularly assess progress and adjust ensure a positive and inclusive gymnastics experience. Consider consulting with special education professionals or therapists to ensure that the program is tailored to the specific requirements of each participant.

DEVELOPMENT OF TEAMWORK SKILLS WITH SPORTS – GENERAL CONSIDERATIONS

A) COMMUNICATION

Physical Activities:

- Team-based sports games that require constant communication to achieve objectives.
- Relay races with specific communication requirements, emphasizing the importance of clear and concise instructions.

Progression and Adaptation:

- Introduce non-verbal communication elements into sports drills (e.g., hand signals).
- Gradually increase the complexity of communication requirements during activities.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment relevant to the chosen sport (e.g., balls, cones)
- Space: Sports field or court

B) TIME MANAGEMENT

Physical Activities:

- Structured sports drills with time constraints to encourage effective time management.
- Team challenges where participants must allocate time efficiently to complete tasks.

Progression and Adaptation:

- Introduce time-based games that require quick decision-making.
- Incorporate variations of sports activities with varying time limits.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, timers or stopwatches
- Space: Sports field or court

C) PROBLEM-SOLVING

Physical Activities:

- Sports scenarios where participants need to work together to solve challenges.
- Modified sports games with structured debrief sessions to define and discuss issues.

Progression and Adaptation:

- Increase the complexity of problems introduced
- Encourage participants to brainstorm and implement solutions to challenges.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, whiteboard/markers for problem visualization
- Space: Sports field or court

D) LISTENING

Physical Activities:

- Team-building sports exercises where active listening is crucial for successful execution.



- Partner or group sports activities with clear communication requirements to enhance listening skills.

Progression and Adaptation:

- Introduce non-verbal communication elements into sports drills to promote attentive listening.
- Simulate challenging scenarios to practice clear and concise communication during sports activities.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, communication props (e.g., cones, markers)
- Space: Sports field or court

E) CRITICAL THINKING**Physical Activities:**

- Sports scenarios that require participants to think critically about strategy and tactics.
- Problem-solving sports games that stimulate critical thinking skills.

Progression and Adaptation:

- Gradually increase the complexity of decision-making
- Encourage participants to analyze different approaches and choose the most effective ones.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, critical thinking aids (e.g., diagrams)
- Space: Sports field or court

F) COLLABORATION**Physical Activities:**

- Team-based sports drills that emphasize collaboration and mutual support.
- Sports games where participants must work together to achieve common goals.

Progression and Adaptation:

- Increase the complexity of collaborative challenges during sports activities.
- Encourage participants to recognize and utilize each other's strengths.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, collaboration aids (e.g., teamwork props)
- Space: Sports field or court

G) LEADERSHIP**Physical Activities:**

- Rotate leadership roles during team sports drills and activities.
- Team challenges where participants take turns leading specific tasks.

Progression and Adaptation:

- Gradually increase the complexity of leadership responsibilities.
- Encourage participants to exhibit leadership qualities, such as motivation and direction.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week



Equipment and Space Requirements:

- Equipment: Sports equipment, leadership aids (e.g., markers for designating leaders)
- Space: Sports field or court

Adapt the program based on the specific sport, the skill levels of the participants, and any unique considerations related to the group's abilities. The goal is to create an inclusive and engaging environment that promotes teamwork skills through sports activities. Regularly assess the participants' progress and make adjustments to ensure continued growth in their teamwork abilities.

DEVELOPMENT OF TEAMWORK SKILLS WITH ROLLER-SKATING

A) COMMUNICATION

Physical Activities:

- Roller-skating relay races where effective communication is essential for passing the "baton" (or a designated object).
- Group roller-skating activities with specific communication requirements, such as signaling turns or stops.

Progression and Adaptation:

- Introduce non-verbal communication elements into roller-skating drills, such as hand signals.
- Gradually increase the complexity of communication requirements during roller-skating activities.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, cones, communication props (e.g., flags)
- Space: Roller rink or smooth pavement area

B) TIME MANAGEMENT

Physical Activities:

- Roller-skating challenges with time constraints, encouraging participants to efficiently manage their time.
- Relay races with specific time limits for each participant to complete their leg of the race.

Progression and Adaptation:

- Introduce variations of roller-skating games with varying time limits.
- Incorporate time-based challenges that require quick decision-making on skates.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, timers or stopwatches
- Space: Roller rink or smooth pavement area

C) PROBLEM-SOLVING

Physical Activities:

- Roller-skating scenarios that require participants to work together to solve challenges, such as navigating through obstacles.
- Modified roller-skating games with structured debrief sessions to define and discuss issues related to roller-skating.

Progression and Adaptation:

- Increase the complexity of problems introduced during roller-skating activities.
- Encourage participants to brainstorm and implement solutions to challenges on skates.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, whiteboard/markers for problem visualization
- Space: Roller rink or smooth pavement area

D) LISTENING

Physical Activities:

- Pair or group roller-skating drills where active listening is crucial for successful execution of tasks.
- Roller-skating activities with clear communication requirements to enhance listening skills.

Progression and Adaptation:

- Introduce non-verbal communication elements into roller-skating drills, promoting attentive listening.
- Simulate challenging scenarios to practice clear and concise communication while roller-skating.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, communication props (e.g., cones, markers)
- Space: Roller rink or smooth pavement area

E) CRITICAL THINKING

Physical Activities:

- Roller-skating scenarios that require participants to think critically about strategy and tactics.
- Problem-solving roller-skating games that stimulate critical thinking skills.

Progression and Adaptation:

- Gradually increase the complexity of decision-making during roller-skating activities.
- Encourage participants to analyze different approaches and choose the most effective ones on skates.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, critical thinking aids (e.g., cones, diagrams)
- Space: Roller rink or smooth pavement area

F) COLLABORATION

Physical Activities:

- Team-based roller-skating exercises that emphasize collaboration and mutual support.
- Roller-skating games where participants must work together to achieve common goals.

Progression and Adaptation:

- Increase the complexity of collaborative challenges during roller-skating activities.
- Encourage participants to recognize and utilize each other's strengths on skates.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, collaboration aids (e.g., teamwork props)
- Space: Roller rink or smooth pavement area

G) LEADERSHIP

Physical Activities:

- Rotate leadership roles during team roller-skating drills and activities.
- Roller-skating challenges where participants take turns leading specific tasks or guiding the group.

Progression and Adaptation:

- Gradually increase the complexity of leadership responsibilities during roller-skating activities.
- Encourage participants to exhibit leadership qualities, such as motivation and direction on skates.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week



Equipment and Space Requirements:

- Equipment: Roller skates, leadership aids (e.g., markers for designating leaders)
- Space: Roller rink or smooth pavement area

Feel free to adapt the program based on the roller-skating skill levels, interests, and needs of the children. Always prioritize safety, and ensure that roller-skating activities are supervised by qualified instructors or staff.

DEVELOPMENT OF TEAMWORK SKILLS WITH SWIMMING

A) COMMUNICATION

Physical Activities:

- Swimming relay races where effective communication is essential for smooth transitions between teammates.
- Group swimming activities with specific communication requirements, such as synchronized movements or signaling.

Progression and Adaptation:

- Introduce non-verbal communication elements into swimming drills, such as hand signals.
- Gradually increase the complexity of communication requirements during swimming activities.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, communication props (e.g., floating devices)
- Space: Swimming pool with various depths

B) TIME MANAGEMENT

Physical Activities:

- Swimming challenges with time constraints, encouraging participants to efficiently manage their time in the water.
- Relay races with specific time limits for each participant to complete their portion of the swim.

Progression and Adaptation:

- Introduce variations of swimming games with varying time limits.
- Incorporate time-based challenges that require quick decision-making in the water.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, timers or stopwatches
- Space: Swimming pool with various depths

C) PROBLEM-SOLVING

Physical Activities:

- Swimming scenarios that require participants to work together to solve challenges, such as navigating around obstacles.
- Modified swimming games with structured debrief sessions to define and discuss issues related to swimming.

Progression and Adaptation:

- Increase the complexity of problems introduced
- Encourage participants to brainstorm and implement solutions to challenges in the water.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, whiteboard/markers for problem visualization
- Space: Swimming pool with various depths

D) LISTENING

Physical Activities:

- Pair or group swimming drills where active listening is crucial for successful execution of synchronized movements.
- Swimming activities with clear communication requirements to enhance listening skills.

Progression and Adaptation:

- Introduce non-verbal communication elements into swimming drills, promoting attentive listening.
- Simulate challenging scenarios to practice clear and concise communication during swimming activities.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, communication props (e.g., floating devices)
- Space: Swimming pool with various depths

E) CRITICAL THINKING

Physical Activities:

- Swimming scenarios that require participants to think critically about strategy and coordination.
- Problem-solving swimming games that stimulate critical thinking

Progression and Adaptation:

- Gradually increase the complexity of decision-making
- Encourage participants to analyze different approaches and choose the most effective ones in the water.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, critical thinking aids (e.g., diagrams)
- Space: Swimming pool with various depths

F) COLLABORATION

Physical Activities:

- Team-based synchronized swimming routines that emphasize collaboration and mutual support.
- Swimming games where participants must work together to achieve common goals.

Progression and Adaptation:

- Increase the complexity of collaborative challenges during synchronized routines or group swims.
- Encourage participants to recognize and utilize each other's strengths in the water.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, collaboration aids (e.g., teamwork props)
- Space: Swimming pool with various depths

G) LEADERSHIP

Physical Activities:

- Rotate leadership roles during team swimming drills and activities.
- Swimming challenges where participants take turns leading specific tasks or guiding the group.

Progression and Adaptation:

- Gradually increase the complexity of leadership responsibilities during swimming activities.
- Encourage participants to exhibit leadership qualities, such as motivation and direction in the water.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week



Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, leadership aids (e.g., markers for designating leaders)
- Space: Swimming pool with various depths

Feel free to adapt the program based on the swimming skill levels, interests, and needs of the children. Always prioritize safety and ensure that swimming activities are supervised by qualified instructors or lifeguards.

DEVELOPMENT OF TEAMWORK SKILLS WITH GYMNASTICS FOR CHILDREN WITH SPECIAL NEEDS OR DISABILITIES

A) COMMUNICATION

Physical Activities:

- Group gymnastics routines that emphasize clear communication through gestures, visuals, and simple verbal cues.
- Partner-based gymnastics activities where participants need to communicate effectively to achieve synchronized movements.

