

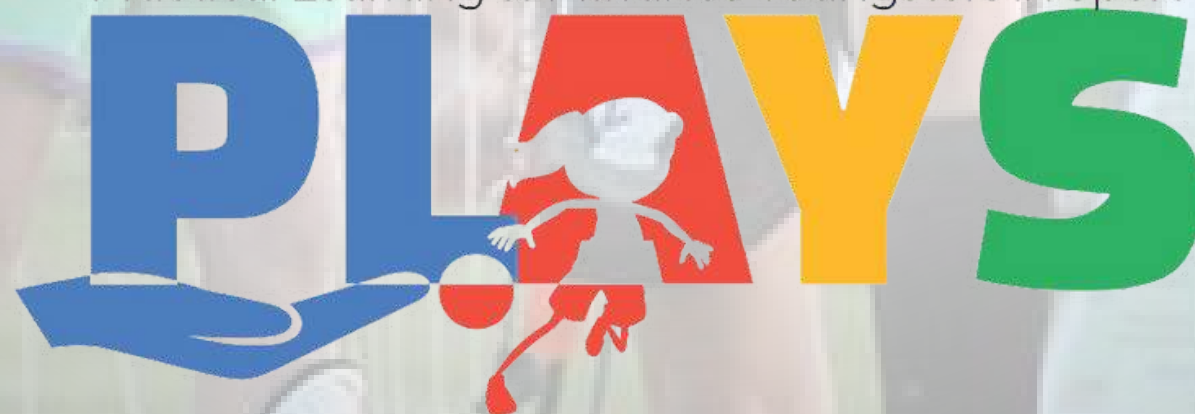


Co-funded by
the European Union

GUIDE ON SUPPORTING THE DEVELOPMENT OF CHILDREN WITH SPORTS

30 NON-FORMAL METHODS

Practical Learning to Advance Youngsters in Sport



PLAYS

PRACTICAL LEARNING TO ADVANCE YOUNGSTERS IN SPORT

PLAYS project aims to encourage the participation in sports and physical activity by creating and sharing at national and EU level a very specific, science based, step-by-step action plan and training programme 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 programme will be implemented and tested with the target groups in different EU countries within the sports clubs involved in the project consortium. The programme implementation will include both the physical, mental and educational dimensions - as well as educational activities to promote digital skills and environmental sustainability.

**This GUIDE is a Main Deliverable of the PLAYS K.A.2 project, part of
“WP3 – PLAYS Programme, Guide, and Platform (M9-M20)”**

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01 DEVELOPMENT OF COGNITIVE SKILLS (OVIDIUS UNIVERSITY, ROMANIA)



A. Attention

Method: Active colours



B. Logic and Reasoning

Method: Math challenge



C. Processing Speed

Method: Do it opposite



01

**DEVELOPMENT OF
COGNITIVE SKILLS
(OVIDIUS UNIVERSITY, ROMANIA)**



A. Attention

Method: Active colours



A. Attention

Method: Active colours



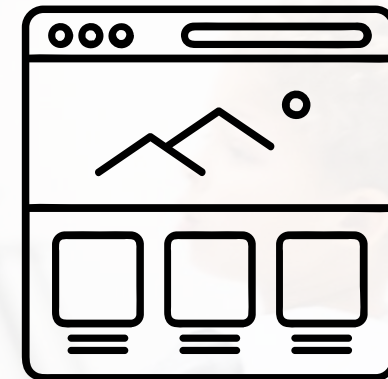
Purpose

Enabling young athletes to effectively channel their focus amidst the myriad variables (stimuli) encountered during sports events. The ultimate objective is to equip them with the ability to manage these stimuli, which may arise internally or externally from the athlete's environment and interactions with others, ensuring their success in sports and beyond.



A. Attention

Method: Active colours



Format

The activity can take place both in the sports hall and in a natural environment or on the sports field. Children participate together without being divided into groups.



A. Attention

Method: Active colours



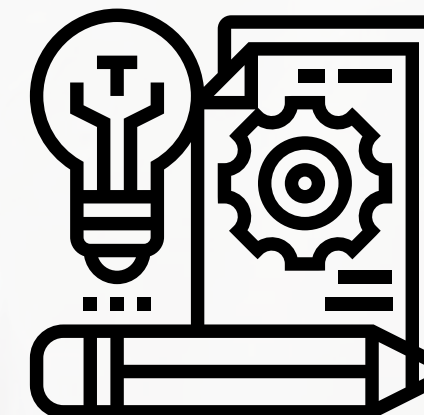
Results & Impact

Engage in drills that require rapid decision-making and execution. Emphasize the importance of quick reactions and responses during practice sessions. Teach tactical awareness and simulate pressure situations.



A. Attention

Method: Active colours



Instructions

The coordinator tells the children different colors. These colors represent motor actions that they need to perform. Those who make mistakes will do physical activities to develop specific strength in their upper or lower limbs.

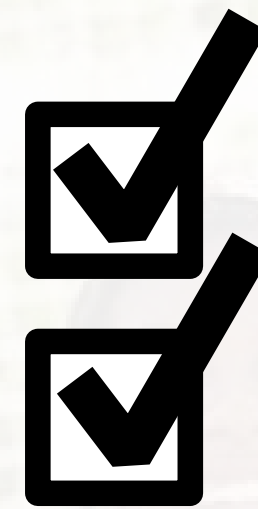
To the color:

- red – performed standing on one leg (left).
- green – performed while squatting.
- blue – performed standing on one leg (right).
- yellow – a single clap is performed.



A. Attention

Method: Active colours



Debriefing and Evaluation

1. Observing and recording how accurately children execute the motor actions corresponding to the called colors.
2. Scoring based on the correctness and speed of their responses.
3. Assessing their overall performance and participation.
4. Monitoring their engagement and enjoyment during the activity.
5. Collecting feedback from both the children and the coordinator to improve the game.



A. Attention

Method: Active colours



Tips & Tricks

1. Variety in Actions: Incorporate a diverse range of motor actions associated with different colors to keep the game engaging and challenging.
2. Encouragement: Provide positive reinforcement, praise, and encouragement to motivate children and boost their self-esteem when they perform actions correctly.
3. Adaptability: Be flexible and ready to adapt the game based on the children's age, skill level, and preferences.
4. Engagement: Keep the children engaged by maintaining a lively and fun atmosphere during the game.
5. Feedback: After the game, discuss and provide feedback to help children understand how they can improve their performance.
6. Continuous Improvement: Continually refine the game based on observations and feedback to enhance its effectiveness and enjoyment for the children.

01

**DEVELOPMENT OF
COGNITIVE SKILLS
(OVIDIUS UNIVERSITY, ROMANIA)**



B. Logic & Reasoning
Method: Math challenge



B. Logic & Reasoning

Method: Math challenge



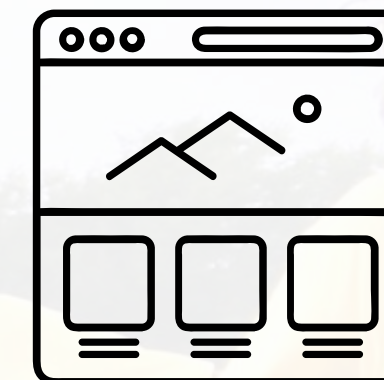
Purpose

Teams of children compete to solve mathematical operations using numbers retrieved from frisbees in a pool.



B. Logic & Reasoning

Method: Math challenge



Format

This game combines swimming, teamwork, and math skills for an engaging and educational experience. Rules and difficulty levels can be adjust as needed for the age group of the children



B. Logic & Reasoning

Method: Math challenge



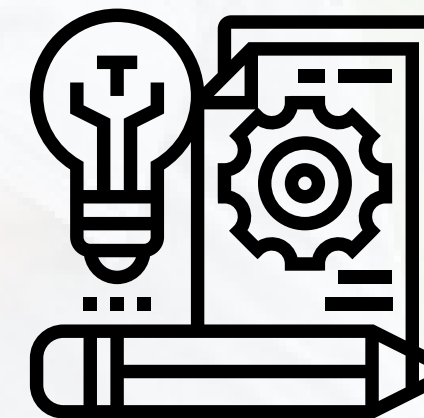
Results & Impact

By combining physical activity with educational challenges, the Frisbee Math Challenge aims to create a holistic learning experience that addresses both cognitive and physical aspects of development. The impact will vary depending on the age group, but the goal is to make learning enjoyable, collaborative, and memorable.



B. Logic & Reasoning

Method: Math challenge



Instructions

Into the pool are some frisbee's that have on it numbers (3-4 for each group). Children are divided into 3-4 groups of 4. Each one swim on the coordinator's signal and grab one frisbee turn and write the number on his team's board. The coordinator announces the mathematical operation (addition, subtraction, multiplication, or division) that the teams need to perform with the numbers on their frisbees.

Teams work together to solve the mathematical operation using the numbers on their frisbees.

The first team to correctly solve the problem and display the answer on their whiteboard or paper shout "Math Challenge!" to notify the coordinator.

The team with the correct answer first earns a point.

If a team provides an incorrect answer, they lose a point, and the coordinator can allow other teams to continue working on the problem.

The game can have multiple rounds with different mathematical operations.

The team with the highest total points at the end of all rounds is the overall winner.



B. Logic & Reasoning

Method: Math challenge



Debriefing and Evaluation

Questions which can be asked by the coordinator:

1. "What was the most challenging part of the game for your team?"
2. "Did the game make you see math differently? Why or why not?"
3. "What was the most enjoyable part of the game for you?"
4. "Did your team adapt its strategies based on the type of mathematical operation announced?"



B. Logic & Reasoning

Method: Math challenge



Tips & Tricks

Adjust the difficulty of the mathematical operations based on the age group of the children.

Encourage teamwork and collaboration among team members.



B. Logic & Reasoning

Method: Math challenge



Materials

Frisbees with numbers written on them.
Whiteboards or paper for each team to write their solutions.
Pool or water area.
Coordinator to oversee the game.

01

**DEVELOPMENT OF
COGNITIVE SKILLS
(OVIDIUS UNIVERSITY, ROMANIA)**



C. Processing Speed
Method: Do it opposite



C. Processing Speed

Method: Do it opposite



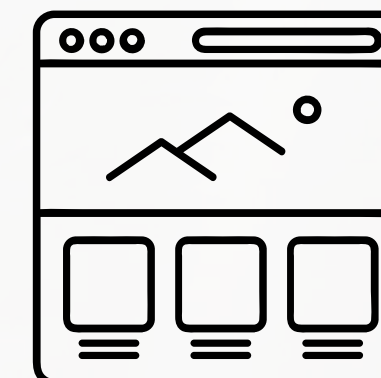
Purpose

It enhances cognitive skills by requiring children to process and interpret instructions differently, promoting mental flexibility and adaptability. Successfully completing reverse commands can boost children's confidence and self-esteem, as they overcome challenges and master new skills.



C. Processing Speed

Method: Do it opposite



Format

This game is suitable for a group of children, ideally a minimum of 5 to 10 players, but it can be adapted for larger groups. A coordinator is also needed to give commands. An open and safe play area, such as a gymnasium, playground, or a spacious room is needed. It could be designated one child as the game leader (or take turns if there are multiple rounds).

The children form a circle around the game leader, facing outward.



C. Processing Speed

Method: Do it opposite



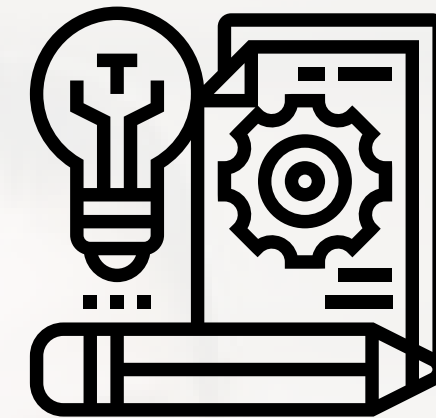
Results & Impact

Improved processing, problem-solving, and mental flexibility.
Increased attention to detail and active listening.
Encouragement of imaginative thinking.
A lighthearted and active game experience.



C. Processing Speed

Method: Do it opposite



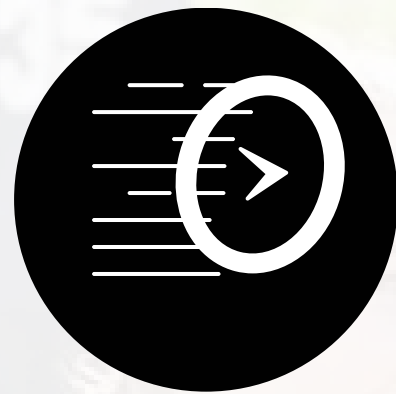
Instructions

The game leader stands in the center of the circle and gives commands that the children must execute in the opposite direction. For example, if the leader says, "Jump forward," the children should jump backward.

The commands can include various actions such as jumping, spinning, clapping, stomping, and more.

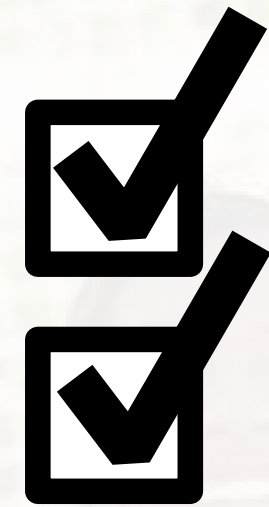
The leader can give commands at a reasonable pace, allowing the children enough time to process and execute them in the reverse direction.

If a child makes a mistake or performs an action in the correct direction, they receive points. The one with less points wins after a set of rounds decided initially.



C. Processing Speed

Method: Do it opposite



Debriefing and Evaluation

Gather the children in a circle after the game is over. Start with a general discussion about their experience. Ask open-ended questions like: "How did you feel while playing the game?", "What was the most challenging part for you?", "Did you notice any improvements in your ability to follow commands?"

Learning Reflection: "How did the game challenge your thinking and coordination skills?", "Can you think of any strategies that helped you succeed in performing actions in reverse?"

Feedback: The children provide feedback on the game itself, including what they enjoyed and any suggestions for improvement.

The evaluation of the Reverse Command Challenge game can be informal and focused on paying attention to children's ability to follow reverse commands and how they handle mistakes.

1. It can be implemented a peer evaluation system where children provide constructive feedback to their fellow participants.
2. Progress Tracking: If the game is played in multiple sessions, track each child's progress in terms of their ability to follow reverse commands and their overall performance.



C. Processing Speed

Method: Do it opposite

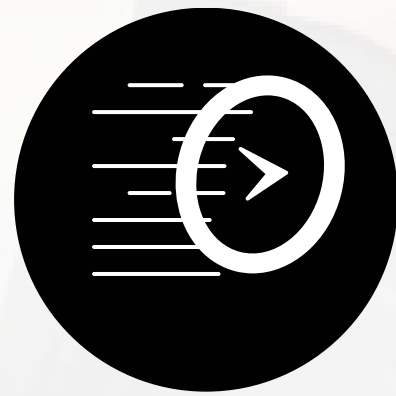


Tips & Tricks

Gradually increase the complexity of commands as the children become more proficient. This keeps the game challenging and promotes continuous improvement.

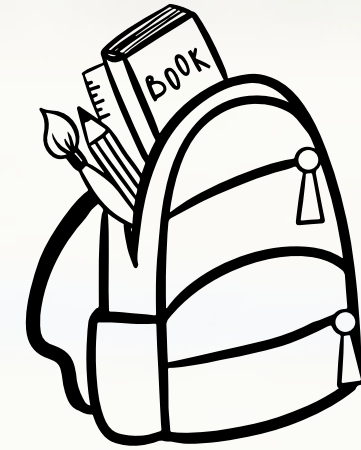
Create group challenges within the game to foster cooperation and teamwork. For example, have the children perform coordinated movements together.

Align the game with specific educational objectives, such as colors, shapes, or numbers. For example, associate each command with a number or shape, adding an educational dimension to the game.



C. Processing Speed

Method: Do it opposite



Materials

Music, markers or cones, notebook, clipboard



02 DEVELOPMENT OF SOCIAL SKILLS (OVIDIUS UNIVERSITY, ROMANIA)



A. Coordination

Method: Tug of war



B. Mentoring

Method: Circles from the string



C. Negotiation

Method: Team territory challenge



02 **DEVELOPMENT OF SOCIAL SKILLS (OVIDIUS UNIVERSITY, ROMANIA)**



A. Coordination Method: Tug of war



A. Coordination

Method: Tug of war



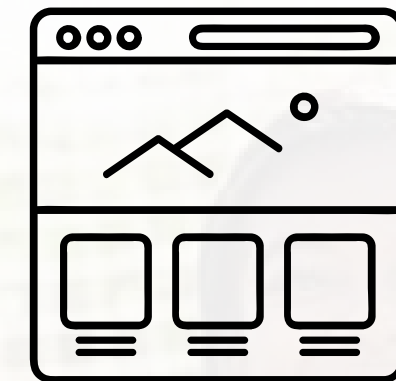
Purpose

Tug of war is a classic game that encourages teamwork and coordination. It teaches the value of working together and strategy.



A. Coordination

Method: Tug of war



Format

Two teams compete to pull a rope in opposite directions.