Progression and Adaptation:

- Gradually increase the complexity of communication requirements during gymnastics routines.
- Incorporate non-verbal communication elements, such as using visual aids or cues.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, visual aids (pictures or symbols)
- Space: Gymnastics studio or a designated area with mats

B) TIME MANAGEMENT

Physical Activities:

- Structured gymnastics drills with time constraints to encourage participants to efficiently manage their time during routines.
- Group gymnastics challenges with specific time limits for completing coordinated movements.

Progression and Adaptation:

- Introduce variations of gymnastics routines with varying time limits.
- Use visual timers or cues to help participants manage time effectively.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, visual timers or cues
- Space: Gymnastics studio or a designated area with mats

C) PROBLEM-SOLVING

Physical Activities:

- Team-based gymnastics activities that require participants to solve challenges, such as creating a synchronized routine with specific elements.
- Modified gymnastics games with structured debrief sessions to define and discuss issues related to gymnastics.

Progression and Adaptation:

- Increase the complexity of problems introduced during gymnastics activities.
- Encourage participants to brainstorm and implement solutions to challenges within the gymnastics context.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, whiteboard/markers for problem visualization
- Space: Gymnastics studio or a designated area with mats

D) LISTENING

Physical Activities:

- Pair or group gymnastics exercises where active listening is crucial for successful execution of synchronized movements.
- Gymnastics activities with clear communication requirements to enhance listening skills.

Progression and Adaptation:

- Introduce non-verbal communication elements into gymnastics drills, promoting attentive listening.
- Simulate challenging scenarios to practice clear and concise communication during gymnastics activities.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, communication props (e.g., cones, markers)
- Space: Gymnastics studio or a designated area with mats

E) CRITICAL THINKING

Physical Activities:

- Gymnastics scenarios that require participants to think critically about creating sequences and adjusting movements.
- Problem-solving gymnastics games that stimulate critical thinking skills.

Progression and Adaptation:

- Gradually increase the complexity of decision-making during gymnastics activities.
- Encourage participants to analyze different approaches and choose the most effective ones within the gymnastics context.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, critical thinking aids (e.g., diagrams)
- Space: Gymnastics studio or a designated area with mats

F) COLLABORATION

Physical Activities:

- Team-based gymnastics exercises that emphasize collaboration and mutual support.
- Gymnastics routines where participants must work together to create synchronized movements.

Progression and Adaptation:

- Increase the complexity of collaborative challenges during gymnastics activities.
- Encourage participants to recognize and utilize each other's strengths within the gymnastics context.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, collaboration aids (e.g., teamwork props)
- Space: Gymnastics studio or a designated area with mats

G) LEADERSHIP

Physical Activities:

- Rotate leadership roles during team gymnastics drills and activities.
- Gymnastics challenges where participants take turns leading specific elements of a routine or guiding the group.

**Progression and Adaptation:**

- Gradually increase the complexity of leadership responsibilities during gymnastics activities.
- Encourage participants to exhibit leadership qualities, such as motivation and direction within the gymnastics context.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, leadership aids (e.g., markers for designating leaders)
- Space: Gymnastics studio or a designated area with mats

Feel free to adapt the program based on the specific needs, abilities, and preferences of the children with intellectual disabilities. Regularly assess progress and make adjustments to ensure a positive and inclusive gymnastics experience. Consider consulting with special education professionals or therapists to ensure that the program is tailored to the specific requirements of each participant.

DEVELOPMENT OF EMOTIONAL SELF-REGULATION SKILLS WITH SPORTS – GENERAL CONSIDERATIONS

A) UNDERSTANDING OF DIFFERENT FEELINGS

Physical Activities:

- Emotion recognition games where children identify and express different feelings through body language.
- Sports activities combined with discussions about emotions, associating specific feelings with physical sensations.

Progression and Adaptation:

- Introduce more nuanced emotions as the children become familiar with basic feelings.
- Use sports scenarios to depict and discuss a range of emotions related to teamwork, competition, and personal achievements.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment relevant to the chosen activities (e.g., balls, cones)
- Space: Sports field or court

B) IDENTIFICATION OF THE EMOTIONS WITHIN

Physical Activities:

- Mindful movement exercises where children connect physical sensations with their emotions during sports activities.
- Guided discussions after sports drills to explore how different movements evoke specific emotional responses.

Progression and Adaptation:

- Gradually increase the complexity of emotional identification by introducing scenarios that evoke mixed or conflicting emotions.
- Encourage children to share personal experiences related to emotions during sports.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, space for mindful movement exercises
- Space: Sports field or court

C) ACCEPTANCE OF THE EMOTIONS

Physical Activities:

- Mindfulness in sports activities, encouraging children to accept and acknowledge their emotions without judgment.
- Team-building exercises that foster an atmosphere of acceptance and support during sports.

Progression and Adaptation:

- Introduce sports scenarios that may evoke challenging emotions, promoting acceptance and coping strategies.
- Facilitate discussions on the importance of accepting a range of emotions in both individual and team sports.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, mindfulness aids (e.g., meditation cushions)
- Space: Sports field or court

D) EXPRESSION OF THE FEELINGS

Physical Activities:

- Creative expression through sports, allowing children to convey their emotions through movement or gestures.



- Role-playing sports scenarios that encourage the verbal expression of emotions within a safe and supportive environment.

Progression and Adaptation:

- Incorporate art-based activities where children express their emotions visually after sports sessions.
- Encourage children to share personal sports experiences, expressing both positive and challenging emotions.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, art supplies (e.g., paper, markers)
- Space: Sports field or court with additional space for creative expression activities

E) USE OF COPING SKILLS**Physical Activities:**

- Incorporate mindfulness and breathing exercises before, during, and after sports activities to teach coping skills.
- Team-based sports challenges that require collaborative problem-solving as a coping mechanism.

Progression and Adaptation:

- Introduce a variety of coping skills such as visualization, deep breathing, or brief relaxation exercises during sports.
- Discuss and practice coping strategies in response to different emotions experienced during sports.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Sports equipment, mindfulness aids (e.g., guided meditation recordings)
- Space: Sports field or court

Adapt the program based on the specific sports, interests, and needs of the children. Always prioritize creating a positive and inclusive environment that encourages emotional self-regulation through sports activities. Regularly check in with the children to assess their emotional well-being and adjust the program as needed.

DEVELOPMENT OF EMOTIONAL SELF-REGULATION SKILLS WITH ROLLER-SKATING

A) UNDERSTANDING OF DIFFERENT FEELINGS

Physical Activities:

- Roller-skating games that mirror different emotions through movements (e.g., slow and deliberate for calmness, quick and energetic for excitement).
- Group discussions after skating sessions to explore how various emotions may be experienced during roller-skating.

Progression and Adaptation:

- Introduce more complex emotional scenarios related to roller-skating, such as handling a fall or dealing with unexpected challenges.
- Encourage children to share personal experiences and emotions they associate with roller-skating.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, cones, space for group discussions
- Space: Roller rink or smooth pavement area

B) IDENTIFICATION OF THE EMOTIONS WITHIN

Physical Activities:

- Mindful roller-skating exercises where children focus on the physical sensations associated with different emotions.
- Guided reflections after roller-skating sessions to help children connect their physical experiences with emotional states.

Progression and Adaptation:

- Gradually increase the complexity of emotional identification by introducing scenarios that evoke mixed or conflicting emotions during roller-skating.

- Use visual aids or cues to support the identification of emotions in the roller-skating context.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, mindfulness aids (e.g., visual aids)
- Space: Roller rink or smooth pavement area

C) ACCEPTANCE OF THE EMOTIONS

Physical Activities:

- Roller-skating mindfulness activities that encourage children to accept and acknowledge their emotions without judgment.
- Team-building roller-skating challenges that foster an atmosphere of acceptance and support.

Progression and Adaptation:

- Introduce roller-skating scenarios that may evoke challenging emotions, promoting acceptance and coping strategies.
- Facilitate discussions on the importance of accepting a range of emotions during roller-skating.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, mindfulness aids (e.g., meditation cushions)
- Space: Roller rink or smooth pavement area

D) EXPRESSION OF THE FEELINGS

Physical Activities:

- Roller-skating activities that allow children to creatively express their emotions through movement.
- Role-playing scenarios on roller skates where children can verbally express their emotions within a supportive environment.

Progression and Adaptation:

- Incorporate art-based activities where children express their emotions visually after roller-skating sessions.
- Encourage children to share personal roller-skating experiences, expressing both positive and challenging emotions.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, art supplies (e.g., paper, markers)
- Space: Roller rink or smooth pavement area with additional space for creative expression activities

E) USE OF COPING SKILLS

Physical Activities:

- Incorporate mindfulness and breathing exercises before, during, and after roller-skating sessions to teach coping skills.
- Team-based roller-skating challenges that require collaborative problem-solving as a coping mechanism.

Progression and Adaptation:

- Introduce a variety of coping skills, such as visualization, deep breathing, or brief relaxation exercises during roller-skating.
- Discuss and practice coping strategies in response to different emotions experienced while roller-skating.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, mindfulness aids (e.g., guided meditation recordings)
- Space: Roller rink or smooth pavement area

Adapt the program based on the specific interests, skill levels, and needs of the children. Always prioritize creating a positive and inclusive environment that encourages emotional self-regulation through roller-skating activities. Regularly check in with the children to assess their emotional well-being and adjust the program as needed.

DEVELOPMENT OF EMOTIONAL SELF-REGULATION SKILLS WITH SWIMMING

A) UNDERSTANDING OF DIFFERENT FEELINGS

Physical Activities:

- Swimming games that encourage children to express different emotions through their swimming styles (e.g., calm strokes for relaxation, energetic strokes for excitement).
- Group discussions after swimming sessions to explore how various emotions may be experienced in the water.

Progression and Adaptation:

- Introduce more complex emotional scenarios related to swimming, such as overcoming fears or handling unexpected challenges in the water.
- Encourage children to share personal experiences and emotions they associate with swimming.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, space for group discussions
- Space: Swimming pool with various depths

B) IDENTIFICATION OF THE EMOTIONS WITHIN

Physical Activities:

- Mindful swimming exercises where children focus on the physical sensations associated with different emotions in the water.
- Guided reflections after swimming sessions to help children connect their physical experiences with emotional states.

Progression and Adaptation:

- Gradually increase the complexity of emotional identification by introducing scenarios that evoke mixed or conflicting emotions during swimming.
- Use visual aids or cues to support the identification of emotions in the swimming context.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, mindfulness aids (e.g., visual aids)
- Space: Swimming pool with various depths

C) ACCEPTANCE OF THE EMOTIONS

Physical Activities:

- Mindfulness in swimming activities, encouraging children to accept and acknowledge their emotions without judgment.
- Team-based swimming challenges that foster an atmosphere of acceptance and support.

Progression and Adaptation:

- Introduce swimming scenarios that may evoke challenging emotions, promoting acceptance and coping strategies.
- Facilitate discussions on the importance of accepting a range of emotions in both individual and team swimming.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, mindfulness aids (e.g., meditation cushions)
- Space: Swimming pool with various depths

d) EXPRESSION OF THE FEELINGS

Physical Activities:

- Creative expression through swimming, allowing children to convey their emotions through different swimming movements.
- Role-playing scenarios in the water where children can verbally express their emotions within a supportive environment.

Progression and Adaptation:

- Incorporate art-based activities where children express their emotions visually after swimming sessions.
- Encourage children to share personal swimming experiences, expressing both positive and challenging emotions.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, art supplies (e.g., waterproof paper, markers)
- Space: Swimming pool with various depths

E) USE OF COPING SKILLS

Physical Activities:

- Incorporate mindfulness and breathing exercises before, during, and after swimming sessions to teach coping skills.
- Team-based swimming challenges that require collaborative problem-solving as a coping mechanism.

Progression and Adaptation:

- Introduce a variety of coping skills, such as visualization, deep breathing, or brief relaxation exercises during swimming.
- Discuss and practice coping strategies in response to different emotions experienced while swimming.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, mindfulness aids (e.g., guided meditation recordings)
- Space: Swimming pool with various depths

Adapt the program based on the specific swimming abilities, interests, and needs of the children. Always prioritize creating a positive and inclusive environment that encourages emotional self-regulation through swimming activities. Regularly check in with the children to assess their emotional well-being and adjust the program as needed. Ensure that swimming activities are supervised by qualified instructors or lifeguards to prioritize safety.

DEVELOPMENT OF EMOTIONAL SELF-REGULATION SKILLS WITH GYMNASTICS FOR CHILDREN WITH SPECIAL NEEDS OR DISABILITIES

A) UNDERSTANDING OF DIFFERENT FEELINGS

Physical Activities:

- Group gymnastics routines that represent different emotions through body movements and expressions.
- Use visual aids, such as emotion cards, to help children associate specific feelings with corresponding gymnastics activities.

Progression and Adaptation:

- Gradually increase the complexity of emotional representation in gymnastics routines.
- Encourage children to express their feelings verbally or through simple gestures during gymnastics.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, emotion cards, space for group activities
- Space: Gymnastics studio or a designated area with mats

B) IDENTIFICATION OF THE EMOTIONS WITHIN

Physical Activities:

- Mindful gymnastics exercises where children focus on the physical sensations associated with different emotions during routines.
- Guided discussions after gymnastics sessions to explore how various emotions may be experienced in the context of gymnastics.

Progression and Adaptation:

- Gradually increase the complexity of emotional identification by introducing scenarios that evoke mixed or conflicting emotions during gymnastics.
- Use visual aids or cues to support the identification of emotions in the gymnastics context.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, visual aids (e.g., emotion cards)
- Space: Gymnastics studio or a designated area with mats

C) ACCEPTANCE OF THE EMOTIONS

Physical Activities:

- Mindfulness in gymnastics activities, encouraging children to accept and acknowledge their emotions without judgment.
- Team-based gymnastics challenges that foster an atmosphere of acceptance and support.

Progression and Adaptation:

- Introduce gymnastics scenarios that may evoke challenging emotions, promoting acceptance and coping strategies.
- Facilitate discussions on the importance of accepting a range of emotions in both individual and group gymnastics.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, mindfulness aids (e.g., meditation cushions)
- Space: Gymnastics studio or a designated area with mats

D) EXPRESSION OF THE FEELINGS

Physical Activities:

- Creative expression through gymnastics, allowing children to convey their emotions through movement and poses.
- Role-playing scenarios in gymnastics where children can verbally express their emotions within a supportive environment.

Progression and Adaptation:

- Incorporate art-based activities where children express their emotions visually after gymnastics sessions.
- Encourage children to share personal gymnastics experiences, expressing both positive and challenging emotions.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, art supplies (e.g., paper, markers)
- Space: Gymnastics studio or a designated area with mats

E) USE OF COPING SKILLS

Physical Activities:

- Incorporate mindfulness and breathing exercises before, during, and after gymnastics sessions to teach coping skills.
- Team-based gymnastics challenges that require collaborative problem-solving as a coping mechanism.

Progression and Adaptation:

- Introduce a variety of coping skills, such as visualization, deep breathing, or brief relaxation exercises during gymnastics.
- Discuss and practice coping strategies in response to different emotions experienced during gymnastics.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Gymnastics mats, mindfulness aids (e.g., guided meditation recordings)
- Space: Gymnastics studio or a designated area with mats

Adapt the program based on the specific abilities, interests, and needs of the children with intellectual disabilities. Always prioritize creating a positive and inclusive environment that encourages emotional self-regulation through gymnastics activities. Regularly check in with the children to assess their emotional well-being and adjust the program as needed. Consider consulting with special education professionals or therapists to ensure that the program is tailored to the specific requirements of each participant.

DEVELOPMENT OF MOTOR SKILLS – GENERALS CONSIDERATIONS

A) BALANCE

Physical Activities:

- Balancing games on one foot, gradually progressing to more challenging stances.
- Walking on a straight line, curvy lines, and zig-zag patterns.
- Balance beam exercises with varying widths and heights.

Progression and Adaptation:

- Increase the complexity of balancing exercises over time.
- Introduce dynamic elements, such as balancing on one foot while tossing and catching a ball.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Balance beams, cones, balls
- Space: Open area with mats for safety

B) COORDINATION

Physical Activities:

- Juggling scarves or beanbags to enhance hand-eye coordination.
- Jump rope activities with various footwork patterns.
- Partner-based activities, such as passing and catching balls while moving.

Progression and Adaptation:

- Increase the complexity of coordination exercises gradually.
- Introduce multi-limb coordination exercises, like hopping on one foot while clapping hands.

Duration and Frequency:

- Sessions: 30-45 minutes

- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Juggling scarves, beanbags, jump ropes, balls
- Space: Open area with sufficient space for movement

C) BODY AWARENESS

Physical Activities:

- Mirror exercises where children mimic each other's movements to develop awareness of body positioning.
- Yoga poses focusing on body alignment and posture.
- Obstacle courses that require spatial awareness and navigation.

Progression and Adaptation:

- Introduce activities that involve changes in body orientation, such as forward rolls and somersaults.
- Incorporate props like hula hoops or cones to navigate around during activities.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Yoga mats, hula hoops, cones
- Space: Open area with mats for safety

D) PHYSICAL STRENGTH

Physical Activities:

- Bodyweight exercises like squats, lunges, and push-ups.
- Resistance band activities for upper and lower body strength.
- Partner-based strength activities, such as wheelbarrow walks.

**Progression and Adaptation:**

- Gradually increase the intensity and duration of strength exercises.
- Incorporate fun elements like animal walks (e.g., bear crawls) to engage different muscle groups.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Resistance bands, mats
- Space: Open area with mats for safety

E) REACTION TIME**Physical Activities:**

- Reaction ball drills where children respond quickly to unpredictable bounces.
- Simon says-style games with rapid changes in commands.
- Agility ladder drills to enhance quick foot movements.

Progression and Adaptation:

- Increase the complexity of reaction time exercises.
- Combine reaction time activities with other motor skills, such as coordinating movements while responding to cues.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Reaction balls, agility ladder, cones
- Space: Open area with sufficient space for movement

Adapt the program based on the specific abilities, interests, and needs of the children. Always prioritize safety and ensure that activities are age-appropriate. Regularly assess progress and make adjustments to the program to provide a well-rounded and engaging experience for the children.

ROLLER SKATING PROGRAM FOR MOTOR SKILLS DEVELOPMENT

A) BALANCE

Physical Activities:

- **Basic Balancing:** Start with skating on one foot, gradually progressing to balancing on each foot for an extended period.
- **Tightrope Skating:** Create lines on the skating area and challenge children to skate along them, promoting balance.
- **Cone Weaving:** Set up cones in a zigzag pattern and have children navigate through them while maintaining balance.

Progression and Adaptation:

- **Obstacle Courses:** Design courses that include ramps, small jumps, or obstacles to challenge and enhance balance.
- **Partner Balancing:** Introduce partner activities like holding hands or linking arms while skating.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, cones, ramps
- Space: Roller rink or smooth pavement area

B) COORDINATION

Physical Activities:

- **Juggling on Skates:** Introduce juggling scarves or beanbags while skating to enhance hand-eye coordination.
- **Figure 8 Skating:** Practice skating in figure-eight patterns to improve coordination.
- **Partner Passing:** Have children pass a ball or object to each other while skating in pairs.

Progression and Adaptation:

- **Cone Slalom:** Set up a slalom course with cones, challenging children to navigate through the course while coordinating their movements.
- **Creative Moves:** Encourage the development of coordinated routines, allowing children to express themselves through skating.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Juggling scarves, cones, balls
- Space: Roller rink or smooth pavement area

C) BODY AWARENESS

Physical Activities:

- **Mirror Skating:** Have children mimic each other's movements to enhance body awareness.
- **Yoga Poses on Skates:** Introduce basic yoga poses while skating to promote body awareness.
- **Limbo Skating:** Incorporate limbo skating to challenge children's awareness of their body positioning.