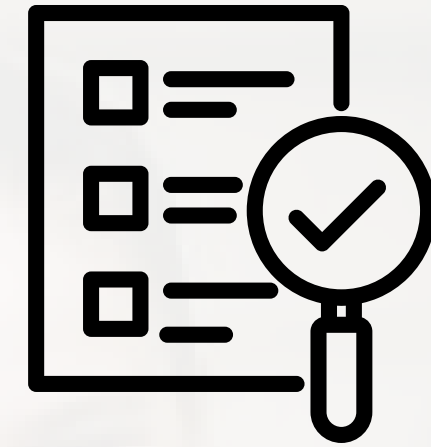
Form two teams with an equal number of participants. It's important to ensure that the teams are evenly matched in terms of strength and weight.

The rope is on the ground and the center is marked on the ground with a visible marker, such as a piece of colored fabric or tape. This center marker is used to determine the winning team. Each team takes their positions on opposite sides of the center marker.



A. Coordination

Method: Tug of war



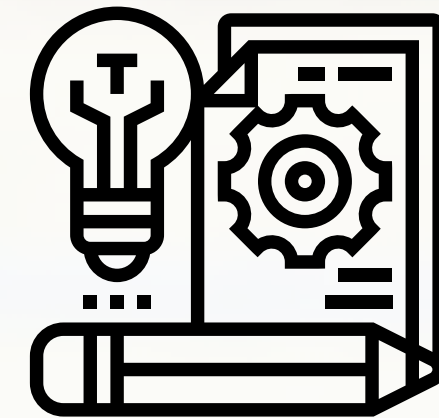
Results & Impact

The impact of Tug of War is significant in terms of team building. It helps develop trust, cooperation, and a sense of unity among team members. Participants can develop skills related to teamwork, strategy, and coordination, which can be applied to other areas of life.



A. Coordination

Method: Tug of war



Instructions

Each player on a team grabs the rope, positioning themselves with their feet behind the starting line. The grip should be firm but not so tight that it causes injury.

Designate a neutral third party to act as the referee or signal the start of the game. The referee should also ensure that the rope is centered on the marker.

When the game begins, both teams start pulling in opposite directions, attempting to move the center marker past their respective team's boundary line.

The game is won when one team successfully pulls the center marker past the boundary line on their side. The team that achieves this is declared the winner. You can also set a time limit, and the team that makes the most progress within that time wins.



A. Coordination

Method: Tug of war



Debriefing and Evaluation

Gather all participants in a circle or group to facilitate open discussion. Focus on the importance of teamwork. Ask participants to reflect on how they communicated, coordinated, and supported each other during the game. Discuss the role of the referee in ensuring fair play and safety.



A. Coordination

Method: Tug of war



Tips & Tricks

Tell participants to focus on the fundamentals, communicate with their team, and use smart strategies to outplay the opposing team.



A. Coordination

Method: Tug of war



Materials

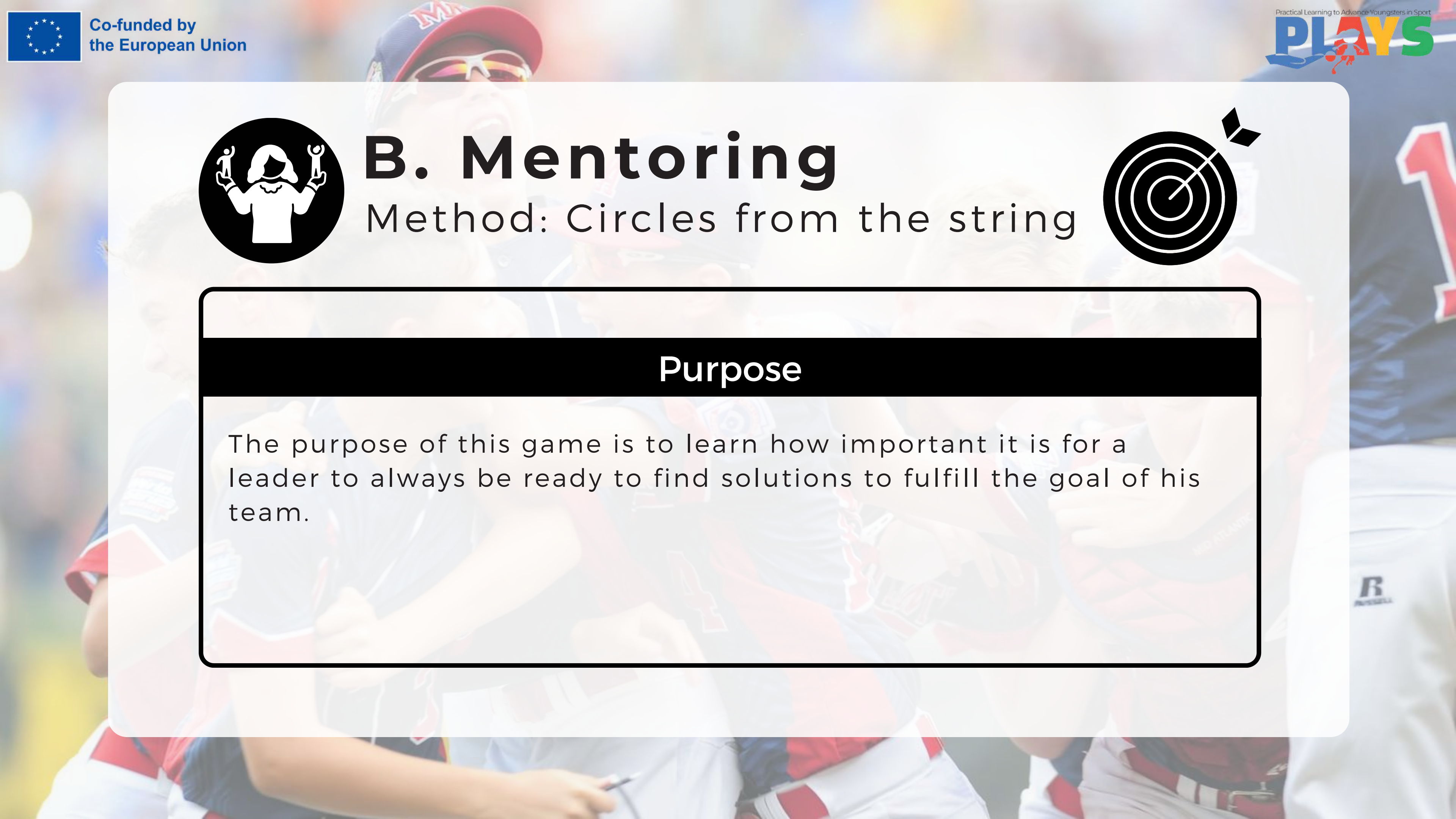
- A long, sturdy rope with a center marker (often a colored piece of fabric or tape)
- A clear and level playing surface
- Two teams with an equal number of participants
- A designated area or boundary line

02 **DEVELOPMENT OF SOCIAL SKILLS (OVIDIUS UNIVERSITY, ROMANIA)**



B. Mentoring

Method: Circles from the string



B. Mentoring

Method: Circles from the string



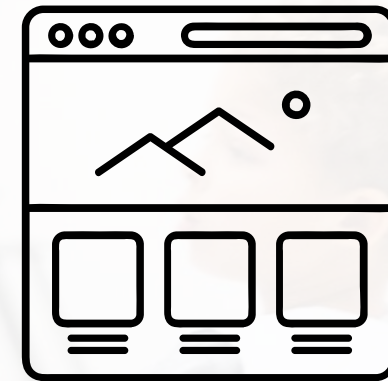
Purpose

The purpose of this game is to learn how important it is for a leader to always be ready to find solutions to fulfill the goal of his team.



B. Mentoring

Method: Circles from the string



Format

This game, it is about entering all the children in all 4 circles, without anyone be excluded.



B. Mentoring

Method: Circles from the string



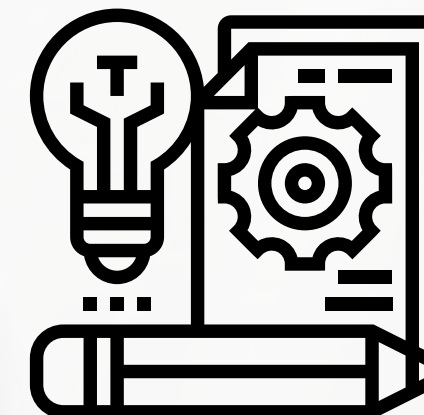
Results & Impact

This game is not only fun but also educational, teaching valuable life lessons about teamwork, problem-solving, adaptability, and the significance of ensuring that everyone is included and valued within a group or community. It fosters positive social interactions and creates a sense of togetherness among the participants.



B. Mentoring

Method: Circles from the string



Instructions

Initially, 4 pieces of string of different sizes will be prepared. Circles will be formed from each one, which will be placed on the ground (the game will take place outdoors), and the children (from 4 years old and up) will have to go inside the largest of them. None of them is allowed to stay outside the circle.

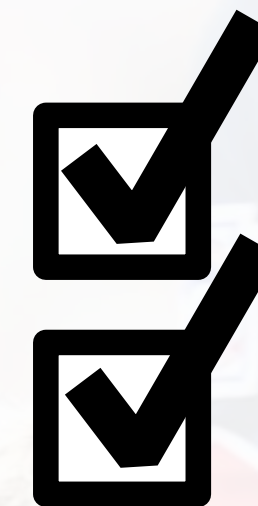
After that, the children will move to the next one, smaller in size than the first one. They will continue like this until, in the end, they enter the smallest of the circles.

As the situation gets more complicated, the participants will choose a leader, meant to find solutions so that the team can all enter the smaller circles.



B. Mentoring

Method: Circles from the string



Debriefing and Evaluation

Discuss how the game promoted the idea that no child should be left out and how participants felt about ensuring everyone's inclusion. Discuss the teamwork and collaboration that took place during the game. Encourage participants to share their experiences of working together to achieve the objective. Assess the quality of teamwork and collaboration among the participants.



B. Mentoring

Method: Circles from the string



Tips & Tricks

Emphasize the need to adapt and be flexible. Participants should be willing to change their positions and strategies as the circles get smaller.

Encourage participants to take on leadership roles within the group. Leaders can help organize the team and make decisions about how to fit within the shrinking circles.



B. Mentoring

Method: Circles from the string



Materials

It can be introduced props like cones, ropes, or markers to help participants create and visualize the circles, making it easier to plan and adjust.

02 **DEVELOPMENT OF SOCIAL SKILLS (OVIDIUS UNIVERSITY, ROMANIA)**



C. Negociation

Method: Team territory challenge



C. Negotiation

Method: Team territory challenge



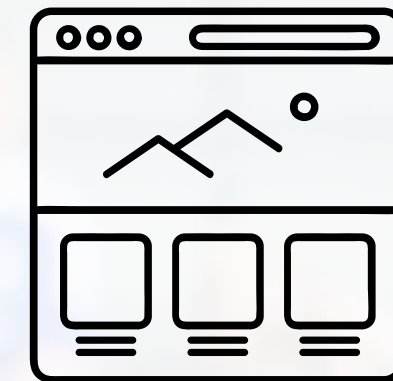
Purpose

The goal of the game is for teams to negotiate and collaborate to expand their territory by completing sport-related challenges.



C. Negotiation

Method: Team territory challenge



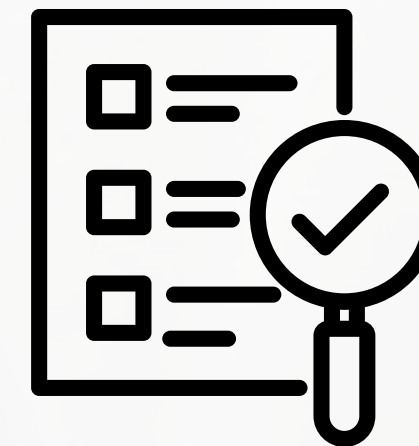
Format

The playing area is divided into territories using cones or markers. Each team starts in their designated territory. Scatter sport equipment throughout the playing area. Assign a specific sport-related challenge to each piece of equipment (e.g., shooting a basketball into a hoop, jumping rope 10 times, kicking a soccer ball into a goal).



C. Negotiation

Method: Team territory challenge



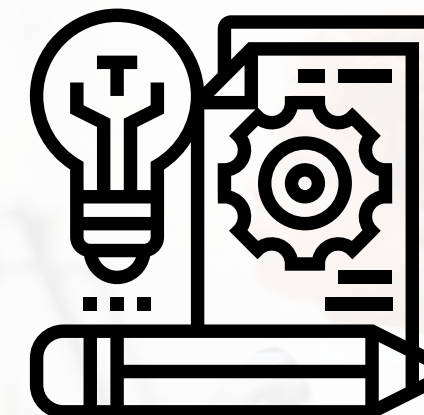
Results & Impact

This game not only encourages physical activity and teamwork but also provides a platform for children to develop negotiation skills in a dynamic and enjoyable setting. Adjust the difficulty and complexity of challenges based on the age group of the children playing the game.



C. Negotiation

Method: Team territory challenge



Instructions part 1

Negotiation Phase:

- At the beginning of each round, teams can negotiate with other teams to form alliances or agreements.
- Negotiations can involve sharing resources, forming temporary alliances, or making deals to cooperate on challenges.

Challenge Phase:

- After negotiations, teams have a set time to complete as many sport-related challenges as possible to earn points.
- Each completed challenge earns the team points and expands their territory.

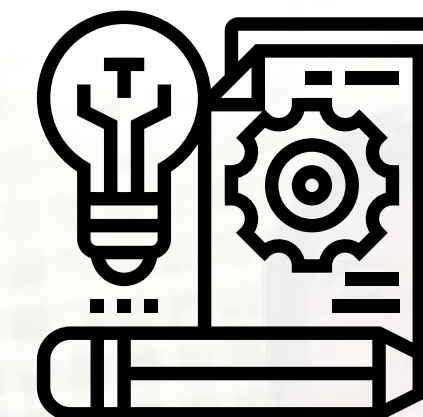
Whistle Signals:

- Use a whistle to signal the start and end of each negotiation and challenge phase.
- Teams must return to their territories when the whistle blows to end a phase.



C. Negotiation

Method: Team territory challenge



Instructions part 2

Territory Expansion:

- Teams can negotiate to trade territories or form alliances that allow them to share and expand their combined territories.

Strategic Planning:

- Teams must strategically plan their negotiations and challenge completion to maximize points and territory expansion.

Points are earned for each successfully completed challenge.

Additional points can be awarded for creative negotiations and successful alliances.

The team with the most points at the end of the game is the winner.

Rules: Teams must respect the negotiated agreements during the challenge phase.

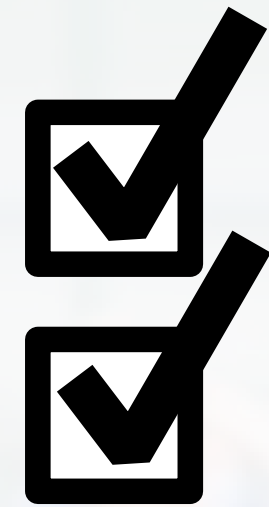
Negotiations should be fair and consider the interests of all parties involved.

Encourage positive communication and teamwork.



C. Negotiation

Method: Team territory challenge



Debriefing and Evaluation

Reflect on negotiation strategies used by teams.
Highlight effective communication and compromise.



C. Negotiation

Method: Team territory challenge



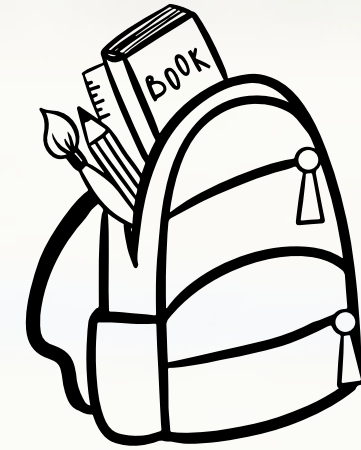
Tips & Tricks

The primary goal is to create a positive and educational experience. Adapt the game based on the age group, and be flexible in your facilitation to address the specific needs of the participants. Most importantly, ensure that everyone has fun while learning valuable life skills.



C. Negotiation

Method: Team territory challenge



Materials

Cones or markers to define territories.

Sport equipment (e.g., balls, hula hoops, jump ropes).

Stopwatch or timer.

Whistle.



03 STIMULATION OF INCLUSION FOR CHILDREN WITH LOW OPPORTUNITIES (AICS, ITALY)



A. Valorisation of each child's strengths

Method: Workshops from all
over the World



B. Adjustments individualised for each child's needs

Method: Inclusive handball



C. Access to various learning opportunities and sports

Method: Team sports in school



03

STIMULATION OF INCLUSION FOR CHILDREN WITH LOW OPPORTUNITIES (AICS, ITALY)



A. Valorisation of each child's strengths

Method: Workshops from all
over the World



A. Valorisation of each child's strengths

Method: Workshops from all over the
World



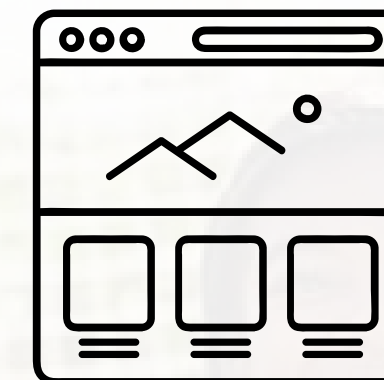
Purpose

The main purpose of the method “workshops from all over the world” is to promote intercultural dialogue and social exchange between native and third country national children living in a same district or city through the experience of different kinds of sport/ cultural and voluntary activities and workshops.