Progression and Adaptation:

- **Creative Movement:** Encourage children to create their own movements and poses on skates.
- **Partner Stunts:** Explore simple partner stunts or formations on skates to enhance spatial awareness.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week



Equipment and Space Requirements:

- Equipment: Roller skates, yoga mats (optional)
- Space: Roller rink or smooth pavement area

d) PHYSICAL STRENGTH

Physical Activities:

- **Skating Drills:** Incorporate skating drills that focus on building leg and core strength.
- **Bodyweight Exercises:** Introduce squats, lunges, and leg lifts off skates to enhance overall strength.
- **Partner Resistance:** Engage in partner activities that involve gentle resistance, such as partner skating with hands connected.

Progression and Adaptation:

- **Endurance Challenges:** Increase the duration of skating sessions gradually to improve overall endurance.
- **Agility Exercises:** Combine strength-building exercises with agility drills to challenge different muscle groups.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Roller skates, cones
- Space: Roller rink or smooth pavement area

E) REACTION TIME

Physical Activities:

- **Stop-and-Go Skating:** Practice sudden stops and starts to improve reaction time.
- **Obstacle Dodging:** Set up obstacles and challenge children to quickly maneuver around them while skating.
- **Follow the Leader:** Play a follow-the-leader game where the leader changes directions abruptly, and others must react.

Progression and Adaptation:

- **Reaction Ball Games:** Incorporate games with reaction balls to enhance response time.
- **Partner Challenges:** Create partner challenges that require quick coordination and responses.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Reaction balls, cones
- Space: Roller rink or smooth pavement area

Adapt the program based on the specific interests, skill levels, and needs of the children. Always prioritize safety and ensure that activities are age-appropriate. Regularly assess progress and make adjustments to the program to provide a well-rounded and enjoyable experience for the children.

SWIMMING PROGRAM FOR MOTOR SKILLS DEVELOPMENT

A) BALANCE

Physical Activities:

- **Floating Exercises:** Practice floating on the back and stomach to develop buoyancy and balance.
- **Single-Leg Kicks:** Swim laps while kicking with one leg at a time to enhance balance.
- **Treading Water:** Introduce treading water exercises to improve overall water balance.

Progression and Adaptation:

- **Balance Challenges:** Create games or challenges that involve maintaining balance while swimming through hoops or around obstacles.
- **Floating Drills:** Extend floating exercises to include various arm and leg movements.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps
- Space: Swimming pool with various depths

B) COORDINATION

Physical Activities:

- **Arm and Leg Coordination:** Practice coordinated arm and leg movements for various swim strokes.
- **Breathing Exercises:** Incorporate breathing drills to coordinate breathing with arm and leg movements.
- **Water Polo Passing:** Introduce water polo passing drills to enhance hand-eye coordination.

Progression and Adaptation:

- **Stroke Drills:** Focus on specific swim strokes and gradually increase the complexity of stroke combinations.
- **Obstacle Courses:** Design swimming obstacle courses that require precise coordination to navigate.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, water polo ball (optional)
- Space: Swimming pool with various depths

C) BODY AWARENESS

Physical Activities:

- **Underwater Navigation:** Practice swimming underwater and navigating through hoops or obstacles to enhance body awareness.
- **Backstroke Awareness:** Develop awareness of body positioning during backstroke, focusing on arm and leg movements.
- **Dolphin Kick Exercises:** Introduce dolphin kick drills to enhance overall body awareness and streamline swimming.

Progression and Adaptation:

- **Creative Swim Movements:** Encourage children to explore creative swim movements that challenge and improve body awareness.
- **Partner Swimming:** Engage in partner swimming activities that involve synchronized movements.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps
- Space: Swimming pool with various depths

D) PHYSICAL STRENGTH

Physical Activities:

- **Swimming Drills:** Include various swimming drills that target different muscle groups, such as freestyle, breaststroke, and butterfly.
- **Resistance Swimming:** Use resistance bands or pool noodles for resistance swimming exercises.
- **Partner Towing:** Engage in partner towing exercises to build upper body and core strength.

Progression and Adaptation:

- **Interval Training:** Incorporate interval training with bursts of high-intensity swimming to enhance cardiovascular fitness and strength.
- **Deep-Water Exercises:** Include deep-water exercises that require increased effort for propulsion.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps, resistance bands, pool noodles
- Space: Swimming pool with various depths

E) REACTION TIME

Physical Activities:

- **Start and Stop Drills:** Practice quick starts and stops to improve reaction time.
- **Underwater Object Retrieval:** Retrieve objects from the pool floor to enhance underwater reaction time.
- **Reaction Swim Races:** Incorporate short-distance races with quick changes in direction.

Progression and Adaptation:

- **Visual Cues:** Use visual cues or signals to prompt specific swim actions, challenging reaction time.
- **Group Challenges:** Organize group challenges that require synchronized reactions among participants.

Duration and Frequency:

- Sessions: 25-30 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Swim goggles, swim caps
- Space: Swimming pool with various depths

Adapt the program based on the specific swimming abilities, interests, and needs of the children. Always prioritize safety, and ensure that activities are age-appropriate. Regularly assess progress and make adjustments to the program to provide a well-rounded and enjoyable experience for the children.

GYMNASTICS PROGRAM FOR MOTOR SKILLS DEVELOPMENT (CHILDREN WITH SPECIAL NEEDS OR DISABILITIES)

A) BALANCE

Physical Activities:

- **Balance Beam Exploration:** Allow children to explore balancing on low beams, emphasizing a focus on maintaining balance.
- **Group Balancing Games:** Incorporate group games that involve cooperative balancing activities.
- **Soft Surface Balancing:** Introduce balancing activities on soft surfaces, such as mats or cushions.

Progression and Adaptation:

- **Individualized Balancing:** Tailor balancing activities to each child's ability level, providing support as needed.
- **Creative Balance Play:** Encourage creative expression through balance movements, allowing children to explore in a supportive environment.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Low beams, mats, cushions
- Space: Gymnastics studio or a designated area with mats

B) COORDINATION

Physical Activities:

- **Obstacle Course:** Create a simple obstacle course that incorporates coordination challenges.
- **Partner Coordination Exercises:** Engage in partner-based activities that require synchronized movements.
- **Rhythmic Movements:** Introduce rhythmic gymnastics movements to enhance coordination and body awareness.

Progression and Adaptation:

- **Slow and Controlled Movements:** Emphasize slow and controlled movements to enhance coordination skills.
- **Multi-Sensory Coordination:** Integrate sensory elements, such as music or tactile cues, to enhance coordination activities.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Mats, rhythmic gymnastics props (e.g., ribbons)
- Space: Gymnastics studio or a designated area with mats

C) BODY AWARENESS

Physical Activities:

- **Yoga-Inspired Poses:** Incorporate yoga poses to promote body awareness and mindfulness.
- **Mirror Movements:** Engage in mirror exercises where children mimic movements to enhance body awareness.
- **Group Stretching:** Introduce group stretching sessions to promote awareness of different body parts.

Progression and Adaptation:

- **Interactive Storytelling:** Use storytelling to guide children through movements that enhance body awareness.
- **Body Part Identification:** Incorporate activities that encourage the identification of body parts and their movements.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week



Equipment and Space Requirements:

- Equipment: Yoga mats
- Space: Gymnastics studio or a designated area with mats

D) PHYSICAL STRENGTH

Physical Activities:

- **Bodyweight Exercises:** Incorporate bodyweight exercises like seated leg lifts, arm circles, and gentle core exercises.
- **Resistance Band Activities:** Use resistance bands for gentle strength-building exercises.
- **Group Strength Challenges:** Create group challenges that encourage collaboration in strength-building activities.

Progression and Adaptation:

- **Adaptive Equipment:** Utilize adaptive equipment or modifications to accommodate individual strength levels.
- **Personalized Strength Plans:** Tailor strength activities based on each child's abilities and needs.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Resistance bands, mats
- Space: Gymnastics studio or a designated area with mats

E) REACTION TIME

Physical Activities:

- **Simple Reaction Games:** Introduce simple reaction games with visual or auditory cues.
- **Partner Reaction Exercises:** Engage in partner-based activities that involve quick responses to each other's movements.
- **Soft Object Catching:** Practice catching soft objects thrown at varying speeds to enhance reaction time.

Progression and Adaptation:

- **Personalized Challenges:** Tailor reaction time challenges based on individual abilities, gradually increasing complexity.
- **Multi-Sensory Reactions:** Incorporate multi-sensory elements into reaction time activities to engage different senses.

Duration and Frequency:

- Sessions: 30-45 minutes
- Frequency: 2-3 times per week

Equipment and Space Requirements:

- Equipment: Soft objects, mats
- Space: Gymnastics studio or a designated area with mats

Adapt the program based on the specific abilities, interests, and needs of the children with intellectual disabilities. Always prioritize creating a positive and inclusive environment that encourages participation and skill development. Regularly communicate with caregivers, guardians, or support professionals to ensure the program is tailored to the individual needs of each participant.

NUTRITION GUIDE

Balanced nutrition represents an optimal quantitative and qualitative food intake.

Physical effort during training and competitions raises the daily energy expenditure by 500 to 1000 kcal per hour, depending on the level of training, duration, timing, and intensity of the activity. For this reason, athletes must meet their nutritional needs by increasing food consumption to achieve a balance between daily food intake and energy expenditure, as well as other needs of the body. This increased food intake must be carefully managed concerning proteins, lipids, carbohydrates, as well as vitamins and minerals, which is not always an easy task.

To achieve performance and maintain health, athletes should follow a varied diet rich in nutrients that facilitate the replenishment of energy stores after exertion.

The objectives of the dietary regimen for athletes are:

1. Meeting the appropriate energy needs corresponding to the additional physical effort of sports activities and daily life.
2. Providing biological support.
3. Promoting health and enhancing athletic performance.

The nutrition of children and adolescent athletes is to some extent different from that of other children. Tailoring the athlete's nutrition based on age, gender, or the type of sports activity practiced contributes not only to their harmonious growth and development but also to optimizing their athletic performance. It is built upon the foundation of healthy eating principles, supplemented with additional calories and a specific approach to meal timing, as well as the composition of meals, considering the timing of training sessions or sports competitions.

In the nutrition of a young athlete, the focus is on selecting healthy food products, ensuring their diversity, and consuming quantities that are in balance with both personal needs and the demands of the sport practiced.

The nutrition of children and adolescent athletes follows the basic rules of a healthy diet:

1. Diverse and varied nutrition.
2. Balanced portions and physical activity.
3. Reduced intake of saturated fats.
4. Adequate consumption of fruits, vegetables, and bread.
5. Food safety – adherence to hygiene rules.

From a caloric standpoint, meals for children and adolescent athletes should contain:

- Carbohydrates: 45-65%
- Proteins: 10-30%
- Fats: 25-35%

It is recommended to incorporate whole grains, legumes, fruits, and vegetables into the daily diet of the child, as they form the basis of a healthy diet, providing both the energy and the necessary nutrients for healthy and harmonious development.

Carbohydrates:

The human body stores carbohydrates in the form of glycogen, a substance easily utilized as "fuel." Each meal should contain foods that are sources of carbohydrates: bread, potatoes, cereals, rice, pasta. These contribute to ensuring glycogen reserves in muscles, necessary for the smooth performance of physical activity. Other sources of carbohydrates include natural fruit juices (fresh or dried), digestive biscuits, etc.

Consuming carbohydrates during competitions or more intense training sessions can prevent the depletion of glycogen stores in muscles and improve performance. Therefore,

consuming regular amounts of carbohydrates throughout the competition will help conserve glycogen reserves.

Proteins:

The protein needs of children can be easily met by adopting a healthy, varied diet that avoids the consumption of "empty calories." These are food products high in sugars or solid fats that provide children with energy without offering any nutritional benefits. Examples include fast food and concentrated sweets.

Sources of protein include meat, fish, milk, eggs, dairy products, legumes (beans, peas, lentils, chickpeas), pseudocereals (quinoa, amaranth), nuts, peanuts, and seeds.

Normally, the consumption of protein bars or shakes is not necessary for young athletes. These recommendations are made in exceptional situations by the team or club's nutritionist, under whose guidance the children are active.

Fats:

Children need fats (lipids) in their diet, so it is not advisable to eliminate them from their daily menus. Generally, it is recommended to avoid saturated animal fats (fatty meat, bacon, lard, cream, very fatty butter, etc.) and hydrogenated or "trans" fats (margarines). These can be replaced with fish (salmon, trout, sea bream, etc.) and/or fish oil, nuts, peanuts, seeds, avocado, and vegetable oils (extra virgin olive oil).

Iron:

Especially girls are susceptible to not getting enough iron in their diet. Iron is necessary for the efficient transport of oxygen in the body, which is crucial for any athlete to perform optimally. Foods high in iron include red meat, organs, shellfish, eggs, green vegetables, and dried fruits. The absorption of iron from food is enhanced by the presence of vitamin C.

Potassium:

A decrease in serum potassium levels can lead to muscle cramps. Foods rich in potassium include bananas, watermelon, avocado, tomatoes, beans, milk, etc.

Fluids:

Fluid intake is crucial in performance sports, especially for children. A loss of at least 2% of body weight through fluid loss can decrease the athlete's performance. The body regulates its internal temperature through sweating, and since children do not sweat as much as adults, the risk of overheating during very intense physical activities is higher.

Children should be hydrated at least 15-20 minutes before the start of training. The fluid volume should be replenished/replaced at intervals of 15 minutes or at every break. Children should be taught not to wait until they feel thirsty, as by then, they are already dehydrated.

The basic nutrition of children should ensure their healthy and harmonious growth and development while providing the necessary energy for their daily activities. Sports nutrition supports the dietary needs of children engaging in intense physical activities to reduce the risk of fatigue and optimize training or recovery afterward.

A balanced diet, both in terms of calories and composition, is crucial for athletes to prevent deficiencies or excesses during their growth. Before the onset of puberty, the minimum energy requirement is the same for both boys and girls. However, after puberty begins, it varies between girls and boys, depending on age, level of physical activity, growth rate, or stage of physical maturity.

Before Training and Competitions:

The most challenging task for parents whose children engages in organized physical activities is to provide them with a proper diet according to the training or competition schedule while also adhering to their school timetable.

The timing of meals is crucial and should be personalized. It is essential to understand the children's food preferences to determine what they can consume before training. This approach can significantly contribute to enhancing their performance.

Meals should include carbohydrates, proteins, and fats. It is advisable to avoid meals that are very high in dietary fiber or those containing a high amount of fats because they hinder the emptying of the stomach, making athletes slower. This aspect can negatively impact their performance.

If early morning training or competitions are scheduled, a light sandwich or a liquid meal (a bowl of cereal with milk or yogurt) can be consumed 1-2 hours before. Afterward, a main meal should be consumed to replenish energy reserves.

If the main meal was consumed 3 hours before the competition, a snack can be taken 1-2 hours before. This snack may consist of fresh fruits, dried fruits, a bowl of cereal with milk, or a fruit smoothie. If the main meal couldn't be taken 3 hours before the training, offer the child/adolescent to eat at least 1 hour before it begins.

As the training time approaches, the meal should contain large quantities of carbohydrates and foods progressively lower in dietary fiber and protein. The caloric intake should also decrease.

During Training:

In the first hour after training, the body is most efficient in glycogen production. Foods for replenishing glycogen reserves should be consumed at 30 minutes and again at 1-2 hours after training to allow for proper recovery. They should consist of carbohydrates and proteins.

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4. Purcell L. La nutrition sportive des jeunes athlètes. *Paediatric Child Health*. 2013; 18 (4), p. 203-205.
- 5.Rowland, T. Fluid replacement requirements for child athletes. *Sports Med* 2011;41(4):279-88
- 6.USDA. Dietary Reference Intake

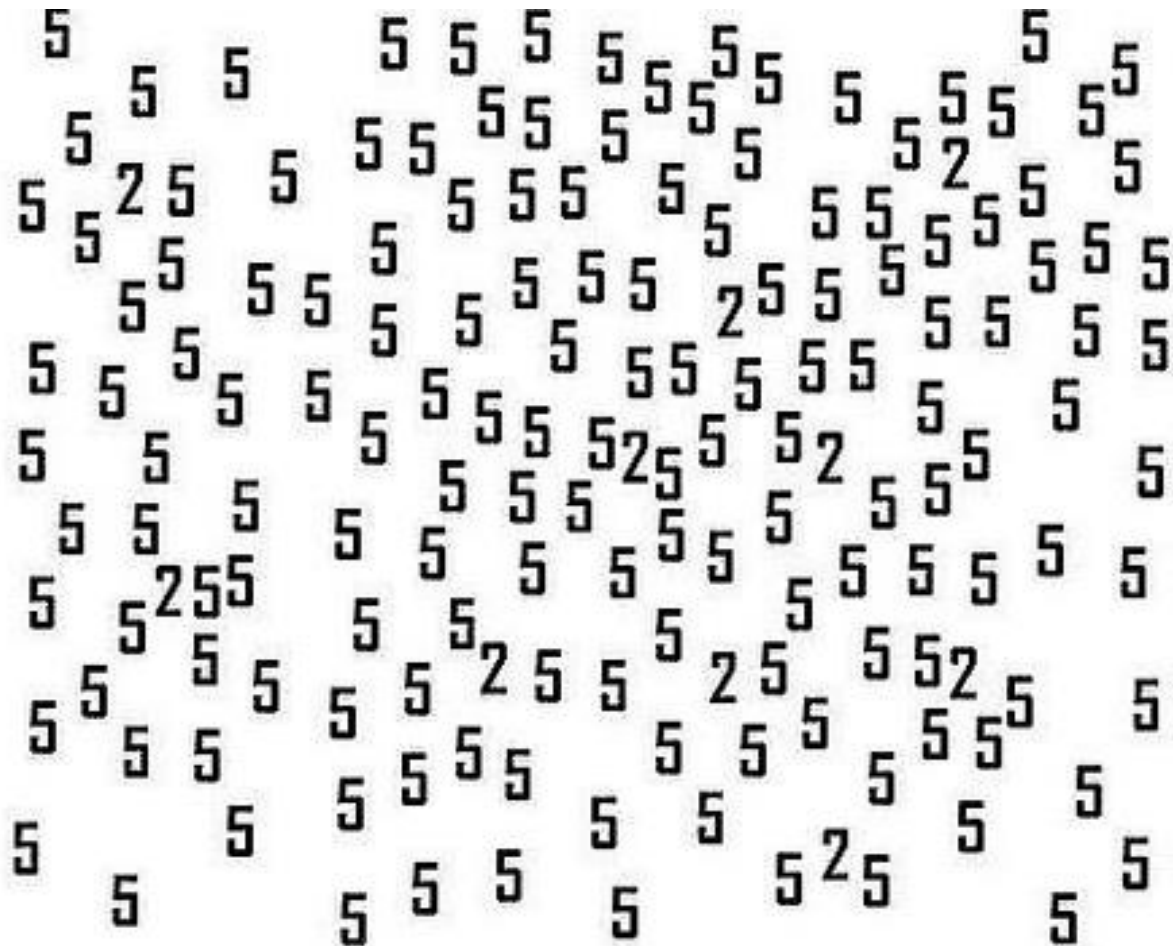
EVALUATION TESTS

Harmonious development in children is essential for shaping healthy and balanced adults. Physical activities play a crucial role in this development, impacting the ten fundamental directions of children's growth and evolution. These directions encompass aspects such as motor skills, cognitive development, socialization, self-esteem, and more. Subsequently, specific tests related to these developmental directions will be presented, providing an opportunity to assess and support the optimal progress of children through physical activities.