A. Valorisation of each child's strengths

Method: Workshops from all over the
World



Format part 1

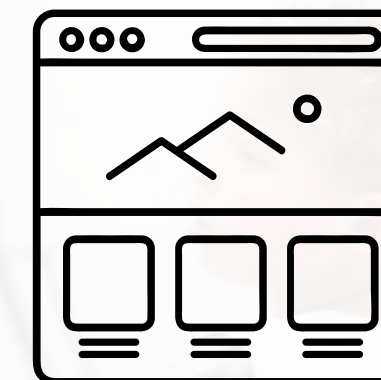
The method “workshops from all over the world” has been developed within an European Project, coordinated by AiCS with other 8 partners from 5 different countries, named “BRIDGES_Building Relationships and Integration by Developing local Groups and Enhancing Solidarity” cofounded by The Asylum, Migration and Integration Fund (AMIF). The activity is a metaphoric journey through cultures and habits from the world. Groups of 7 children, guided by a facilitator, have the chance to experience 3 different activities in the field of sport, culture and voluntary. Each activity will be a tool to spread tips on intercultural dialogue for 2 reasons: each group is composed of a mix of native and third country national children; activities have a focus on the main cultural aspects of the different countries of the continents.

The target group is composed of a mix of native and third country nationals' children between 6 and 12 years old. The activities are delivered together with a network of migrant associations and associations in the field of sport, culture and voluntary.



A. Valorisation of each child's strengths

Method: Workshops from all over the
World



Format part 2

This is a laboratory aimed at promoting intercultural dialogue through sport, cultural and non-formal activities. The target group is divided into 5 groups of maximum 7 children. Each group is managed by an operator/facilitator/coach. The space in which the activity is implemented, is divided into areas (representing the 5 continents) where the different activities are delivered. Each group (with 5 different colours) follow a path experiencing 3 different activities (sport, culture and voluntary) of 45 minutes each. For each activity a stamp on a "passport" will be released and at the end in a final ceremony, each child will receive a certificate of "traveller of the world". In order to promote the social cohesion of the community, it's recommended to involve different organisations (migrant, sport, culture and voluntary fields) that will deliver the activities to the groups.



A. Valorisation of each child's strengths

Method: Workshops from all over the
World



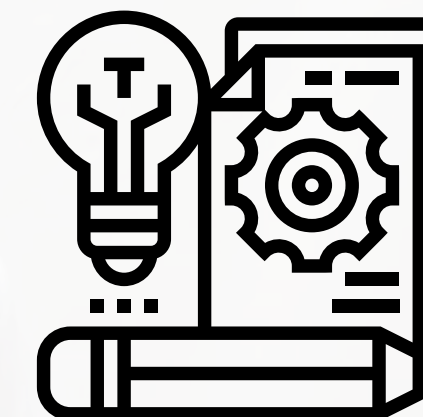
Results & Impact

Establishment of a network of new friends
Promotion of cultural knowledge of different Countries of the
world
Mutual acceptance
Promotion of a dialogue among children from different origins but
living in the same area



A. Valorisation of each child's strengths

Method: Workshops from all over the World



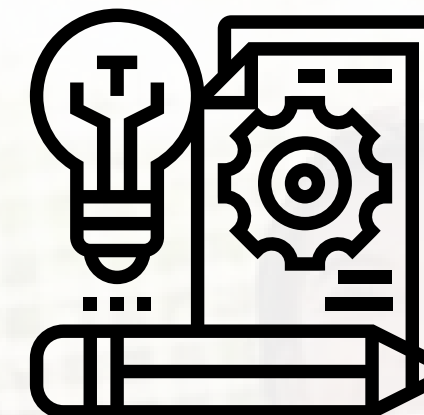
Instructions part 1

1st step: After the registration, assign each child to a coloured group. The group's coaches introduce the children to each other and explain what they will do during the activity. The focus of the introduction should be on the basic concepts: to move all together; to ask to the coach for every single need; when and how there will be a break. Moreover, the coach explains how the passports work: for each activity a stamp!



A. Valorisation of each child's strengths

Method: Workshops from all over the
World



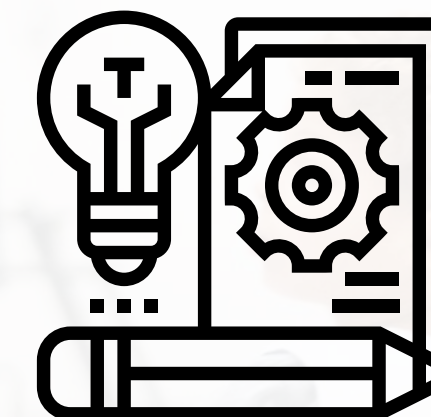
Instructions part 2

2nd step : Each coach drives the group of children through the path's stages and they stop in the 3 different spots according to the map. In each spot there will be at least one operator in charge of the activity. The activities could be everything that enable children to play together in the different fields (sport/voluntary or culture). It's recommended that each activity has a link with the cultural aspect related to the continent in which the spot is. Each activity last 45minutes, after that the coach moves to the next spot till the end. At the end of each activity, the children receive a mark on the passport.



A. Valorisation of each child's strengths

Method: Workshops from all over the World



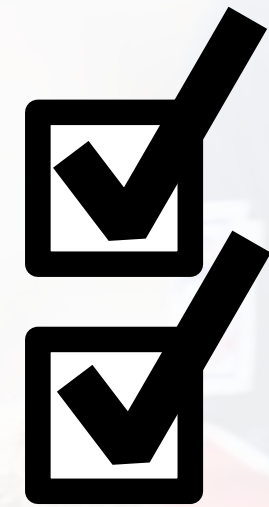
Instructions part 3

3rd step: At the end of the activity, the coaches bring the groups on the initial spot from which they started for the final ceremony. A coach calls all the participants by name asking for the passport and ask about their “journey”, consequently the operator give them the certificate of “traveller of the world”.



A. Valorisation of each child's strengths

Method: Workshops from all over the
World



Debriefing and Evaluation

The final ceremony is the moment in which there is the debriefing. Children come back to the initial spot and meet their parents and all the other groups. The coaches facilitate the dialogue and exchange among children. The coaches ask questions about the activities and their feelings.



A. Valorisation of each child's strengths

Method: Workshops from all over the
World



Tips & Tricks

It's helpful for the facilitators write the names of children on sticks to put on the t-shirts in order to facilitate the dialogue among each other.

The involvement of different organisations, in particular migrants' organisations, can help to deliver different kinds of activities they are expert in, but also it can be a tool to involve third country national children.



A. Valorisation of each child's strengths

Method: Workshops from all over the
World



Sources

https://ec.europa.eu/migrant-integration/news/bridges-project-shares-useful-resources-building-cohesive-inclusive-local-communities_en

03

STIMULATION OF INCLUSION FOR CHILDREN WITH LOW OPPORTUNITIES (AICS, ITALY)



B. Adjustments individualised for each child's needs

Method: Inclusive handball



B. Adjustments individualised for each child's needs

Method: Inclusive handball



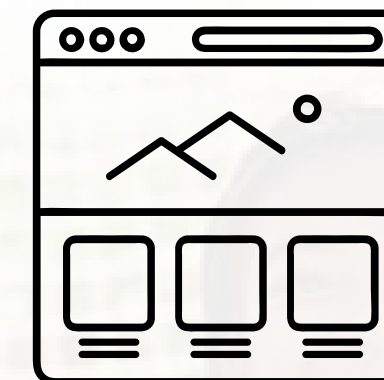
Purpose

The main purpose of the method “Inclusive handball” is to promote inclusion and social exchange between children with and without disabilities, through the practice of a sport.



B. Adjustments individualised for each child's needs

Method: Inclusive handball



Format part 1

The method “inclusive handball” has been developed through the EU project PLAYINC, coordinated by Around Sport (Italy), which involved 20 among coaches and sport experts from 5 grassroots sport organisations coming from Italy (Around Sport and AiCS), Austria (CSIT), Croatia (HLA) and Spain (UCEC).

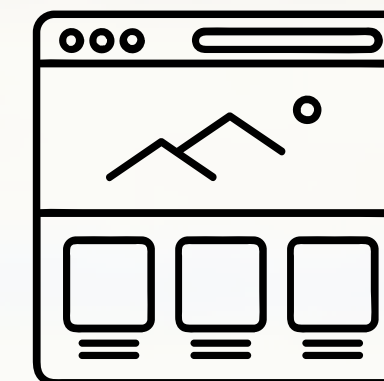
The project starts from the idea that promoting the social inclusion of children with disabilities together with children without disabilities through sport activities requires a method that put the individual in the condition of having the chance to discover his potential by adapting practice modules to the timings and spaces of the given discipline.

The knowledge and skills of the coaches is then the key to a successful practice that will lead to a better inclusion and better experience for the participants, as well as a personal growth.



B. Adjustments individualised for each child's needs

Method: Inclusive handball



Format part 2

In order to make this possible, the general objective of PLAYINC project was to design a common approach for the implementation of adapted sports aimed at promoting social inclusion of children with developmental and cognitive disabilities together with non-disabled children up to 13 years old. Here we are going to describe “Inclusive Handball”.

Handball is a team sport, where 14 athletes play in a field, 7 for each team, composed of one goalkeeper and 6 players (1 or 2 players with disabilities in each team). On the bench there are up to a maximum of 9 players reserves available to the coach.

The goal is to score as many goals using your hands.

Game changes are flying and unlimited and the disabled player can only be replaced by another disabled player (during the game there must always be a player with disabilities). Goalkeeper must be a player without disabilities.



B. Adjustments individualised for each child's needs

Method: Inclusive handball



Results & Impact

Development of emotional intelligence (empathy)

Acquisition of know how to manage the needs of the disabled player

Increased Maturity (both of non-disabled and disabled children)

Happiness and satisfaction

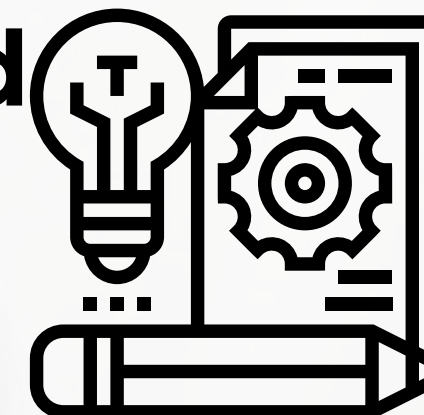
Increased sensitivity in collaborative actions by athletes during the match.

Lowering moments of aggression. Fair Play.



B. Adjustments individualised for each child's needs

Method: Inclusive handball



Instructions part 1

Handball is a sport that allows everyone to express their full potential. The ability to control the ball with one hand and being able to dominate it returns the individual great security.

It's a team sport where the goal, easily accessible, of making goals with hands makes the discipline is very engaging. The boy feels pleasure in making goals.

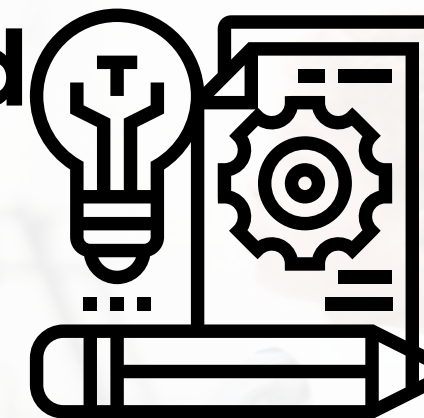
The simplicity of the game allows you to keep up the rhythm including disabilities. In this way everyone becomes fundamental to the achievement of the common result.

Hereby to describe 3 different games composing the "Inclusive Handball" method.



B. Adjustments individualised for each child's needs

Method: Inclusive handball



Instructions part 2

1. Play match "The castle"

Rules:

Inside the castle (2/3 met x 2/3 met in the middle of the field made of 4 cones) there is a jolly player that must receive the ball before the goal (see picture).

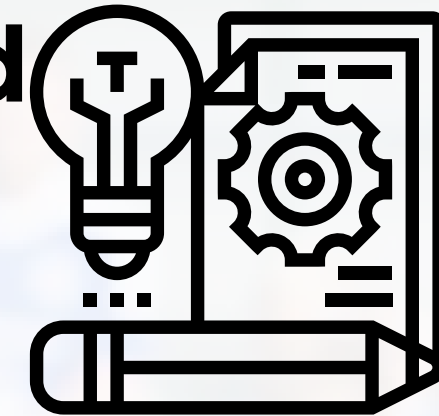
In the castle there is only the jolly, and can not enter other players. Thanks to this rule, when the disabled person becomes the joker, is involved emotionally into the match.

All players in turn can be the joker.



B. Adjustments individualised for each child's needs

Method: Inclusive handball



Instructions part 3

2. Play exercise “coloured goals”

Rules: The game lasts 10 minutes. Each athlete chooses a partner, non-disabled or disabled child, creating many pairs in order to help each other. Disabled player wins 1 point every time he makes a goal in the goals of the colour called. The player without disability wins 1 point every time he scores before the opponent.

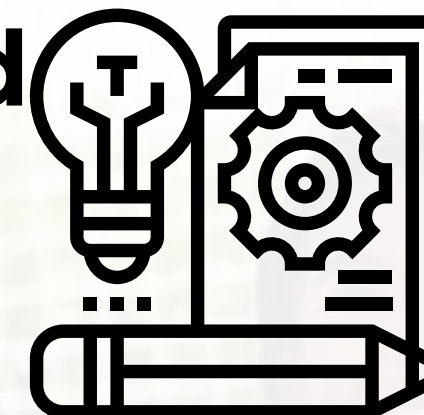
Conduct: At the start the players run with the ball near their feet trying to make goals in the goals of the colour called.

Score: At the end of the 10 minutes, the team that scored the most goals wins. The team that wins the game gets 1 goal. If the two teams tie, they get 1 goal each.



B. Adjustments individualised for each child's needs

Method: Inclusive handball



Instructions part 4

3. Gioco Partita "Simply Game"

Rules: The match lasts 15 minutes. Each team consists of 7 players, of which 1 player with disabilities (6+1). The player with disabilities will have to be involved in the game using educational strategies. Sometimes it is necessary to have an educator who supports the athlete.

Conduct: During the match, at the auditory or visual signal, both athletes (+1) leave the game and reach the path next to the field. Here they'll have to run with the ball near their feet and score a goal. If the athlete makes goals will be counted in the final goals of the match. Every 3 minutes the signal is given to the player (+1) for a total of 4 moments to involve him.



B. Adjustments individualised for each child's needs

Method: Inclusive handball



Tips & Tricks

Include in each team a maximum of 1 or 2 athletes with disabilities.

Obliquity: all athletes must experience the perception of psychophysical well-being of motor activity. Each athlete must have the opportunity to train to the maximum of their potential and live the moments of slowing down as wealth For example: during the simply game the player can make a goal both in the game and when he is called in the play exercise on his own.

It could be helpful to create exercises where the final gratification is present for all and to use the game in all its aspects as a main learning tool.

It can also be positive to create an extra workout only for non-disabled children to lower the emotional commitment of the player and give more freedom during the match. This helps to have a greater predisposition to the inclusive game and to share the sporting and social goals of the inclusive path with staff, society and families.



B. Adjustments individualised for each child's needs

Method: Inclusive handball



Sources

www.playinc.eu

03

**STIMULATION OF INCLUSION
FOR CHILDREN WITH LOW
OPPORTUNITIES (AICS, ITALY)**



**C. Access to various learning
opportunities and sports**

Method: Team sports in school



C. Access to various learning opportunities and sports

Method: Team sports in school



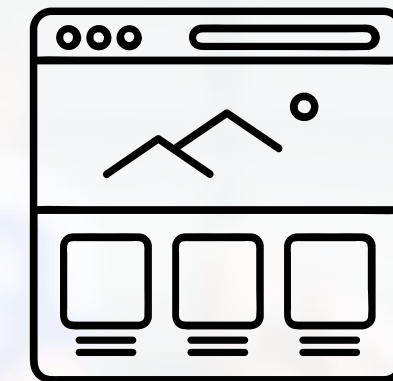
Purpose

The main purpose of the method “Team sports in school” is to promote inclusion and social exchange between children from lower-possibilities contexts, through the practice of different sports during school hours.



C. Access to various learning opportunities and sports

Method: Team sports in school



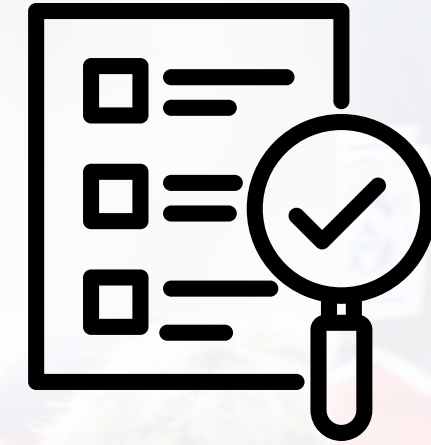
Format

The method presented came from the project “Teams sports in school” that has been implemented by AICS through the financing of the governing agency Sport e Salute spa for 2 consecutive years. The project consists in the participation of school children from 3 to 13 years old in PE classes held by professional coaches of different sports during and after the school time, in order to give to everyone, regardless of social or economical conditions, an equal access to high quality sport practice.