Attention test

<https://goaravetisyan.ru/ro/psihologicheskie-testy-na-vnimanie-testy-na-vnimanie-test-na-razvitie-pamyati-i/>

1. In image below, find, in 10 seconds, all ten numbers 2

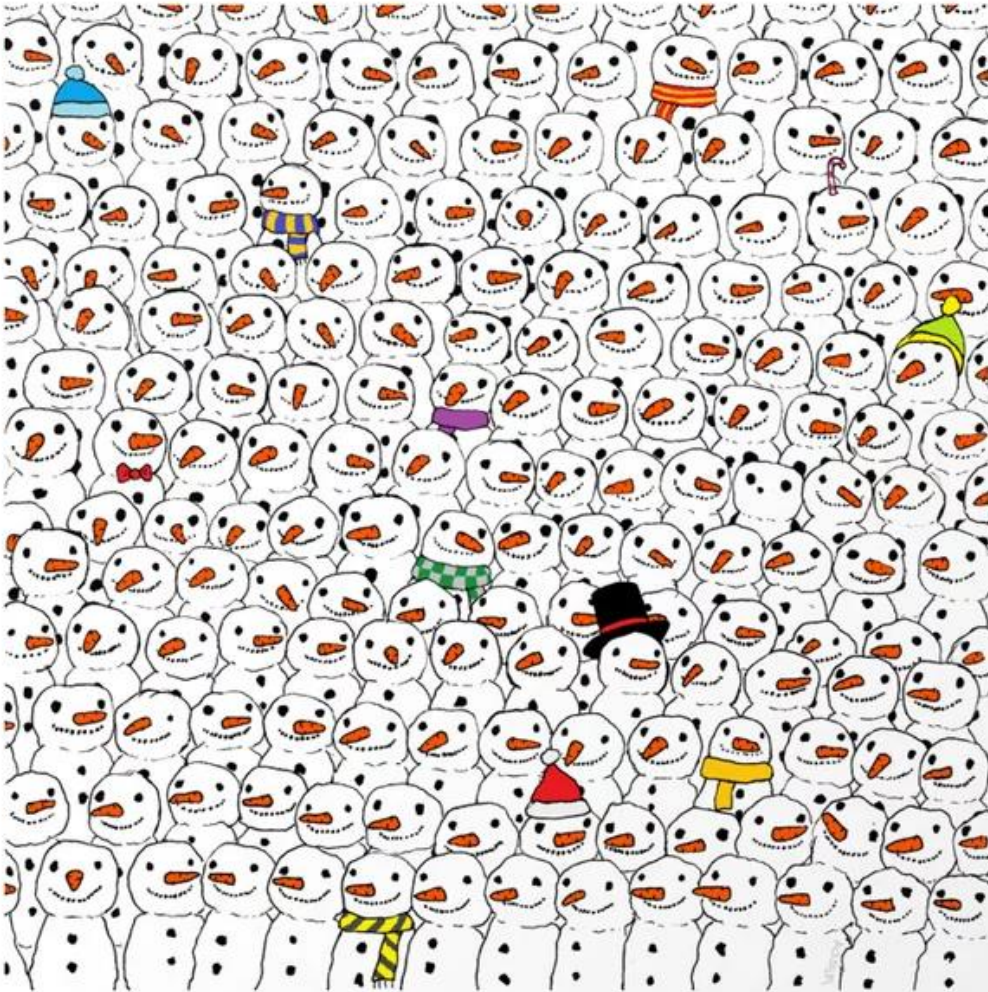


The results

Find all 10 numbers 2, between 2 and 5 seconds – the level of distributive attentions is great
 Find all 10 numbers 2 between 6 and 9 seconds - the level of distributive attentions is good
 Still looking after numbers, after 10 seconds - the level of distributive attentions is poor

Or

They find all the 10 numbers in 10 seconds - the level of distributive attentions is great
 They find 5 – 9 numbers in 10 seconds - the level of distributive attentions is good
 They find 0 – 4 numbers in 10 seconds - the level of distributive attentions is poor
 2. In ten seconds find a panda bear between the snowmen



The results

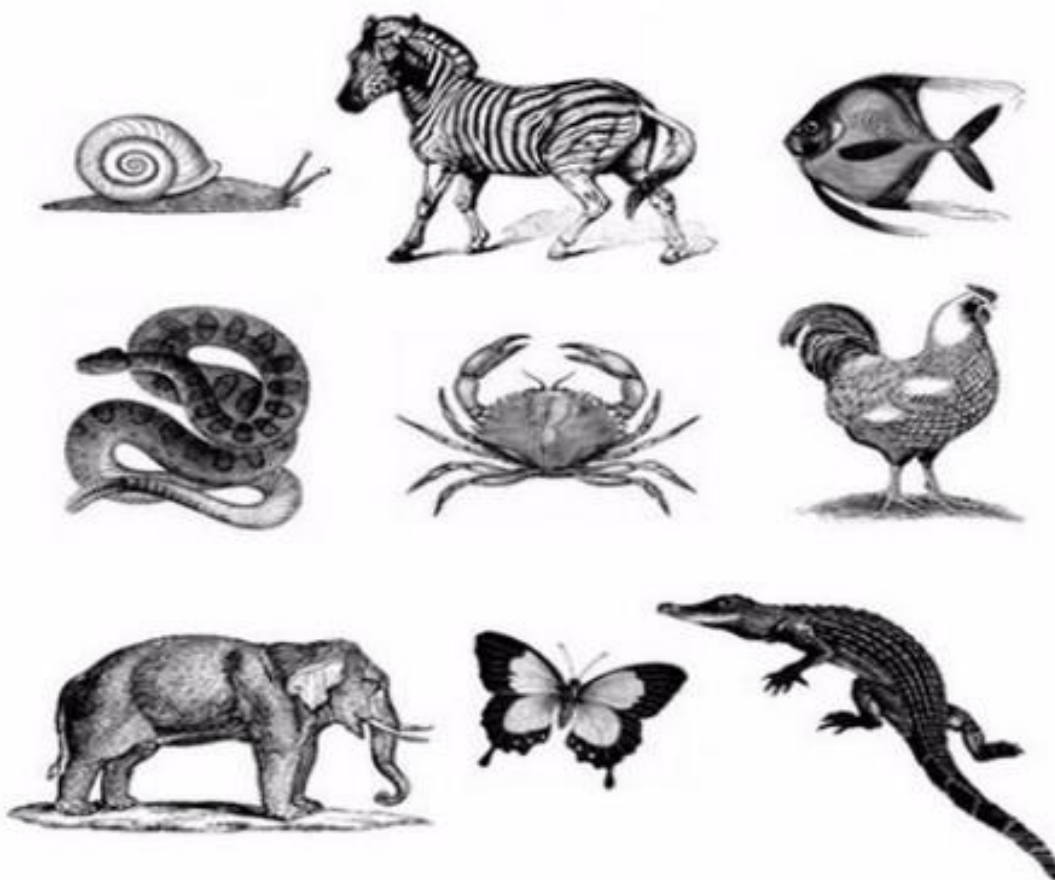
Find panda, between 2 and 5 seconds – the level of distributive attentions is great
 Find panda between 6 and 9 seconds - the level of distributive attentions is good
 Still looking after panda, after 10 seconds - the level of distributive attentions is poor

Memory test

<https://goaravetisyan.ru/ro/psihologicheskie-testy-na-vnimanie-testy-na-vnimanie-test-na-razvitie-pamyati-i/>

1. Look carefully and remember the next picture, this picture shows animals, mammals, fish. One minute is given for memorization.

Now turn the sheet over and write all the animals, mammals and fish in alphabetical order on the paper from memory. Working time - 2 minutes



Results

0 - 3 animals – poor memory

4 – 6 animals – good memory

7 – 9 animals – very good memory

2. Look carefully for a minute at the picture below - ten numbers are drawn here, and a word is written under each number. After that, turn the sheet over and try to write all the numbers and under each number, the corresponding word. Working time - 2 minutes

0

egg

1

candle

2

duck

3

bird

4

boat

5

slide

6

snake

7

valley

8

snowmen

9

balloon

Results

0 - 4 numbers and correspondent words – poor memory

5 – 8 numbers and correspondent words – good memory

9 – 10 numbers and correspondent words – very good memory

Modified Youth Teamwork Scale

Lower et al., 2017

<https://journals.sagepub.com/doi/10.1177/21582440221103256?icid=int.sj-full-text.similar-articles.3>

Item	Description	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1	I think that teamwork is important					
2	People who work as part of a team can learn more than if they worked alone					
3	I trust in my ability to work as part of a team					
4	I know how to give my opinion to members of my team without hurting their feelings					
5	I ask for the opinion of others					
6	I make the effort to include other members of my group					
7	I value the contributions made by the members of my team					
8	I treat the members of my team equally					
9	I communicate well with team members					
10	I think I can be a good leader					

Results:

0 – 15 points

Based on your score, it seems that you may need to work on improving your team work abilities

16 – 35 points

You have scored a moderate range of points on the test. This suggests that you have some team work abilities

36 – 50 points

Congratulations, based on your score, you are good team worker. Keep up the good work, but don't become overconfident. Remember to always continue improving and learning new methods to stay ahead.

Persuasion Test

<https://melbado.com/are-you-good-at-persuasion-self-assessment-test/>

1. I am able to identify the needs and concerns of others.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

2. I can communicate my ideas clearly and effectively.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

3. I am able to listen actively and respond empathetically.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

4. I am confident and assertive in expressing my opinions.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

5. I can adapt my communication style to the audience and situation.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

6. I am skilled at presenting the benefits of a particular idea or course of action.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

7. I am comfortable asking for what I want or need.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

8. I can anticipate and respond to counterarguments.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

9. I am able to build rapport and establish trust with others.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

10. I am able to negotiate win-win outcomes.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

11. I can persuade without resorting to manipulation or coercion.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

12. I am able to frame my arguments in a compelling way.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

13. I am able to overcome objections and resistance.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

14. I have a track record of influencing others to change their behavior or adopt a new perspective.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

15. I am able to handle and learn from rejection or failure.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Interpreting Results

0 - 20 Points

Based on your score, it seems that you may need to work on improving your persuasion skills. Don't worry, everyone starts somewhere! Consider seeking out resources such as books, courses or workshops that can give you helpful tips and techniques to improve your persuasion skills.

21 - 40 Points

You have scored a moderate range of points on the test. This suggests that you have some abilities and skills in persuasion, but there is some room for improvement. You could consider practicing more or seeking out resources online, in books or in person that can help you enhance your skills.

41 - 60 Points

Congratulations, based on your score, you are good at persuasion! This score suggests that you have a good understanding of persuasion techniques and that you can effectively and confidently communicate with others to influence their decisions. Keep up the good work, but don't become overconfident. Remember to always continue improving and learning new methods to stay ahead.

Problem-Solving Inventory

Please indicate how much you agree with each of the following items by rating them on this scale: 1 = strongly disagree; 2 = disagree; 3 = slightly disagree; 4 = slightly agree; 5 = agree; or 6 = strongly agree. Please be sure to answer ALL of the questions. Remember, there are no right or wrong answers.