C. Access to various learning opportunities and sports

Method: Team sports in school



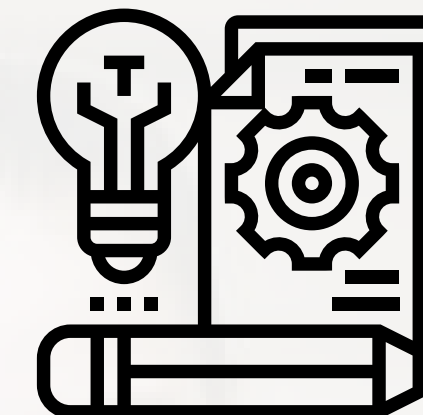
Results & Impact

- Development of emotional intelligence (empathy)
- Development of social skills
- Development of different motor schemes and skills
- Happiness and satisfaction



C. Access to various learning opportunities and sports

Method: Team sports in school



Instructions part 1

In the territory of Piacenza, the first step of the method has been to select the target schools and the sport associations promoting the activity.

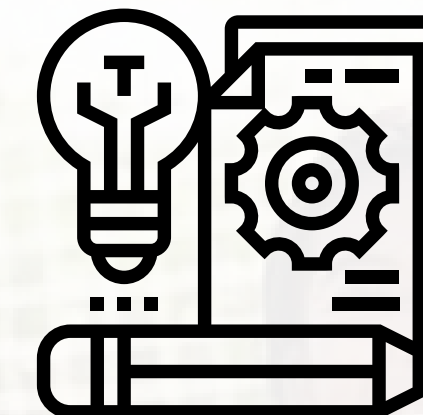
From this process, the schools that have been chosen are two elementary schools with different kinds of disadvantages: the first one is located in the far outskirts of the town, while the second one is characterized by an high percentage of third-country national children. The children belonging to both schools generally face more difficulties in constantly participating in a sporting activity. On the other side the sport activities chosen has been five, namely: rugby, football, acrobatic gymnastics and juggling, kick boxing and freestyle rollerskating; each of which can develop different skills both social and motor. Crossing data, has been produced a calendar so that every class has in its timetable 2 hours of sport for a period of six months, rotating on the different disciplines.

Sport activities have also been adapted case by case in those situations where there was a child with cognitive or physical disabilities.



C. Access to various learning opportunities and sports

Method: Team sports in school



Instructions part 2

Rugby

Social-relational skills involved: Understanding fair play, Being part of a team, Cooperative work

Motor skills involved: Developing basic motor skills (in particular walking, running, throwing and catching),
Developing fine motor skills

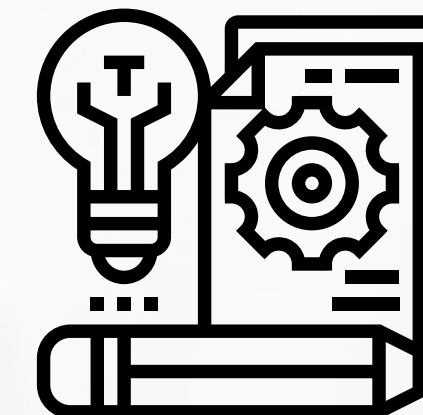
Adapted activity for inclusion:

To include children with physical disability requiring the use of a wheelchair, the suggestion is to appoint after every point scored a different children without disabilities who creates a sub-team with the child using the wheelchair. Every time that the ball gets to this unit of players, teamwork is essential: the child on the wheelchair will be in charge of keeping the ball and throwing it while the other child catches the ball at the beginning and then pushes the wheelchair across the field, also with the help of a coach/trainer if needed. In case of cognitive disability, a set of rules can be adapted, for example allowing more time for throwing the ball without others' intervention or allow the ball to bounce before being caught.



C. Access to various learning opportunities and sports

Method: Team sports in school



Instructions part 2

Rugby

Social-relational skills involved: Understanding fair play, Being part of a team, Cooperative work

Motor skills involved: Developing basic motor skills (in particular walking, running, throwing and catching),
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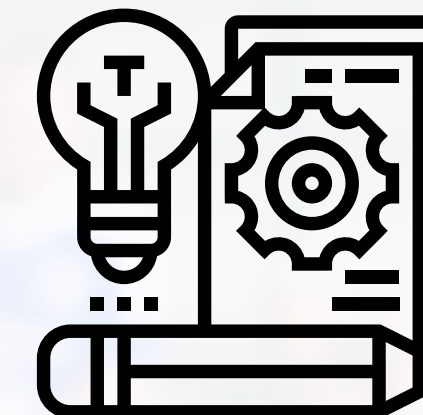
Adapted activity for inclusion:

To include children with physical disability requiring the use of a wheelchair, the suggestion is to appoint after every point scored a different children without disabilities who creates a sub-team with the child using the wheelchair. Every time that the ball gets to this unit of players, teamwork is essential: the child on the wheelchair will be in charge of keeping the ball and throwing it while the other child catches the ball at the beginning and then pushes the wheelchair across the field, also with the help of a coach/trainer if needed. In case of cognitive disability, a set of rules can be adapted, for example allowing more time for throwing the ball without others' intervention or allow the ball to bounce before being caught.



C. Access to various learning opportunities and sports

Method: Team sports in school



Instructions part 3

Football

Social-relational skills involved: Understanding fair play, Being part of a team, Cooperative work

Motor skills involved: Developing basic motor skills (in particular walking, running and jumping), Developing fine motor skills

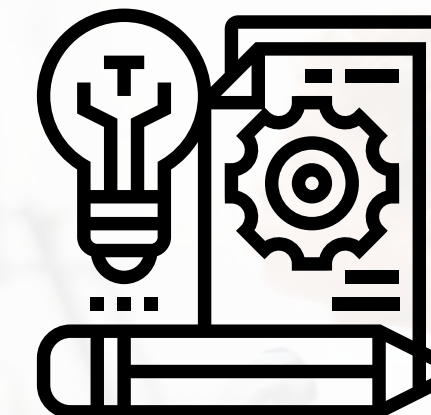
Adapted activity for inclusion: The process of adaptation is similar to the one applied for Rugby.

To include children with physical disability requiring the use of a wheelchair, the suggestion is to appoint after every point scored a different children without disabilities who creates a sub-team with the child using the wheelchair. Every time that the ball gets to this unit of players, teamwork is essential: the child on the wheelchair will be in charge of keeping the ball and passing it to the unit-mare for the score, while the other child catches the ball at the beginning and then pushes the wheelchair across the field, also with the help of a coach/trainer if needed. In case of cognitive disability, a set of rules can be adapted, for example allowing more time for throwing the ball without others' intervention.



C. Access to various learning opportunities and sports

Method: Team sports in school



Instructions part 4

Acrobatic gymnastic and juggling

Social-relational skills involved: Although not being a team activity, social and relational skills are also involved, Wait for one's own turn, Respect others' personal space

Motor skills involved: Developing basic motor skills (walking, running, jumping, climbing, catching and throwing), Developing fine motor skills

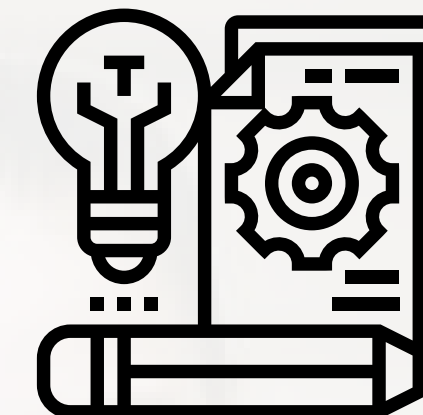
Adapted activity for inclusion: Acrobatic gymnastics is difficult to be adapted in case of physical disability, for this reason the strategy used is to propose a different activity in the same spaces or to suggest the children to be the helper of the trainer.

Juggling is instead an activity that doesn't require any specific adaptation.



C. Access to various learning opportunities and sports

Method: Team sports in school



Instructions part 5

Kick boxing

Social-relational skills involved: Understanding fair play, Respect for the opponents

Motor skills involved: Developing basic motor skills (in particular walking and jumping), Developing fine motor skills

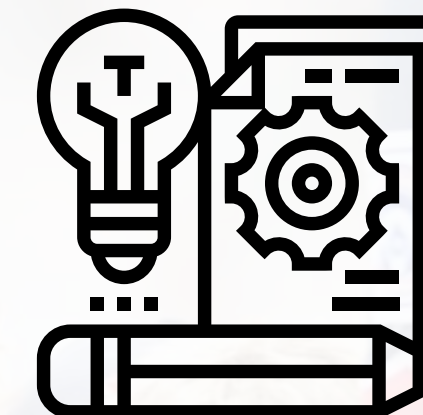
Adapted activity for inclusion: The whole activity has been designed as an introduction to the sport, so the exercises performed by all children are only preparatory and fall within the scope of psychomotricity.

For this reason, they don't need any specific change in equipment or rules to be adapted.



C. Access to various learning opportunities and sports

Method: Team sports in school



Instructions part 6

Freestyle skating

Social-relational skills involved:

Although not being a team activity, social and relational skills are also involved: Wait for one's own turn, Respect others' personal space, Respect the opponent in racing activities

Motor skills involved: Developing basic motor skills (in particular running and jumping), Developing fine motor skills

Adapted activity for inclusion: In the case of physical disability requiring a wheelchair, the strategy used has been to allow the child to perform an Adapted obstacle route with the other children using the wheelchair instead of skates.

In case of cognitive disability, the route has been simplified or the exercises have been performed on a thin soft mattress which reduces the sliding of wheels and reduces the impact in case of fall.



C. Access to various learning opportunities and sports

Method: Team sports in school



Sources

<https://www.aics.it/?p=211975>

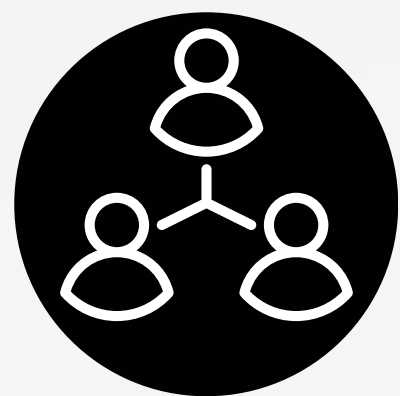
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04 DEVELOPMENT OF FAIR PLAY SKILLS (OVIDIUS UNIVERSITY, ROMANIA)



A. Team spirit

Method: Secret rules



B. Respect

Method: Take the athlete's oath



C. Equality

Method: Equal wheels





04

**DEVELOPMENT OF
FAIR PLAY SKILLS
(OVIDIUS UNIVERSITY, ROMANIA)**



A. Team spirit

Method: Secret rules



A. Team spirit

Method: Secret rules



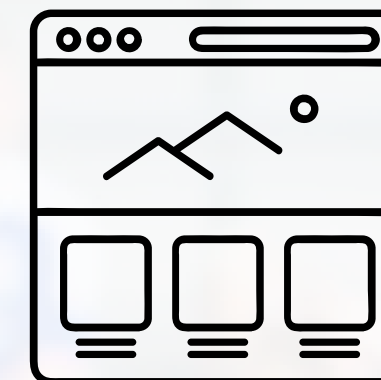
Purpose

The purpose of the game may be to challenge players' abilities to understand and adapt to changing or hidden rules while maintaining good sportsmanship and fair competition. It can be an exercise in ethical decision-making and teamwork, where players must navigate the complexities of the game while upholding fair play principles.



A. Team spirit

Method: Secret rules



Format

The game can accommodate a minimum of 6 players, divided into three teams of two players each. However, the number of players and teams can be adjust as needed.

The game organizer explains the general concept of the game and the roles of each team to all the players.



A. Team spirit

Method: Secret rules



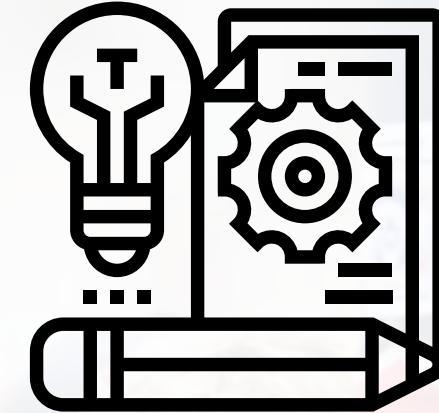
Results & Impact

All teams are expected to adhere to the principles of fair play, honesty, and good sportsmanship. This includes not cheating or violating the rules intentionally.



A. Team spirit

Method: Secret rules



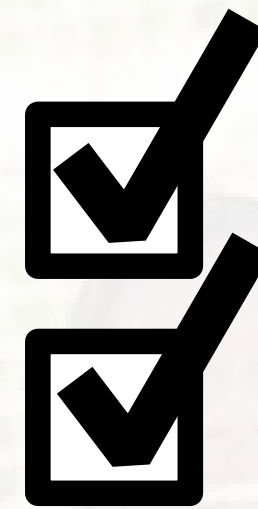
Instructions

1. Team A (Rules Team): This team plays by the known, standard rules of the game. Their objective is to follow the rules to achieve a specific goal (e.g., score points, complete a task, etc.).
 2. Team B (Secret Rules Team): This team plays by a special set of rules, known only to them and the game organizer. These rules could be different from the standard rules and may include secret advantages or challenges.
 3. Team C (Description Team): This team's role is to observe the actions of Teams A and B and provide accurate descriptions of what they see happening in the game. They are not actively participating in the game but are there to provide information.
- Team A and Team B attempt to achieve their objectives, while Team C observes their actions. Team C must communicate their observations to the game organizer or a designated referee. They should be as descriptive as possible.



A. Team spirit

Method: Secret rules



Debriefing and Evaluation

Points can be awarded based on the performance of Team A and Team B according to the standard rules. The accuracy of Team C's descriptions can also be evaluated, and they may receive points based on how well they described the actions of the other teams. This “fishbowl” technique can sometimes help players see their behaviour from a different perspective. Take turns playing on each of the teams. After the games, discuss the following questions as a whole group.

1. What happened during the game? Were the players on TEAM 1 unhappy?
2. Was there a conflict or confusion? Was there a potential for danger?
3. Discuss what happens when there are not the same rules for everyone?
4. Why do you think we need rules?
5. Imagine a life without rules. What would be the consequences for traffic, for health and safety, for living in a community?
6. What happens in a sports game when the rules are not applied in the same way for everyone?



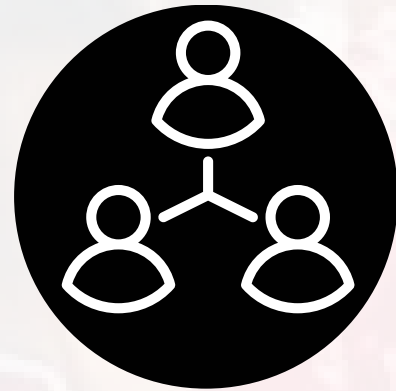
A. Team spirit

Method: Secret rules



Tips & Tricks

It can be introduce different variations of special rules for Team B to keep the game interesting and challenging.



A. Team spirit

Method: Secret rules



Materials

Game rules (standard and special)
Scorekeeping system (if applicable)
A timer or stopwatch (if applicable)

04 **DEVELOPMENT OF FAIR PLAY SKILLS (OVIDIUS UNIVERSITY, ROMANIA)**



B. Respect

Method: Take the athlete's oath



B. Respect

Method: Take the athlete's oath



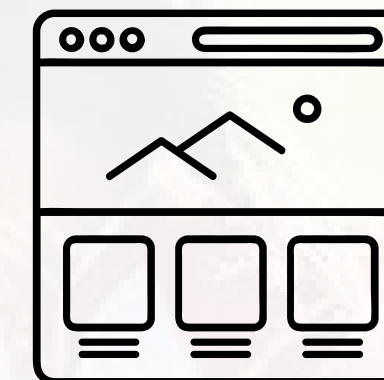
Purpose

To learn and appreciate the values of Fair Play and making and respect a promise. This activity allows participants to actively engage in discussions, reflect on the values they find significant in sports, and create a meaningful athletes' oath that resonates with them. It's a valuable exercise for promoting sportsmanship and ethical behavior in sports activities.



B. Respect

Method: Take the athlete's oath



Format

This activity is an engaging and creative exercise that allows participants to craft their own athletes' oath, which can be a set of principles or values that athletes pledge to uphold. The goal is to create a set of guiding principles or values that athletes should follow, much like the real athletes' oath in Olympic Games.



B. Respect

Method: Take the athlete's oath



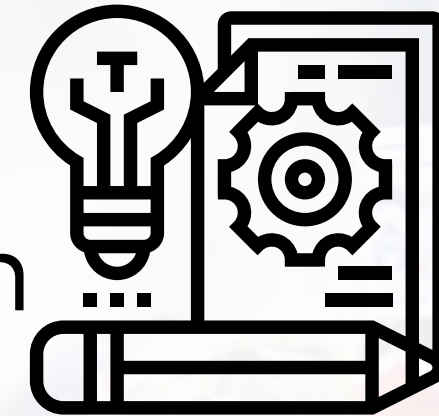
Results & Impact

This activity has the potential to foster a culture of respect, sportsmanship, and ethical behavior in sports and physical activities, with a lasting impact on the values and actions of the participants. It promotes character development and ethical awareness in the context of sports, contributing to a more positive and enjoyable sporting experience for all involved.



B. Respect

Method: Take the athlete's oath



Instructions

Several teams can be formed to work on one oath each. At the end, the most representative for the group of children will be chosen or a collage will be made from everyone's ideas.