	1 Strongly Disagree	2 Disagree	3 Slightly Disagree	4 Slightly Agree	5 Agree	6 Strongly Agree
1. When a solution to a problem was unsuccessful, I do not examine why it didn't work.						
2. When I am confronted with a complex problem, I do not bother to develop a strategy to collect information so I can define exactly what the problem is.						
3. When my first efforts to solve a problem fail, I become uneasy about my ability to handle the situation.						
4. After I have solved a problem, I do not analyze what went right or what went wrong.						
5. I am usually able to think up creative and effective alternatives to solve a problem.						
6. After I have tried to solve a problem with a certain course of action, I take time and compare the actual outcome to what I thought should have happened.						
7. When I have a problem, I think up as many possible ways to handle it as I can until I can't come up with any more ideas.						
8. When confronted with a problem, I consistently examine my feelings to find out what is going on in a problem situation.						
9. When confused about a problem, I don't clarify vague ideas or feelings by thinking of them in concrete terms.						
10. I have the ability to solve most problems even though initially no solution is immediately apparent.						
11. Many problems I face are too complex for me to solve.						
12. I make decisions and am happy with them later.						

13. When confronted with a problem, I tend to do the first thing that I can think of to solve it.						
14. Sometimes I do not stop and take time to deal with my problems, but just kind of muddle ahead.						
15. When deciding on an idea or possible solution to a problem, I do not take time to consider the chances of each alternative being successful.						
16. When confronted with a problem, I stop and think about it before deciding on a next step.						
17. I generally go with the first good idea that comes to my mind.						
18. When making a decision, I weigh the consequences of each alternative and compare them against each other.						
19. When I make plans to solve a problem, I am almost certain that I can make them work.						
20. I try to predict the overall result of carrying out a particular course of action.						
21. When I try to think up possible solutions to a problem, I do not come up with very many alternatives.						
22. When trying to solve a problem, one strategy I often use is to think of past problems that have been similar						
23. Given enough time and effort, I believe I can solve most problems that confront me.						
24. When faced with a novel situation I have confidence that I can handle problems that may arise.						
25. Even though I work on a problem, sometimes I feel like I am groping or wandering, and am not getting down to the real issue.						
26. I make snap judgments and later regret them.						
27. I trust my ability to solve new and difficult problems.						

28. I have a systematic method for comparing alternatives and making decisions.						
29. When thinking of ways to handle a problem, I seldom combine ideas from various alternatives to arrive at a workable solution.						
30. When confronted with a problem, I do not usually examine what sort of external things my environment may be contributing to my problem.						
31. When I am confused by a problem, one of the first things I do is survey the situation and consider all the relevant pieces of information						
32. Sometimes I get so charged up emotionally that I am unable to consider many ways of dealing with my problems						
33. After making a decision, the outcome I expected usually matches the actual outcome.						
34. When confronted with a problem, I am unsure of whether I can handle the situation.						
35. When I become aware of a problem, one of the first things I do is to try to find out exactly what the problem is						

Results

There are 3 categories of results that stand out from this test, namely - **Problem-solving confidence**, **Approach avoidance style** and **Personal control**. For each category, are assigned some items from the test – as shown below. In front of each item is kept the number with which it is found in the test.

The evaluation can be done on the total score, on the whole test, or on each category separately.

For the entire test

0 – 70 points - very poor

71 – 110 points – poor

111 – 150 points – medium

151 – 180 points – good

181 – 210 points – very good

Problem-solving confidence

- 5. I am usually able to think up creative and effective alternatives to solve a problem.
- 10. I have the ability to solve most problems even though initially no solution is immediately apparent.
- 11. Many problems I face are too complex for me to solve.
- 12. I make decisions and am happy with them later.
- 19. When I make plans to solve a problem, I am almost certain that I can make them work.
- 22. When trying to solve a problem, one strategy I often use is to think of past problems that have been similar
- 23. Given enough time and effort, I believe I can solve most problems that confront me.
- 24. When faced with a novel situation I have confidence that I can handle problems that may arise.
- 27. I trust my ability to solve new and difficult problems
- 33. After making a decision, the outcome I expected usually matches the actual outcome.
- 35. When I become aware of a problem, one of the first things I do is to try to find out exactly what the problem is

Results

0 – 25 points - poor

26 – 45 points - good

46 – 66 points – verry good

Approach avoidance style

- 1. When a solution to a problem was unsuccessful, I do not examine why it didn't work.
- 2. When I am confronted with a complex problem, I do not bother to develop a strategy to collect information so I can define exactly what the problem is.
- 4. After I have solved a problem, I do not analyze what went right or what went wrong.
- 6. After I have tried to solve a problem with a certain course of action, I take time and compare the actual outcome to what I thought should have happened.
- 7. When I have a problem, I think up as many possible ways to handle it as I can until I can't come up with any more ideas.
- 8. When confronted with a problem, I consistently examine my feelings to find out what is going on in a problem situation.
- 13. When confronted with a problem, I tend to do the first thing that I can think of to solve it.
- 15. When deciding on an idea or possible solution to a problem, I do not take time to consider the chances of each alternative being successful.
- 16. When confronted with a problem, I stop and think about it before deciding on a next step.
- 17. I generally go with the first good idea that comes to my mind.
- 18. When making a decision, I weigh the consequences of each alternative and compare them against each other.
- 20. I try to predict the overall result of carrying out a particular course of action.
- 21. When I try to think up possible solutions to a problem, I do not come up with very many alternatives.
- 28. I have a systematic method for comparing alternatives and making decisions.
- 30. When confronted with a problem, I do not usually examine what sort of external things my environment may be contributing to my problem.
- 31. When I am confused by a problem, one of the first things I do is survey the situation and consider all the relevant pieces of information.

Results

0 – 30 points – poor

31 – 70 points – good

71 – 96 points – very good

Personal control

3. When my first efforts to solve a problem fail, I become uneasy about my ability to handle the situation.

9. When confused about a problem, I don't clarify vague ideas or feelings by thinking of them in concrete terms.

14. Sometimes I do not stop and take time to deal with my problems, but just kind of muddle ahead.

25. Even though I work on a problem, sometimes I feel like I am groping or wandering, and am not getting down to the real issue.

26. I make snap judgments and later regret them.

32. Sometimes I get so charged up emotionally that I am unable to consider many ways of dealing with my problems

34. When confronted with a problem, I am unsure of whether I can handle the situation.

Results

0 – 14 points – poor

15 – 27 points – good

28 – 42 points – very good

Social Skills Pre/Post-Assessment Test

Youth Version

https://global.oup.com/us/companion.websites/fdscontent/uscompanion/us/pdf/treatments/Hunter_Website_Material_Test.pdf

1. Listening: Do you pay attention to someone who is talking and make an effort to understand what is being said?

1	2	3	4	5
almost never	seldom	sometimes	often	almost always

2. Having a Conversation: Do you talk to others about things of interest to both of them?

1	2	3	4	5
almost never	seldom	sometimes	often	almost always

3. Asking a Question: Do you decide what information is needed and ask the right person for that information?

1	2	3	4	5
almost never	seldom	sometimes	often	almost always

4. Saying Thank You: Do you let others know that you are grateful for favors?

1	2	3	4	5
almost never	seldom	sometimes	often	almost always

5. Introducing Yourself: Do you become acquainted with new people on your own initiative?

1	2	3	4	5
almost never	seldom	sometimes	often	almost always

6. Asking for Help: Do you request assistance when you are having difficulty?

1	2	3	4	5
almost never	seldom	sometimes	often	almost always

7. Joining In: Do you decide on the best way to become part of an ongoing activity or group?

1	2	3	4	5
almost never	seldom	sometimes	often	almost always

8. Following Instructions: Do you pay attention to instructions, give your reactions, and carry the instructions out adequately?

1	2	3	4	5
almost never	seldom	sometimes	often	almost always

9. Apologizing: Do you tell others that you are sorry after doing something wrong?

1	2	3	4	5
almost never	seldom	sometimes	often	almost always

10. Knowing Your Feelings: Do you try to recognize which emotions you have at different times?

1	2	3	4	5
almost never	seldom	sometimes	often	almost always

11. Expressing Your Feelings: Do you let others know which emotions that you are feeling?

1	2	3	4	5
almost never	seldom	sometimes	often	almost always

12. Understanding the Feelings of Others: Do you try to figure out what other people are feeling?

1	2	3	4	5
almost never	seldom	sometimes	often	almost always

13. Helping Others: Do you give assistance to others who might need or want help?

1	2	3	4	5
almost never	seldom	sometimes	often	almost always

Results:

0 – 25 points

Based on your score, it seems that you may need to work on improving your Social Skills abilities.

26 – 45 points

You have scored a moderate range of points on the test. This suggests that you have some Social Skills abilities, but there is some room for improvement.

46 – 65 points

Congratulations, based on your score, you are good at Social Skills abilities. Keep up the good work, but don't become overconfident. Remember to always continue improving and learning new methods to stay ahead.

Tests for motor skills

Balance - Flamingo Balance Test – from EUROFIT TESTS

<https://www.topendsports.com/testing/tests/balance-flamingo.htm>

The **Flamingo Balance Test** is total body balance test, and forms part of the [Eurofit Testing Battery](#). The test requires participants to stand on one leg on a beam, with the other leg flexed at the knee and the foot of this leg held close to the buttocks. This single leg balance test assesses the strength of the leg, pelvic, and trunk muscle as well as dynamic balance.

purpose: To assess the ability to balance successfully on a single leg.

equipment required: [stopwatch](#), metal beam 50cm long, 5cm high and 3cm wide (the beam is stabilized by two supports at each end, and should have a non-slip surface)

pre-test: Explain the test procedures to the subject. Perform screening of health risks and obtain informed consent. Prepare forms and record basic information such as age, height, body weight, gender, test conditions. Perform an appropriate warm-up. See more [details of pre-test procedures](#).

procedure: Stand on the beam with shoes removed. Keep balance by holding the instructor's hand. While balancing on the preferred leg, the free leg is flexed at the knee and the foot of this leg held close to the buttocks. Start the watch as the instructor lets go. Stop the stopwatch each time the person loses balance (either by falling off the beam or letting go of the foot being held). Start over, again timing until they lose balance. Count the number of falls in 60 seconds of balancing. If there are more than 15 falls in the first 30 seconds, the test is terminated and a score of zero is given.