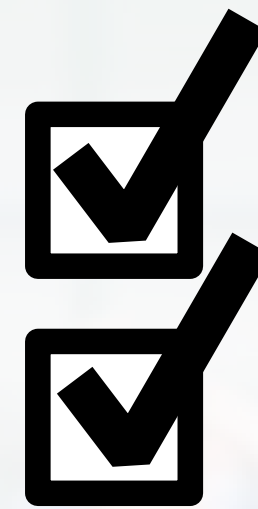
The coordinator should explain the purpose of the activity: to create a set of guiding principles or values that athletes should uphold, similar to the real athletes' oath in the Olympic Games. The coordinator should emphasize the importance of values and ethics in sports and physical activities and how these principles contribute to fair play and sportsmanship.

Instruct each participant to choose one value from the list and write a statement that represents that value in the form of an oath. For example, "I pledge to show respect to my opponents and teammates at all times."



B. Respect

Method: Take the athlete's oath



Debriefing and Evaluation

Participants will share their created oaths with the group. They can read their oaths aloud or display them for everyone to see. The coordinator lead a brief discussion about the diversity of oaths created and the common themes or values that emerged. Emphasize the importance of respecting and appreciating the values of others.



B. Respect

Method: Take the athlete's oath



Tips & Tricks

Create a Positive Atmosphere, Encourage Participation, Foster Respect, Guide Without Imposing, Highlight the Bigger Picture
Celebrate Diversity, Follow-Up and Reinforcement, Stay Engaged



B. Respect

Method: Take the athlete's oath



Materials

Pens, paper, clipboard



04

**DEVELOPMENT OF
FAIR PLAY SKILLS
(OVIDIUS UNIVERSITY, ROMANIA)**



C. Equality

Method: Equal wheels



C. Equality

Method: Equal wheels



Purpose

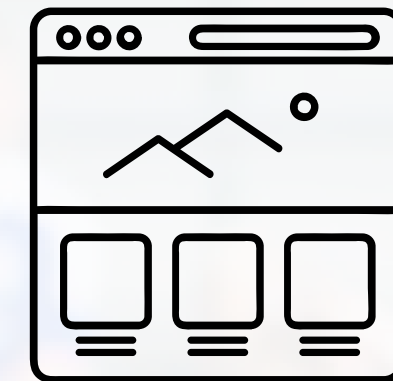
To promote the concept of equality and teamwork through a roller skating variation of musical chairs.

This game offers a creative and interactive way for participants to engage with the concept of equality while enjoying roller skating. Adjust the questions and discussions based on the age group and the participants' understanding of equality principles.



C. Equality

Method: Equal wheels



Format

Set up a circular or oval-shaped roller skating area using cones or markers.

Place a chair or a cone in the center of the skating area (this will represent the "equalizer" or the central point).

Before starting the game, discuss the concept of equality with the participants. Emphasize the importance of treating everyone equally and the value of teamwork.



C. Equality

Method: Equal wheels



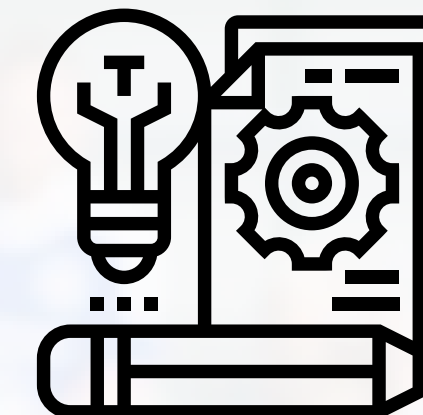
Results & Impact

The "Equal Wheels" game is designed to achieve several positive results and impacts, both in terms of promoting understanding of equality and fostering a cooperative and inclusive atmosphere.



C. Equality

Method: Equal wheels



Instructions part 1

Ask participants to skate freely around the defined area while the music is playing. The goal is to skate in harmony and enjoy the activity.

Pause the music at random intervals, signaling the activation of the "equalizer." When the music stops, participants must skate toward the central chair or cone.

Once everyone is near the central point, ask a question related to equality, diversity, or teamwork. For example, "What does equality mean to you?" or "Name a way we can promote equality on and off the skating rink?"

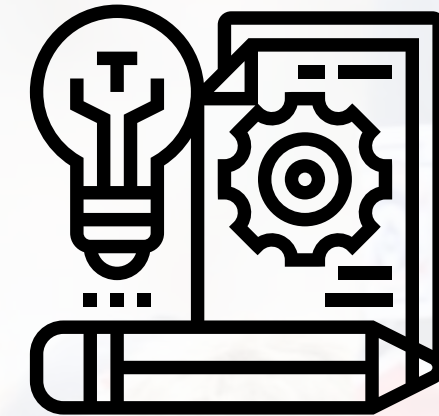
Participants take turns answering the question briefly.

After the equality check, remove one roller skate from the central point (equalizer) to make the circle slightly smaller.



C. Equality

Method: Equal wheels



Instructions part 2

Resume the music, and participants continue to skate around the adjusted circle. Periodically pause the music, activate the equalizer, and repeat the process. Each time, remove one roller skate from the central point, gradually reducing the size of the circle.

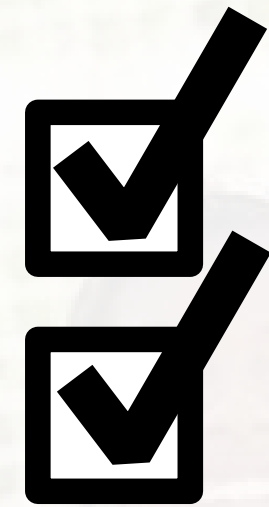
For the last round, remove the central chair or cone entirely. When the music stops, participants should skate to any point in the defined area.

Pose a final equality challenge, such as asking participants to skate and hold hands with someone they haven't skated with before.



C. Equality

Method: Equal wheels



Debriefing and Evaluation

Facilitate a discussion on the importance of equality, teamwork, and how everyone contributed to creating an inclusive skating environment.

The game is cooperative, and there's no winner or loser. Emphasize the collective effort in maintaining equality and working together.



C. Equality

Method: Equal wheels



Tips & Tricks

Prioritize safety by ensuring that all participants wear helmets and protective gear while roller skating.

Pause the music at unpredictable intervals to keep participants on their toes and add an element of surprise to the game.

Remember that the ultimate goal is to create a positive and educational experience that fosters understanding of equality and teamwork. Be flexible in your approach, and adapt the game based on the dynamics and needs of the group.



C. Equality

Method: Equal wheels



Materials

Roller skates or rollerblades for each participant.
Helmets and protective gear for safety.
Cones or markers to define the skating area.
Music player and a playlist of upbeat tunes.
Optional: Whistle or bell for signaling.



05 DEVELOPMENT OF COMMUNICATION & DIGITAL SKILLS (VERDE, POLAND)



A. Use of the right communication method

Method: Use of new interactive
games (exergames)



B. Sharing feedback

Method: Use of wearables to develop sports and
social skills among youth



C. Confidence

Method: Smartcities workshops for children



05 **DEVELOPMENT OF COMMUNICATION & DIGITAL SKILLS (VERDE, POLAND)**



A. Use of the right communication method

Method: Use of new interactive
games (exergames)



A. Use of the right communication method

Method: Use of new interactive games (exergames)



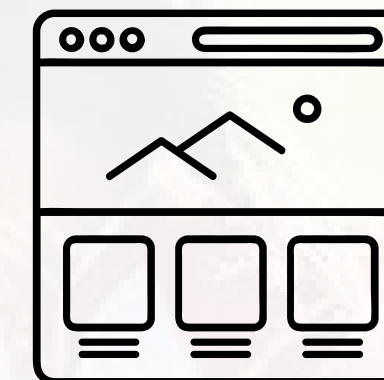
Purpose

The aim of the method is to develop children ability to use the right communication channels (and also partly of active listening) as their interact with each other within the group and with the coach / facilitator during an exergaming session. The session is stimulating physical and neuronal activity of children via use of new interactive games (exergames). On a more general level, the main purpose of exergaming is to encourage the player to perform bodily movements and hence be physically active but also to build digital communication competences within the use of IT tools.



A. Use of the right communication method

Method: Use of new interactive
games (exergames)



Format

Exergame as a scientific term is being used since the 1980s and requires use of video (or other IT) games to develop different forms of exercise. They rely on technology that tracks body movement or reaction. The genre has been used to challenge the stereotype of gaming as a sedentary activity, and promoting an active lifestyle and as such might require participation or instruction of professionals, but it is not essential. Fitness games are seen as evolving from technology aimed at making exercise more fun and can be used individually.

In more particular terms, a group of max. 10 children has to be formed under the supervision of the coach and with the aid of c.a. 3-5 assistants. The children perform a series of physical exercises (recommended from 3 to 5) using software and hardware chosen by the coach. While exercising they actively listen to the tips and communicate with the coach and with other children (if performing a group activity) in order to perform the best possible way and obtain good results.



A. Use of the right communication method

Method: Use of new interactive games (exergames)



Results & Impact

Playing a game, one is forced to have a good personal level of physical fitness, making them fit for the purpose of a game. Additionally, playing a game actively reduces the phenomenon of sedentary behavior in children and youth. Exergames appear to be a promising tool for the increase of the daily dose of movement in children and youth, which will affect the improvement of their physical and health condition.

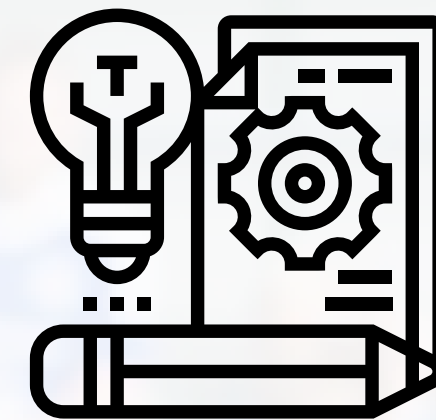
Regardless of the type or form, exergaming always require direct physical involvement from the participant, as well as permanent communication with the surrounding to evaluate and improve performance. Therefore, one could use the definition that exergames are those in which the answer to a virtually created movement task is a form of behaviour and movement adequate for this task.

Studies have demonstrated that some exergames can provide light to moderate intensity physical activity among children. Recreational exergames can also be useful for rehabilitation.



A. Use of the right communication method

Method: Use of new interactive games (exergames)



Instructions part 1

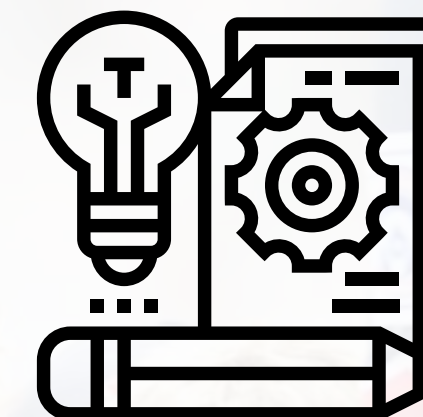
Exergames can be conducted in three spaces - the virtual world, the world of reality enriched with elements of virtual technologies and the real world. Each of them can use computer connections with devices recording free movement (motion sensors, infrared camera, etc.), computer connections with stationary sports equipment (mechanical treadmill, cycloergometer, etc.), and finally, connection with computer links used in traditional stationary video games. In the most modern technologically interactive forms of physical activity, competition is conducted in the real world at any distance. It takes place on the Web using Internet connections and mobile telephony technology.

To make the method possibly most accessible, hereby is proposed an approach of the real world, enriched with elements of virtual technologies.



A. Use of the right communication method

Method: Use of new interactive games (exergames)



Instructions part 2

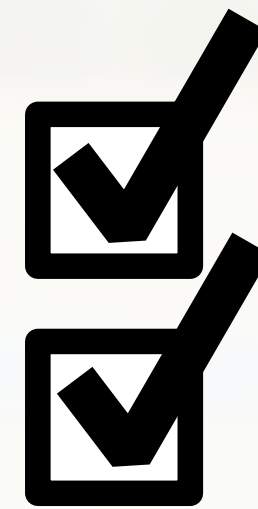
The facilitator/coach creates group of max. 10 children. They perform in previously selected environment (site) for more advanced exercises or within the available spot, that has been previously arranged. For the first case, among the most popular exergaming products, we can notably cite dance platforms, beam platforms, bicycles connected via a home trainer and augmented reality glasses used with a bicycle or with fitness equipment (i.e. interactive climbing). In the second case, a tv with a movement detector is sufficient or even a commonly used equipment like xBox 360 Kinect or PlayStation Move can work out.

The facilitator/coach arranges a set of exercises - not more than 5 are recommended due to time reasons and clear communication among participants. Each exercise should last max. few minutes; it is important that the time is not too short so that children can improve their performance via use or right communication with the coach and/or other participants.



A. Use of the right communication method

Method: Use of new interactive games (exergames)



Debriefing and Evaluation

Exergames can be a bridge between physical education lessons at school and out-of-school forms of physical activity, supplementing to some extent the recommended level of daily exercise dose. They will not replace natural forms of physical activity, but they may gradually replace traditional passive forms of computer games.

They are also a promising tool that can significantly increase the daily dose of exercise of children and adolescents, and thus significantly improve their health and physical condition. Some instructors or teachers mention also other benefits, such as measuring caloric expenditure, heart rate, and health behaviors. Exergames can also capture important aspects of gameplay including factors that impact aerobic activity and adherence. This can be build up partly due to the feeling of group belonging and performance improvement, which results from the right communication and better understanding of the rules and techniques of each game.



A. Use of the right communication method

Method: Use of new interactive games (exergames)



Tips & Tricks

It is important to remember and determine children impairments and abilities. During the design and development phase of an exergame, coaches are advised to consider using schemas proposed by the game developers to assess the functioning level of their groups and individuals. This means that either exergames can focus on a single aspect of the stimulation process or they may adjust general difficulty level. Beyond that age, gender, and individual needs, target population preferences, and therapeutic goals are additional aspects that need to be considered during the design and development stage of an exergame.



A. Use of the right communication method

Method: Use of new interactive
games (exergames)



Sources

Mellecker R, Lyons EJ, Baranowski T. Disentangling fun and enjoyment in exergames using an expanded design, play, experience framework: A narrative review.

Jan Strugarek, Zalety i ograniczenia wykorzystania interaktywnych gier ruchowych (exergames) jako stymulatora aktywności fizycznej dzieci i młodzieży w czasie wolnym, Uniwersytet Poznański 2020



05 **DEVELOPMENT OF COMMUNICATION & DIGITAL SKILLS (VERDE, POLAND)**



B. Sharing feedback

Method: Use of wearables to develop sports and social skills among youth



B. Sharing feedback

Method: Use of wearables to develop sports and social skills among youth



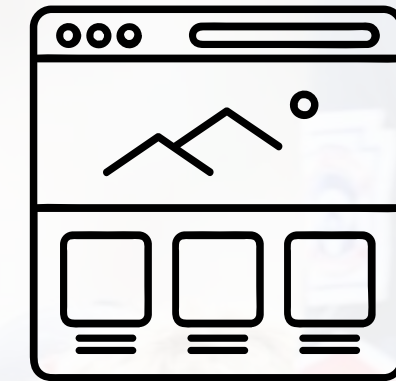
Purpose

The purpose of the method is sharing feedback about the pros of being fit and physically active. This takes place through the charity involvement of children, who participate in social events. At the same time the method is improving the 21st century communication and digital skills through using wearables.



B. Sharing feedback

Method: Use of wearables to develop sports and social skills among youth



Format

The method discussed is based on a re-invented good practice from the Lodz region (Poland). Its aim was to engage children in outdoor physical activities to celebrate International Sports Day and motivate them to work-out after two years of lockdown and remote learning. In 2022, a chain of Lodz private elementary schools started a collective walk competition for all its pupils. The aim was to walk 5k km together by the end of the year. If the goal is achieved the owner of schools would donate a given amount of money to a charity organisation, which organizes swimming classes for children and adolescents from communities at risk of exclusion. In addition to walking, the challenge included roller skating, cycling and training on trainers. From the communication skills perspective, the method uses the phenomenon of pride coming from participation in a good cause initiative and tendency to share feedback, stronger when positive results for the community have been achieved.



B. Sharing feedback

Method: Use of wearables to develop sports and social skills among youth



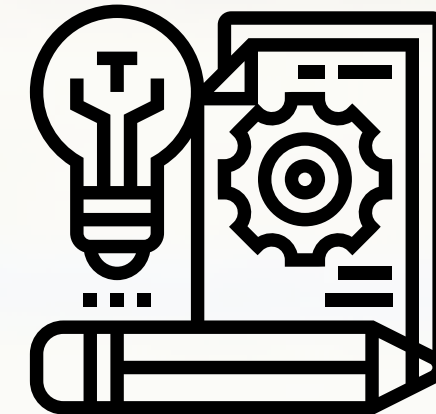
Results & Impact

Everybody who joined the challenge had to register their activity in commonly used applications (like Strava or Endomondo) and IT equipment (i.e. smartphone or smartwatch) to register their activity. As a result, 200 children got involved, who in total reached 6230 km. The facilitators notice visibly higher level of positive feedback shared by the participating children, which can be observed on social media.



B. Sharing feedback

Method: Use of wearables to develop sports and social skills among youth



Instructions part 1

Part 1: Strong leadership and coordination is required to implement the method and the encouragement is a key issue to initiate and upkeep involvement of both children and parents.