Scoring: The total number of falls or loss of balance in 60 seconds is recorded. Scoring tables are available in the Eurofit Manual.

Coordination - Plate Tapping Test - from EUROFIT TESTS

<https://www.topendsports.com/testing/tests/plate-tapping.htm>

The Plate Tapping Test (Reaction Tap Test) is a reaction test using an alternating wall tapping action which measures upper body reaction time, hand-eye quickness and coordination

purpose: to assess the speed and the coordination of limb movement.

equipment required: table (adjustable height), yellow discs (20cm diameter), rectangle (30 x 20 cm), [stopwatch](#).

pre-test: Explain the test procedures to the subject. Obtain informed consent. Prepare forms and record basic information such as age, height, body weight, gender. See more [details of pre-test procedures](#).

procedure: If possible, the table height should be adjusted so that the subject is standing comfortably in front of the discs. The two yellow discs are placed with their centers 60 cm apart on the table. The rectangle is placed equidistant between both discs. The non-preferred hand is placed on the rectangle. The subject moves the preferred hand back and forth between the discs over the hand in the middle as quickly as possible. This action is repeated for 25 full cycles (50 taps).

results: The time taken to complete 25 cycles is recorded. Perform the test twice and the best result is recorded.

Physical strength

1. Standing Long Jump Test (Broad Jump)

<https://www.topendsports.com/testing/tests/longjump.htm>

The Standing long jump, also called the Broad Jump, is a common and easy to administer test of explosive leg power. It is one of the fitness tests in the [NFL Combine](#). The standing long jump was also once an event at the [Olympic Games](#), and is also [an event in Sports Hall competitions](#) in the UK and part of the [power quadrathlon](#) and [jumps decathlon](#) assessment.

purpose: to measure the explosive power of the legs

equipment required: [tape measure](#) to measure distance jumped, non-slip floor for takeoff, and soft landing area preferred. Commercial [Long Jump Landing Mats](#) are also available.

pre-test: Explain the test procedures to the subject. Perform screening of health risks and obtain informed consent. Prepare forms and record basic information such as age, height, body weight, gender and test conditions. Check and calibrate the equipment if required. Perform a standard warm-up. The take off line should be clearly marked. See more [details of pre-test procedures](#).

procedure: The athlete stands behind a line marked on the ground with feet slightly apart. A two foot take-off and landing is used, with swinging of the arms and bending of the knees to provide forward drive. The subject attempts to jump as far as possible, landing on both feet without falling backwards. Three attempts are allowed. See some [long jump video examples](#).

scoring: The measurement is taken from take-off line to the nearest point of contact on the landing (back of the heels). Record the longest distance jumped, the best of three attempts. The table below gives a rating scale for the standing long jump test for adults, based on personal experiences. See some [athlete results for the long jump test](#). You can also use this [calculator to convert cm to feet and inches](#).

Age	scale	Girls	Boys
7	very good	≥ 123	≥ 132
	good	91 - 122	101 - 131
	poor	75 - 90	76 - 100
	very poor	≤ 74	≤ 75
8	very good	≥ 128	≥ 135
	good	106 - 127	120 - 134
	poor	89 - 105	101 - 119
	very poor	≤ 88	≤ 100
9	very good	≥ 136	≥ 158
	good	120 - 135	126 - 157
	poor	90 - 119	103 - 125
	very poor	≤ 89	≤ 102
10	very good	≥ 142	≥ 165
	good	121 - 141	141 - 164
	poor	99 - 120	111 - 140
	very poor	≤ 98	≤ 110
11	very good	≥ 160	≥ 175
	good	146 - 159	151 - 174
	poor	131 - 145	136 - 150
	very poor	≤ 130	≤ 135
12	very good	≥ 195	≥ 198
	good	161 - 194	161 - 197
	poor	136 - 160	141 - 160
	very poor	≤ 135	≤ 140

variations / modifications: A long jump landing pit is sometimes used instead of a hard surface, which enables the subject to confidently put more effort into the jump, and to extend the legs further in front of the body for landing. This technique also allows those with greater skill to score longer jumps, which is undesirable if you are trying to test for leg power only. Generally longer distances should be achieved with this technique, so the norm table above would not be accurate. The [Eurofit Test](#) recommends using a graduated mat for ease of recording jump distance on the landing surface.

advantages: this test is simple and quick to perform, requiring minimal equipment.

disadvantages: there is some skill component in this test.

comments: Falling or stepping backward after the landing will result in measurement to that point of contact rather than where the feet first touched. Some participants will try to use a step at take-off, which is not allowed. The World Record for the standing long jump is held by Norwegian Arne Tvervaag, who jumped 3.71 meters (12 feet 2.1 inches).

2. Handgrip Strength Test

<https://www.topendsports.com/testing/tests/handgrip.htm>

The purpose of the **handgrip strength test** is to measure the maximum isometric strength of the hand and forearm muscles. Handgrip strength is important for any sport in which the hands are used for catching, throwing or lifting. Also, as a general rule people with strong hands tend to be strong elsewhere, so this test is often used as a general test of strength. See also the finger [pinch strength test](#).

equipment required: [handgrip dynamometer](#)

pre-test: Explain the test procedures to the subject. Prepare forms and record basic information such as age, height, body weight, gender, hand dominance. Calibrate dynamometer, adjust to suit the subject. See more [details of pre-test procedures](#).

procedure: The subject holds the dynamometer in the hand to be tested, with the arm at right angles and the elbow by the side of the body. The handle of the dynamometer is adjusted if required - the base should rest on the first metacarpal (heel of palm), while the handle should rest on middle of the four fingers. When ready the subject squeezes the dynamometer with maximum isometric effort, which is maintained for about 5 seconds. No other body movement is allowed. The subject should be strongly encouraged to make maximum effort. See videos of the [Handgrip Strength Test](#).

variations: The position of the arm and hand can vary in different grip strength protocols. Various positions include the elbow being held at right angles as per the above procedure, the arm hanging by the side, and the extended arm being swung from above the head to by the side during the squeezing motion. The [Eurofit Test Manual](#) recommends squeezing for 3 seconds. The procedure for the [Groningen Elderly Tests](#) has the subject hang their hand by their side, one practice trial, best of three attempts with 30 seconds rest between.

scoring: The best result from several trials for each hand is recorded, with at least 15 seconds recovery between each effort. The values listed below (in kg and lbs) give a guide to expected scores for adults. These values are the average of the best scores of each hand. See more [Hand Grip Strength Norms](#). Other protocols will just use the score from the dominant hand, or compare the left and right hand results. See also examples of some actual [athlete results](#).

Age	scale	Girls	Boys
7	very good	≥ 14	≥ 17
	Good	11 - 13	14 - 16
	poor	8 - 10	11 - 13
	very poor	≤ 7	≤ 10
8	very good	≥ 14	≥ 18
	good	11 - 13	15 - 17
	poor	9 - 10	11 - 14
	very poor	≤ 8	≤ 10
9	very good	≥ 22	≥ 24
	good	17 - 21	18 - 23
	poor	11 - 16	13 - 17
	very poor	≤ 10	≤ 12
10	very good	≥ 23	≥ 26
	good	18 - 22	20 - 25
	poor	14 - 17	15 - 19
	very poor	≤ 13	≤ 14
11	very good	≥ 25	≥ 28
	good	20 - 24	23 - 27
	poor	14 - 19	17 - 22
	very poor	≤ 13	≤ 16
12	very good	≥ 28	≥ 32
	good	23 - 27	27 - 31
	poor	17 - 22	20 - 26
	very poor	≤ 16	≤ 19

validity: The validity of this test as a measure of general strength has been questioned, as the strength of the forearm muscles does not necessarily represent the strength of other muscle groups. If you wish to measure the strength of a particular muscle group, there are other specific tests that can be performed.

reliability: the dynamometer may need to be calibrated regularly to ensure consistent results. Having consistent technique and adequate rest is required to ensure reliability.

advantages: This is a simple and commonly used test of general strength level, well researched and many norms are available.

disadvantages: The dynamometer must be adjusted for hand size, how successfully this is done will affect the accuracy of the measurement.

3. Eurofit Sit-Up Test

<https://www.topendsports.com/testing/tests/sit-up-30seconds.htm>

The sit-up test is a measure the endurance of the abdominal and hip-flexor muscles. The aim of this test is to perform as many sit-ups as you can in 30 seconds.

purpose: This test measures the endurance of the abdominal and hip-flexor muscles.

equipment required: floor mat or flat ground, [stopwatch](#), partner to hold feet.

pre-test: Explain the test procedures to the subject. Perform screening of health risks and obtain informed consent. Prepare forms and record basic information such as age, height, body weight, gender, test conditions. Perform an appropriate warm-up. See more [details of pre-test procedures](#).

procedure: The aim of this test is to perform as many sit-ups as you can in 30 seconds. Lie on the mat with the knees bent at right angles, with the feet flat on the floor and held down by a partner. The fingers are to be interlocked behind the head. On the command 'Go', raise the chest so that the upper body is vertical, then return to the floor. Continue for 30 seconds. For each sit up the back must return to touch the floor.

scoring: The maximum number of correctly performed sit ups in 30 seconds is recorded. The sit up will not be counted if the subject fails to reach the vertical position, fail to keep your fingers interlocked behind your head, arch or bow your back and raise your buttocks off the ground to raise your upper body, or let your knees exceed a 90-degree angle.

Age	scale	GIRLS	Boys
7	very good	≥ 18	≥ 20
	good		
	poor		
	very poor	≤ 9	≤ 9
8	very good	≥ 20	≥ 22
	good		
	poor		
	very poor	≤ 9	≤ 10
9	very good	≥ 22	≥ 24
	good		
	poor		
	very poor	≤ 14	≤ 10
10	very good	≥ 24	≥ 26
	good		
	poor		
	very poor	≤ 16	≤ 16
11	very good	≥ 25	≥ 27
	good		
	poor		
	very poor	≤ 16	≤ 16
12	very good	≥ 27	≥ 27
	good		
	poor		
	very poor	≤ 17	≤ 17

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