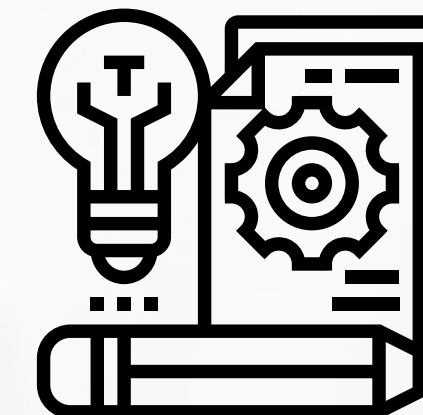
Part 2: An important issue here is close collaboration with a charity organisation from the neighbourhood, where the participants efforts could be “monetised”.

Part 3: Each coach drives the group of children under their supervision. Regular check-ups on the results and progress is required to maintain high motivation; to achieve it special small events can be organized such as hiking in the woods to learn about wildlife. Such events may include up to 30 children and can last for max. 1 h. The nature of the method requires outdoor activities in order to be able to measure steps, so short walks, runs or biking trips could be of a solution.



B. Sharing feedback

Method: Use of wearables to develop sports and social skills among youth



Instructions part 2

Part 4: Participating children are encouraged to share their positive feedback through specially created profiles or hashtags on different social media and to spread the word about beneficial results of their physical activity for the local community.

Part 5: At the end of the activity, once the results are reached, a debrief is a good idea to prove both to the children and the parents the effectiveness of the method and its results for the users and the local community. For instance, a small gathering can be organised to discuss what has been achieved.

An important remark: the method can be adjusted to the size of the group, number of participants and the targeted aim.



B. Sharing feedback

Method: Use of wearables to develop sports and social skills among youth



Debriefing and Evaluation

Potential for learning or transfer:

Encouraging of the feedback sharing: the method links the educational efforts with the local charity communities: due to the individual engagement of employees, parents and children a tangible social effect is achieved (i.e. cycles of swimming lessons for children from potentially excluded families, meetings between children and athletes, children's consultations with a dietitian, swimming pool layette),

The initiative is a bottom-up proof of use of IT solutions, proper communication and feedback sharing among school children to stimulate their use of the right communication method, friendliness and confidence towards teachers and parents that their efforts have substantial effects not only on their physical well-being, but also on their social environments,

Significance of dedicated leaders: the project was an idea implemented thanks to personal engagement of dedicated sportspeople and teachers, who managed to convince both the school authorities and the staff to take part in it



B. Sharing feedback

Method: Use of wearables to develop sports and social skills among youth



Tips & Tricks

It's helpful for the facilitators to set a deadline for the participation as it stimulates the involvement and builds group spirit. The involvement of different organisations, in particular charities organisations, can help to deliver different kinds of activities they are expert in, but also it can be a tool to involve children from excluded communities.



B. Sharing feedback

Method: Use of wearables to develop sports and social skills among youth



Materials

Organizing a social media group for stakeholders might be a good idea' it is also useful to be in use of widely known sports apps on mobile devices.

05 **DEVELOPMENT OF COMMUNICATION & DIGITAL SKILLS (VERDE, POLAND)**



C. Confidence

Method: Smartcities workshops
for children



C. Confidence

Method: Smartcities workshops
for children



Purpose

The objective of the method is the use of smartcities (IT) solutions within sport as a relevant and efficient mean and medium to improve cities in all aspects of their development towards active young populations.

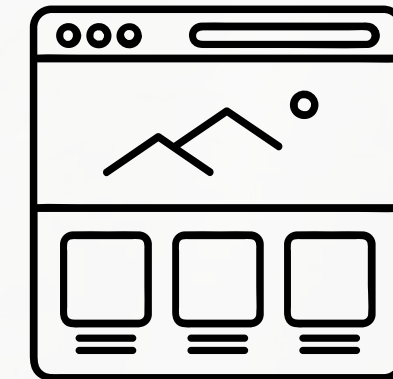
Their involvement can be achieved via organizing workshops within local communities.

At the end, all these factors lead to more confidence among children in their capacities to actually change the world around them, even by taking small steps at the beginning.



C. Confidence

Method: Smartcities workshops
for children



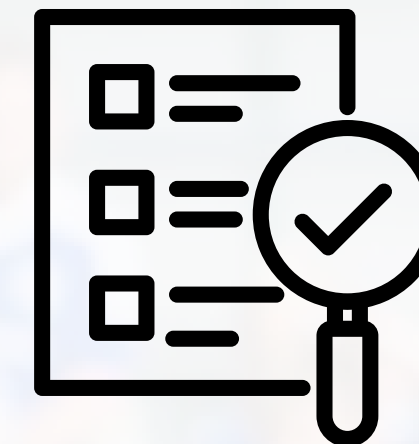
Format

The development of cities according to the assumptions of the smart idea takes place on many levels. Smart City is a symbol of sustainable development, which is a key issue when facing climate changes; studies prove that individuals who have more confidence in the meaning (importance) of their actions are more dedicated and self-confident. The method is about providing access to a wide range of services and opportunities, while maintaining the high quality of public space and the attractiveness of the urban environment. This should be understood as providing places for recreation and sports. However, in order to properly design public spaces with IT solutions (and thus develop communication and digital skills), a workshop with children is to be organized in order to apprehend their needs and requirements.



C. Confidence

Method: Smartcities workshops
for children



Results & Impact part 1

A specific field here is opening public spaces towards the youth, especially children, in order to provide them with safe and encouraging conditions to be physically active. This also includes recently popular outdoor gyms. However, in order for them to be maintained according to the smart concept, several other conditions must also be met. It is very important here to use greenery in the arrangement of space, as well as to provide other utility facilities. This includes playgrounds for children, as well as benches and sheds. Locating the whole in the sense of smart should facilitate accessibility and provide additional benefits. Rainwater can be used to water these green areas while smart lighting can allow the use of public sites throughout the whole year, no matter the weather conditions or season. All these factors should be included in the method and its workshops by the facilitators.



C. Confidence

Method: Smartcities workshops
for children



Results & Impact part 2

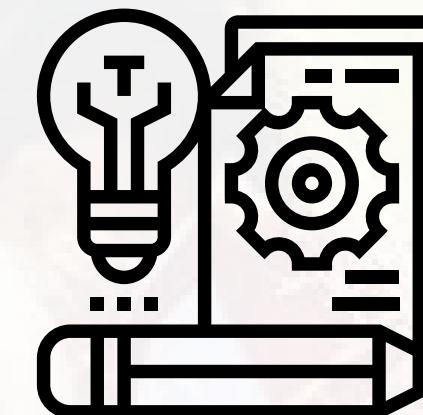
On the other hand, the external gyms themselves could have an additional system of motivation for exercise, such as USB ports installed in individual devices, thanks to which it would be possible, for example, to charge the phone while using them. The spread use of IT tools improve the digital communication skills, crucial in the 21st century world.

Thanks to this, users of the devices could spend more time with them and approach training with greater intensity. The advantage here is also saving for the wallet. And smart cities are striving to reduce costs while optimizing the results achieved. In all helps in strengthening the confidence among young users



C. Confidence

Method: Smartcities workshops
for children



Instructions

The workshop destined for children offers an opportunity for them to participate in the context of a smart city; by transferring their ideas into the real world it builds up self-confidence.

The workshop is based on defining what elements do children consider as important to find the smart city attractive and joyful. The workshop is composed of three main steps:

Part 1: the theoretical introduction to the smart city step we present the children with a poster illustrating the smart city dimensions; we ask children to assign the right dimension(s) to examples of typical smart city solutions (e.g., CCTV cameras).

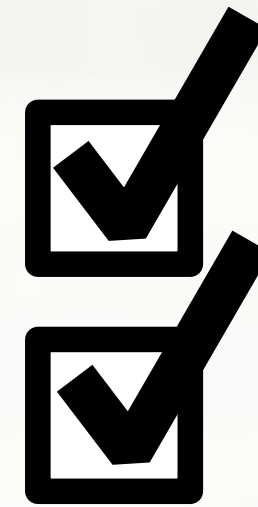
Part 2: we present the children with a citymap in the form of a 2D paper plan with an unbuilt map printed on it. The buildings are not shown on the map, which displays only the roads, green areas, and watercourses. Then, we ask children to design a city with smart solutions according to their needs and communitarian rules.

Part 3: in the identification and resolution of issues we give children the opportunity to reflect on the potential urban issues that could happen in the current city model.



C. Confidence

Method: Smartcities workshops
for children



Debriefing and Evaluation

The workshop introduces the smart city to children and enables their participation within this paradigm. However, children are only a sub-group of the citizenry, and the extension of the workshop to adults (mostly parents and/or teachers and coaches) is a promising lead for further research. Indeed, throughout the workshop presentations that were given to practitioners, one recurring insight was that the target audience could reach beyond children to adults.

Also it is important to keep in mind that a smart city does rely on the Internet of Things, or IoT, to gather data from embedded sensors and residents' smartphones, but what makes it smart is how it uses that data to improve the lives of its residents. Smart cities use big data to shape the city around their needs, rather than expecting residents to adapt to the structure of the city. Smart-city strategies start with people, not technology. "Smartness" is not just about installing digital interfaces in traditional infrastructure or streamlining city operations. It is also about using technology and data purposefully to make better decisions and deliver a better quality of life.



C. Confidence

Method: Smartcities workshops
for children



Tips & Tricks

During the workshop a key element is to stimulate the democratic process among children in order to strengthen their self-confidence and have a full coverage of their needs; to achieve it facilitators must remember not to skip opinions of some pupils, which are less socially active



C. Confidence

Method: Smartcities workshops
for children



Materials

A properly organized class-like space with tables, chairs, papers, pens and pencils is required to hold the workshop.



C. Confidence

Method: Smartcities workshops
for children



Sources

Introducing the Smart City to Children: Lessons Learned from Hands-On Workshops in Classes:

https://www.researchgate.net/publication/367221105_Introducing_the_Smart_City_to_Children_Lessons_Learned_from_Hands-On_Workshops_in_Classes

McKinsey&Company "Smart Cities: Digital Solutions For A More Livable Future", June 2018



06 DEVELOPMENT OF CRITICAL THINKING SKILLS (CPDIS, ROMANIA)



A. Creative thinking

Method: Invent a sports movement



B. Good communication

Method: Elevator pitch



C. Open-mindedness

Method: 100 Uses for a Ball



06 **DEVELOPMENT OF CRITICAL THINKING SKILLS (CPDIS, ROMANIA)**



A. Creative thinking

Method: Invent a sports movement



A. Creative thinking

Method: Invent a sports movement



Purpose

The purpose of this method is to allow the pupils to use their creativity and think outside-the-box in order to imagine a sports movement (connected to the sport they are practising in that session) that could be used during their sessions.

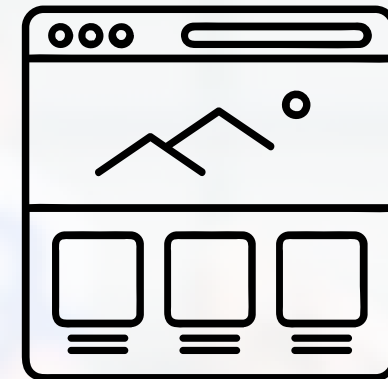
The aim is also to allow them to create something new using what they already know about that specific sport, focusing on their imagination and creativity without limiting their ideas to the rules they are already familiar to.

They should offer a solution for an identified need when they practise different sport movements, for some aspects which are not working well or need adjustments from their point of view.



A. Creative thinking

Method: Invent a sports movement



Format

The youth will be divided randomly in small groups. They will do the initial brainstorming on paper where each one will come with ideas for sports movements they could invent. After that, they will put it in practice with the help of all the team members and practice for a few times the sports movement invented by them. When they are confident in their sports movement, they will present it in front of the coach and their other colleagues. They have to mention the name of the movement, why they created it/what problem it solves and then show it in to everyone. They will receive feedback on their ideas from their colleagues.



A. Creative thinking

Method: Invent a sports movement



Results & Impact

The youth will learn how to collaborate in small groups, compromise on their ideas, adapt their ideas with the help of others, find a solution for the challenge and present it in an attractive manner in front of the others. They will also learn how to receive and give productive feedback from their peers.

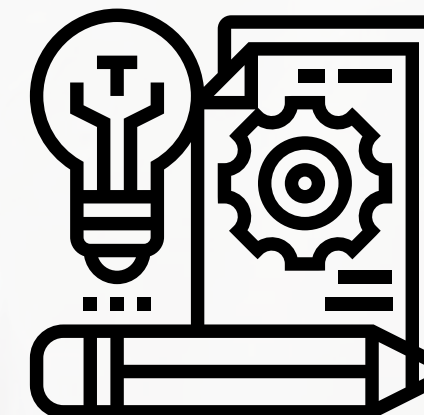
They will become more confident in their creative skills and think outside the box other times they are faced with a challenge.

They will practice their competitive skills because at the end the best idea will be rewarded by the facilitator/coach.



A. Creative thinking

Method: Invent a sports movement



Instructions

Part 1: The facilitator/couch counts randomly to create teams of 3-5 people.

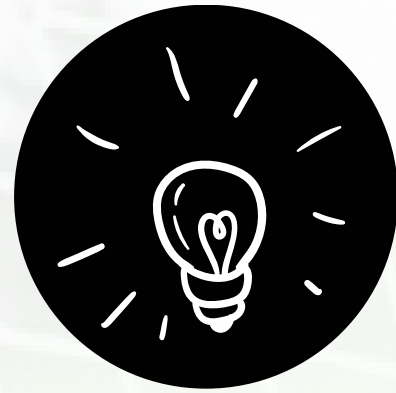
The facilitator/couch gives each group of a piece of paper and inform they have 10-15 minutes to think, draw and make a scheme, if necessary, of a sports movement invention involved all team members in the process and using their creativity.

The facilitator/couch informs the teams they have 20 minutes to put into practice their ideas and create the sports movement.

Part 2: After the time runs out, each team will take turns presenting in front of the group the proposed movement. They will be allowed to do this for max 5 minutes.

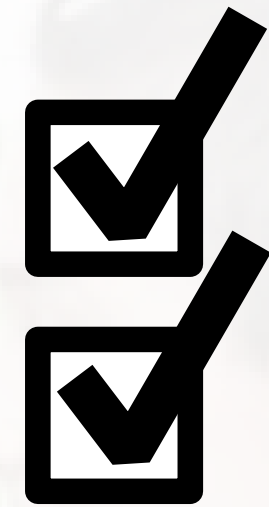
The facilitator/couch will keep score of the ideas giving from 1-5 points for: creativity, team work, implementation.

Part 3: The team with the most points will be rewarded by the facilitator/couch with a prize of his/her choice.



A. Creative thinking

Method: Invent a sports movement



Debriefing and Evaluation

The facilitator/couch gathers all the children in a circle for a discussion on the learnings of the methods. One person from each team will be asked to be the spokesperson on behalf of that team. They will each present how it was to work in the team and give some impressions to make everyone familiar with their thinking process. At the end, the facilitator/couch will ask a few questions where all the pupils will be allowed to answer. This will aid them in their understanding process of what they have learned during this activity.

These questions can be:

Description: What did the activity consist of?

Feelings: What were you thinking and feeling during the process of finding an idea for a sports movement and implementing it?

Evaluation: What did you enjoy during this experience? What you didn't like that much?

Analysis: What knowledge/skills did you learn from this experience?

Action plan: If you had to do this activity again what would you do better/different?



A. Creative thinking

Method: Invent a sports movement



Tips & Tricks

It's a good idea to mix the teams according to pupils' skills and capacities in order to have mixed teams with pupils with both leadership skills and team work skills.

The pupils can also vote for the best sports movement, but they are not allowed to vote for theirs and it should be an anonymous voting system. The facilitator can also have an assistant which can help him/her in the process.



A. Creative thinking

Method: Invent a sports movement



Materials

The pupils will need paper and pens to sketch the idea if necessary.
The pupils need a proper space to practice.
The pupils need sports equipment and tools depending on the sports (balls, nets etc.)
The facilitator/couch needs paper to write on and a pen for the winning team evaluation, a prize for the winning team.



A. Creative thinking

Method: Invent a sports movement



Sources

Debriefing- Based on Gibbs stages of Structured Debriefing:
<https://facilitatorsurvivalkit2.webnode.es/training-course/debriefing/>

Method adapted to sports from Critical Thinking games
<https://educateyouth.org/en/quiz>



06 **DEVELOPMENT OF CRITICAL THINKING SKILLS (CPDIS, ROMANIA)**



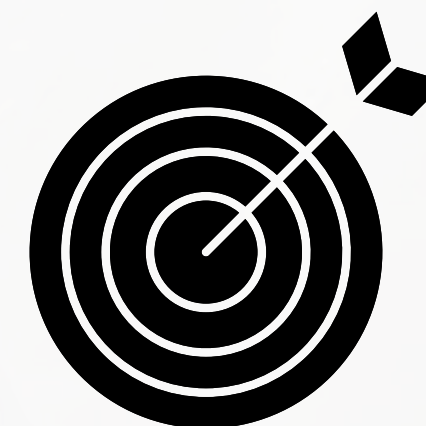
B. Good communication

Method: Elevator pitch



B. Good communication

Method: Elevator pitch



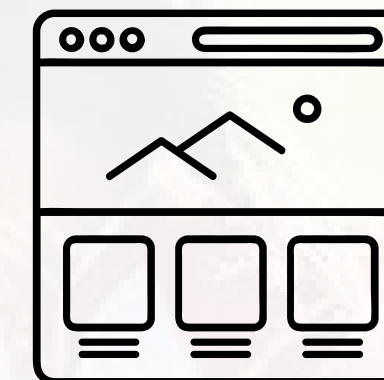
Purpose

This method is helping the youth learn how to use all types of communication skills in order to convince others about their idea. Another purpose is also to learn how to think under pressure and manage to communicate an idea/service/event proposal etc. Another aim is also to practice communication with focus on entrepreneurial skills as they need to sell an idea.



B. Good communication

Method: Elevator pitch



Format part 1

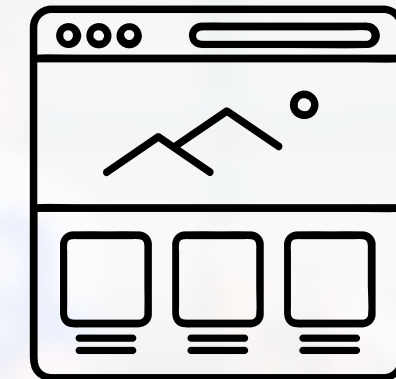
The facilitator informs the group that they are going to take part in the “Elevator pitch” method meaning that they pretend they take the elevator a few floors. During this time, they meet another person there are try to sell a business/event idea.

Each person will have 10-15 minutes to think of an idea/event connected to bringing something new to the sports world, improving the sports world in a way or another. They will be informed that they need to think of ways to sell their idea to a partner which they met in the elevator, then to the whole group. They are asked to write down the main key concepts that they will transmit to help them during the speech. The speech has to last 60 seconds just as much as an elevator trip last. They can choose from proposed topics or they can come up with others.



B. Good communication

Method: Elevator pitch



Format part 2

Topic ideas:

Present why a specific sport is best for health.

A sports event you are adventuring.

Advertising campaign for sports equipment.

A space you want to buy for sports activity and you need investment.

An invention for making a specific sport more inclusive.

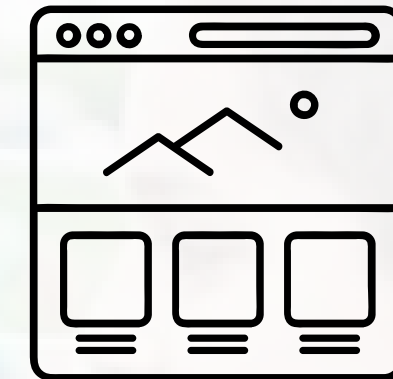
A sports magazine you need funds to start.

An idea for a mobile app useful for athletes.



B. Good communication

Method: Elevator pitch



Format part 3

After that, they are separated in pairs and they will take turns to practice presenting their ideas to each other for 60 seconds. The partners will give each other feedback on how to convince the audience even better.

After that, whoever feels comfortable will have the chance to present their idea again in front of the group. The facilitator will encourage at least 1/3-1/2 of the group to make these presentations. The facilitator will use a timer to keep track of each speech.

After each person presents, the public can give feedback on the idea and on the presentation, whether they would invest in it or not and the reasons for it. They can ask further questions related to their idea and how it can be connected to reality.



B. Good communication

Method: Elevator pitch



Results & Impact

The youth will learn how to summarize an idea in a short, intense presentation of 60 seconds.
They will learn how to sell their idea to others in order to receive funds.

They will practice their entrepreneurial skills, take initiative and support their idea until the end.

They will practice giving and receiving productive feedback to their pair and to the whole group during the presentation.

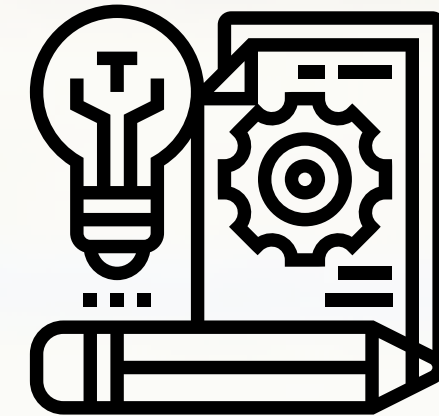
They will become more confident in their public speaking skills as they need to present their ideas in front of others.

They will have the chance to improve the sports world they are part and come up with ideas that will have a positive benefit on the society.



B. Good communication

Method: Elevator pitch



Instructions

The facilitator gives a list of topic ideas with the mention that the youth are free to choose others. Each person then thinks for 10-15 minutes and write down arguments on how to best sell the idea/concept for 60 seconds.

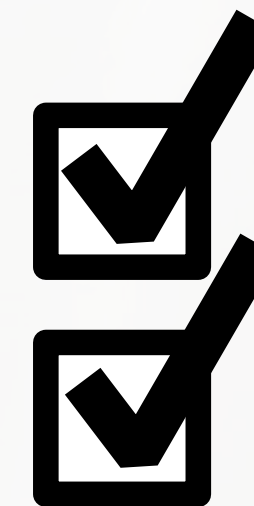
After that they present their idea for 60 seconds in pairs with a partner. They imagine they are in an elevator and take turns presenting their idea to the partner using verbal and non-verbal communication. They need to have an impact as big as possible as they only have 60 seconds for this.

The other person gives their feedback on how convincing their idea is and if they would invest in it. After this, the facilitator asks the group who would like to repeat the elevator pitch to the whole group for 60 more seconds. At least 1/3-1/2 of the group should come in front of others and present their idea again.



B. Good communication

Method: Elevator pitch



Debriefing and Evaluation

The facilitator brings the whole group together for around 10 minutes after pairs and groups presentation in order to discuss about the aspects that they have learned during the implementation of the method.

He will ask them relevant questions and those that feel to express their opinions about the activity will have the chance to do so.

These questions can be:

What did you learn interesting during the activity?

What skills do you feel you have improved?

How do you think you can apply these learnings in your day-to-day life?

Which part/s of the activities did you enjoy the most?



B. Good communication

Method: Elevator pitch



Tips & Tricks

Pay attention during pair work for those youth who are involved and passionate during their speech and encourage them to present in front of the group. Also, support those that want to practice their public speaking skills as this is a good opportunity for them.

Congratulate at the end all the youth that had the courage to come in front of others because this will make them confident in their own powers.



B. Good communication

Method: Elevator pitch



Materials

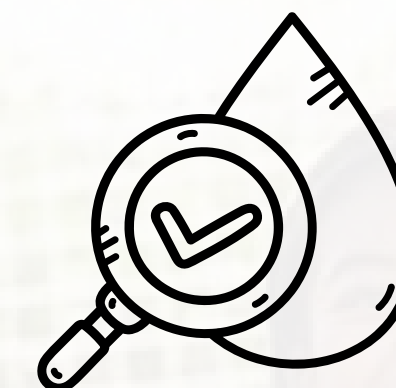
Paper/presentation of the Topic ideas list.

Paper/digital for youth for writing the main ideas to present during the pitch.



B. Good communication

Method: Elevator pitch



Sources

Method adapted to sports from Critical Thinking games

<https://educateyouth.org/en/quiz>

06 **DEVELOPMENT OF CRITICAL THINKING SKILLS (CPDIS, ROMANIA)**



C. Open-mindedness

Method: 100 Uses for a Ball



C. Open-mindedness

Method: 100 Uses for a Ball



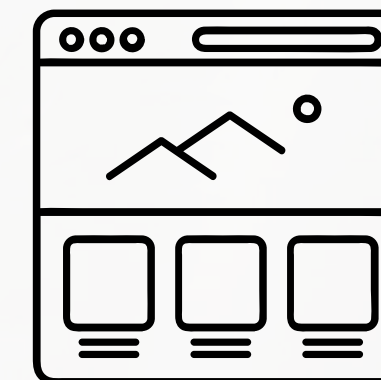
Purpose

The youth will use their creativity to find new, usual uses for a ball, preferably the type of ball that are using for the sports they are playing. They have to use their outside-the-box thinking to imagine alternative uses for an object that they are usually used to only in the standard way during sports.



C. Open-mindedness

Method: 100 Uses for a Ball



Format

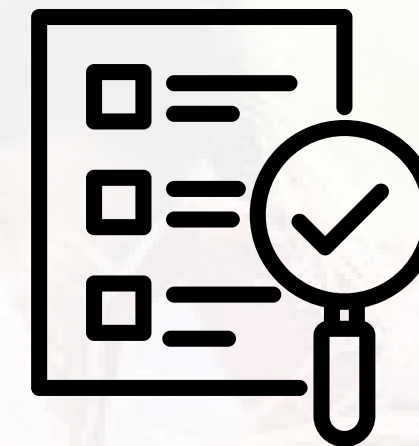
The facilitator will split the group of youngsters in teams of 3-4 people. Each one will receive a ball (from the sports they are playing, alternatively any type of ball). They need to make a brainstorming for 20-30 minutes on different uses for the ball, trying to reach max 100 interesting and out-of-the-box ways to use it. From those they will choose 5 ways to show or explain to the group. They take turns presenting their ideas in a interesting way in order to convince the audience.

Then, the teams will vote anonymously on the best and creative use. The most interesting idea for using the ball will receive a prize from the facilitator.



C. Open-mindedness

Method: 100 Uses for a Ball



Results & Impact

The pupils will learn to train their mind to look for alternative which are not mainstream uses for a ball.

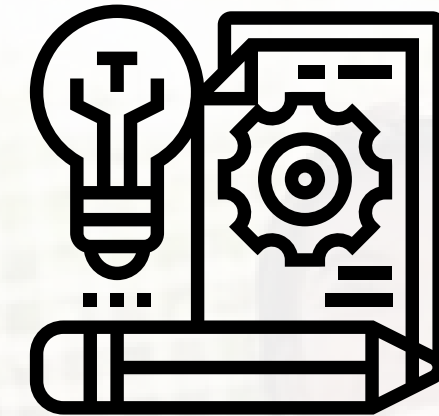
They will learn to work in a team in order to find very creative uses taking into consideration everyone's ideas.

They will practice seeing things from a different perspective than the one they are used to.



C. Open-mindedness

Method: 100 Uses for a Ball



Instructions

The youth are told their task is to think for 20-30 minutes for alternative uses for a ball, maximum 100 uses.

Then, they have to write them down or sketch the idea.

They have to choose 5 uses from those 100 and present them in creative ways for 5 minutes in front of the others.

The others will give their feedback on their ideas.

After that, the facilitator will make a list including the 5 uses for each team.

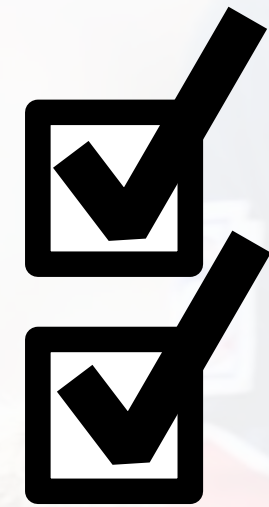
Everyone will vote for the most interesting methods.

The top 5 voted ideas will receive prizes from the facilitator.



C. Open-mindedness

Method: 100 Uses for a Ball



Debriefing and Evaluation

The facilitator will bring everyone together and talk about their learnings from the activity proposed. The most important aspects they will discuss is how they felt trying to find outside-the-box ideas, how easy/difficult it was to break fixed ideas and develop new ones. The facilitator will give the chance to each team to talk about their impressions and how well they worked in a team.



C. Open-mindedness

Method: 100 Uses for a Ball



Tips & Tricks

Encourage the teams to show, not only talk about, the creative use of the ball. In this way the audience will be more engaged and pay attention to the ideas presented.



C. Open-mindedness

Method: 100 Uses for a Ball



Materials

A ball for each team in order to play with it and find creative uses.
Having the actual object will make the creative process easier.
A paper for each team in order to write the 100 possible uses.
A voting system shared with all in order to have the results for the 5 most creative uses.



C. Open-mindedness

Method: 100 Uses for a Ball

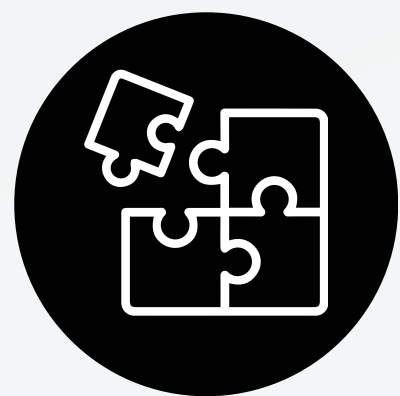


Sources

Method adapted to sports from Critical Thinking games
<https://educateyouth.org/en/quiz>



07 DEVELOPMENT OF PROBLEM-SOLVING SKILLS (CPDIS, ROMANIA)



A. Focus on the solution

Method: Improvise to solve the problem



B. Clearly define the problem

Method: Theatre play-show the solution

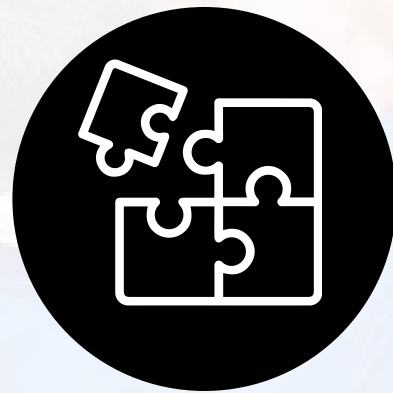


C. Use active listening

Method: SPORTx Talks



07 **DEVELOPMENT OF PROBLEM-SOLVING SKILLS (CPDIS, ROMANIA)**



A. Focus on the solution

Method: Improvise to solve the problem



A. Focus on the solution

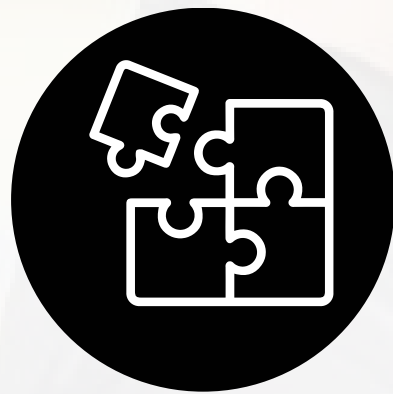
Method: Improvise to solve the problem



Purpose

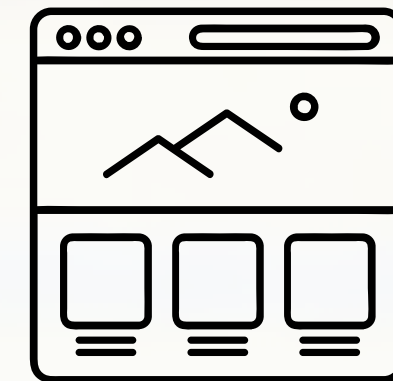
The purpose of this method is to make the youth think about a problem fast and come up with a solution on spot, without thinking too much of it.

Also, it wants to practice the youth ability to solve the problem using creative thinking and improvisation skills which are useful competences in our everyday lives.



A. Focus on the solution

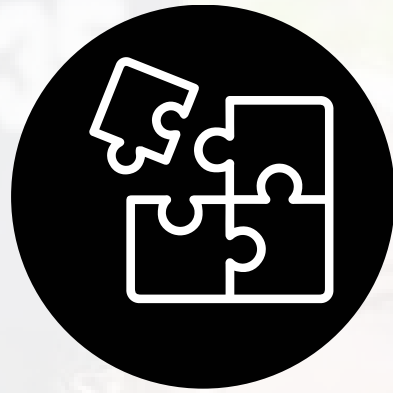
Method: Improvise to solve the problem



Format

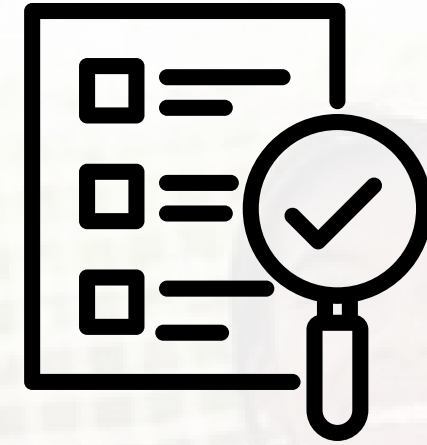
The group will be asked to think about a problem that they have connected to the sport/s they are practicing (eg: they don't get along with their colleagues, they are always late, the parents don't support their sports choice etc.).

Two young people will come in front of the group. One of them has a problem and the other one has to offer him/her a solution while pretending to speak on the phone. They are allowed 1 minute each. After that, the person who offered the solution will present his problem to the following person. They take turns until everyone gets to offer a solution and then receive a solution for their own problem.



A. Focus on the solution

Method: Improvise to solve the problem



Results & Impact

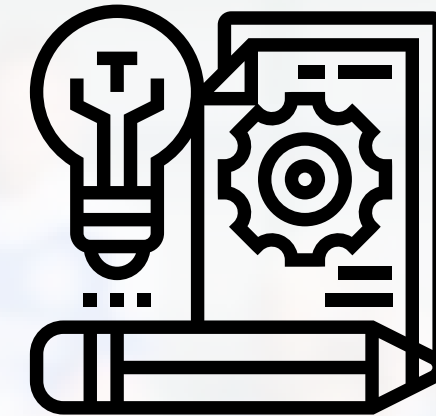
The youth will use this improvisation method in order to understand how it is to both have a problem and focus on finding the right solution and also to receive a solution to their own problem with the help of his/her colleagues.

They will learn to use theatre play to get in the shoes of a character or their own person, depending on their perspective. They will also learn to become more empathic with the people around them and help others find creative solutions to everyday problems.



A. Focus on the solution

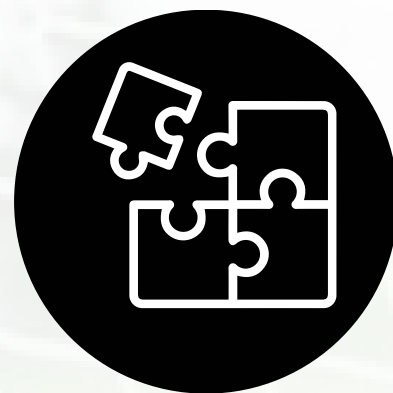
Method: Improvise to solve the problem



Instructions part 1

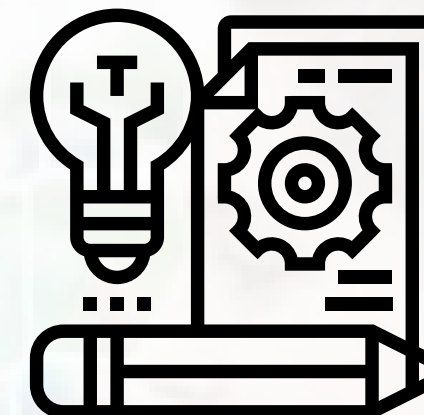
Tell the pupils they have 5 minutes to think of a personal/professional problem related to the sport they are practicing (eg: they don't get along with their colleagues, they are always late, the parents don't support their sports choice etc.).

After that ask 2 people who wants to volunteer to come in front of the other. Tell them that one will present their problem while pretending to speak on the phone with the other one. Each dialogue has to be 1 minute long and they have to both present their problem and offer the solution.



A. Focus on the solution

Method: Improvise to solve the problem



Instructions part 2

Tell them that the problems and the solutions offered should be easy to understand, fun, enjoyable to watch and creative.

After each round finishes, the person who offered the solution switches places with the other one and now shares their problem. The next person is nominated by the volunteer who got his/her problem solved.

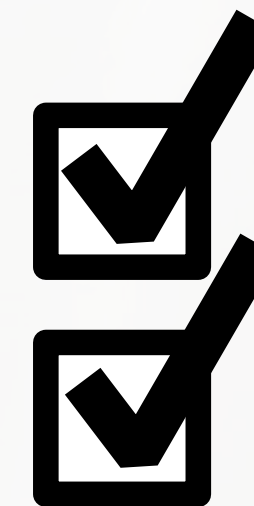
The group continues in this manner until everyone was in both positions.

The facilitator keeps track of time for each dialogue to be approximately 1 minute.



A. Focus on the solution

Method: Improvise to solve the problem



Debriefing and Evaluation

The facilitator gathers the whole group and talks to them about the method in order for the youth to be aware of their learning process.

S/he will ask various questions connected to this activity such as:

What did you have to do during this activity?

How did feel when you were talking on the phone about your problem? How about when you had to quickly find a good solution for the problem?

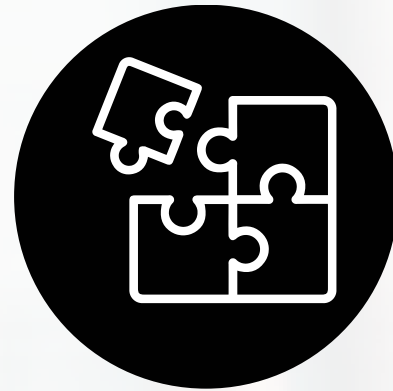
What did you find most useful/interesting about this experience? What do you think needs improvements?

What skills do you feel you have gained/improved?

What is your impression on the solutions found by your colleagues? How creative do you find them?

Was it difficult to offer a solution with only a few seconds to think about it?

How can this exercise be useful in day-to-day life?



A. Focus on the solution

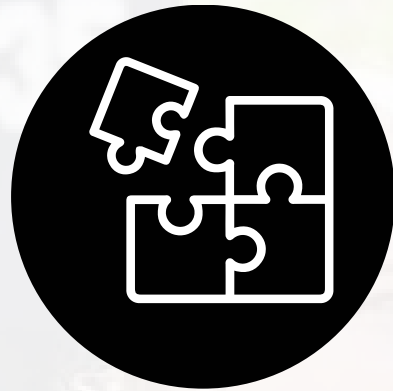
Method: Improvise to solve the problem



Tips & Tricks

If the group is larger than 10-12 people, split them in 2 groups which will need 2 facilitators.

The facilitator should intervene in the discussion if it gets strange, the issue is too complex or it become too much for the group to handle observing the 2 people talking.



A. Focus on the solution

Method: Improvise to solve the problem



Materials

There should be 2 chairs in front of the group, one next to each other. The others should stay in a semi-circle around the pair in order for everyone to see them talking.

07 DEVELOPMENT OF PROBLEM-SOLVING SKILLS (CPDIS, ROMANIA)



B. Clearly define the problem
Method: Theatre play-show the solution



B. Clearly define the problem

Method: Theatre play-show the solution



Purpose

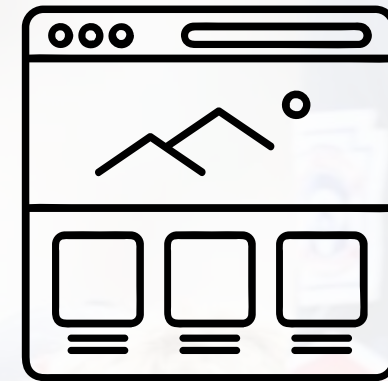
The purpose is to allow the youth to express themselves and the everyday problems they are facing connected to sports using theatre play.

Also, another aim is to allow them to brainstorm in teams about a common problem and to think of the appropriate way to express it as a group during the theatre play method.



B. Clearly define the problem

Method: Theatre play-show the solution



Format

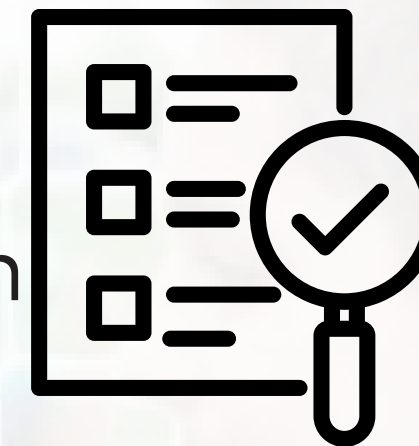
The facilitator will tell the pupils that they have to think in small groups about a problem connected to sports (lack of time to practice, problems with school or with teachers, not enough dedication, not enough motivation etc.) and then express it during a short theatre play in front of their peers. They are allowed to use what materials they have at hand such as balls, sports equipment, chairs etc.

Each team presents their problem in front one by one and the others give feedback after each one about the way they have expressed during the performance the problem and the quality of their presentation.



B. Clearly define the problem

Method: Theatre play-show the solution



Results & Impact

The youth learn how to collaborate in a team for the theatre play and attribute roles to all the members based on their interest and skills.

They also learn how to agree upon a common problem that all of them can resonate with (eg: all have issues with motivation to do performance sports) and implement it during the theatre play as well as they can.

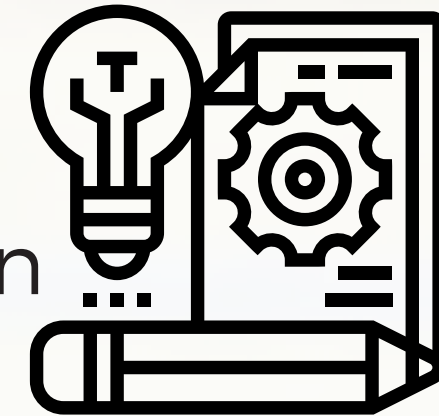
They learn to give productive feedback to the others and to listen to the feedback of their colleagues.

They become aware of the issues that exists in their sports world and start thinking of possible ways to fix the problems or to decrease their power over them.



B. Clearly define the problem

Method: Theatre play-show the solution



Instructions

Tell the youth they have 15-20 minutes to plan in small groups a theatre play based on a problem they have connected to playing sports (lack of time to practice, problems with school or with teachers, not enough dedication, not enough motivation etc.).

Divide the groups randomly and place 5-6 pupils in each one.

When time's up, one team will volunteer to go in front and perform in front of their colleagues.

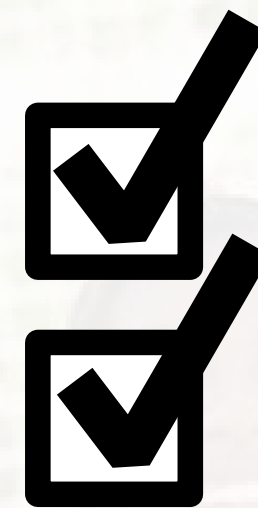
They will keep the topic/problem secret and the others will have to guess what it is at the end of the performance.

The facilitator will make sure that the group will respect the presentations and comment about them only at the end.



B. Clearly define the problem

Method: Theatre play-show the solution



Debriefing and Evaluation

The facilitator will gather all the pupils in a circle at the end and discuss about the method to be more aware about their learning process.

Questions that can be used:

What did you have to do during this activity?

How did you feel working in teams? What did you like/didn't like that much about this exercise?

What competences do you feel you have improved?

Can you relate to any of the other problems presented by the group?

How difficult to solve do you find these problems? Can you think about solutions for them?



B. Clearly define the problem

Method: Theatre play-show the solution



Tips & Tricks

Remind the group about the silence rule during presentations out of respect for the performing team.

Give them extra time of planning if necessary.

Give them suggestions of types of plays they can make (silent, with music on background, interviews, talking, dances etc.)



B. Clearly define the problem

Method: Theatre play-show the solution



Materials

The group can use what materials they find around in order to send the message of the problem.



B. Clearly define the problem

Method: Theatre play-show the solution



Sources

The method was used during a youth exchange and adapted for the topic of the project.



07 **DEVELOPMENT OF PROBLEM-SOLVING SKILLS (CPDIS, ROMANIA)**



C. Use active listening

Method: SPORTx Talks



C. Use active listening

Method: SPORTx Talks



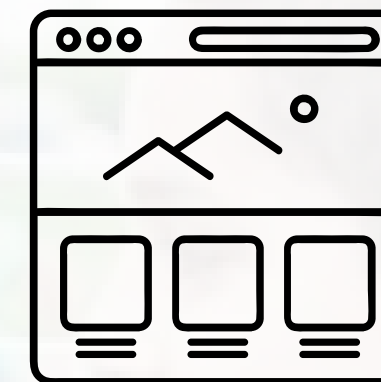
Purpose

The purpose of this method is to allow the pupils to practice active listening and focus on a topic of interest for the group. Another aim is to support the youth in developing their public speaking skills in front of an audience of youth from the same age range.



C. Use active listening

Method: SPORTx Talks



Format part 1

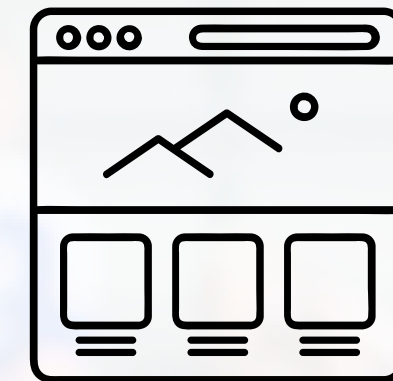
The youth will be asked by the facilitator to think about a topic connected to sports/the specific sport they are practicing such: benefits of practicing sports, challenges for doing performance sport, aspects that they want to improve, free time & sports, team work in sports etc.

The facilitator tells them that they have 10-15 minutes to plan in writing their speeches about this topic. After that a part of the group will come in front, one by one, and present their ideas to the group for 3-5minutes (max). The rest of the group who don't feel confident enough to come in front will write on papers their speeches and share them in written with their colleagues later.



C. Use active listening

Method: SPORTx Talks



Format part 2

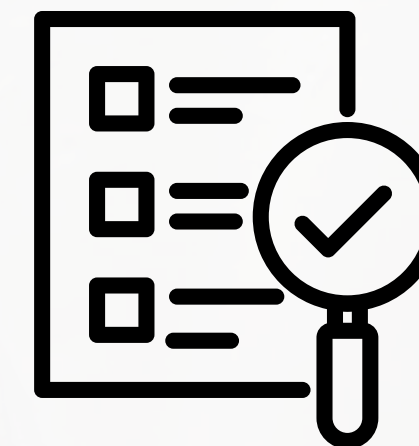
One by one, the participants come in front of a wall where it is placed the TEDx logo and a red dot on the floor (optional to look more realistic and similar to the real environment where there presentations take place) and presents their speech while the others listen attentively. The group is not allowed to give feedback after each person, they only need to practice active listening.

The facilitator keeps track of the time and announces the speaker by raising the hand when they have only 1 minute left to speak.



C. Use active listening

Method: SPORTx Talks



Results & Impact

They will learn to listen without interrupting and allow their colleagues to express their ideas in front of the group.

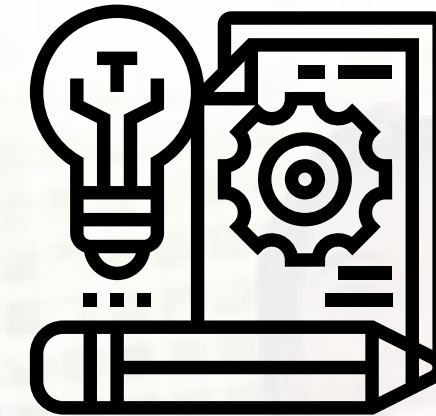
They will learn to build arguments around an idea of interest for them and hold a speech in front of the group.

They will practice their public speaking skills and to get their message across the public.



C. Use active listening

Method: SPORTx Talks



Instructions

The facilitator tells the youth to think of a topic of interest connected to sports.

They have 10-15 minutes to plan the speech.

A part of the group will hold speeches and a part of it will write them down, depending on their choice.

Participants take turns holding their speech for 3-5 minutes max in front of their colleagues.

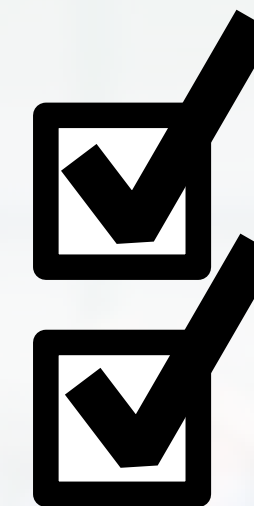
The facilitator keeps the timer and announces each speaker when they have 1 min left.

The facilitator also collects the text of the pupils who chose not to hold the speeches and shares them with their colleagues.



C. Use active listening

Method: SPORTx Talks



Debriefing and Evaluation

At the end, the facilitator gathers the entire group and has a discussion with them about their impressions and about the entire method from planning, preparation to implementing the speeches. Involve also the pupils who didn't hold speeches and ask them about their impressions.

S/he will ask questions such as:

What was this method about? What did you have to do?

How did you feel when you spoke in front of the entire group? How did you feel when you actively listened to your colleagues speaking?

What did you find out about yourself in this process?

What was the most interesting aspect you found out?

What skills did you practice/improve during this activity?

Was it difficult to pay attention to all the speakers and actively listening the information?

Why were the characteristics of the speeches that you could follow easily?



C. Use active listening

Method: SPORTx Talks



Tips & Tricks

Encourage as many young people as possible to go out in front of their teammates and speak.

If there are many people who want to speak, cut the speaking time to 3 minutes, instead of 5.

Don't allow them to give feedback after the speech or interrupt their colleagues with comments. They can give feedback at the debriefing stage.



C. Use active listening

Method: SPORTx Talks



Materials

Papers and pens for each person who plans the speech. If some pupils take notes on the phone, allow them.

Red poster to announce the SPORTx Talk and a round, red paper on the floor to mark the place where they'll speak.



C. Use active listening

Method: SPORTx Talks



Sources

The method was used during a youth exchange and adapted for the topic of the project.



08 DEVELOPMENT OF TEAMWORK SKILLS (FPN, PORTUGAL)



A. Communication

Method: Team Choreographic Challenge



B. Leadership

Method: Kids athletics



C. Collaboration

Method: Collaborative Treasure Hunt



08

DEVELOPMENT OF TEAMWORK SKILLS (FPN, PORTUGAL)



A. Communication

Method: Team Choreographic
Challenge



A. Communication

Method: Team Choreographic Challenge



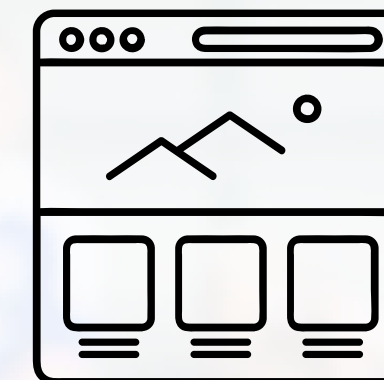
Purpose

The main objective of this activity is to promote teamwork, communication, collaboration and creativity among children and teenagers through the creation of rhythmic and expressive choreographies.



A. Communication

Method: Team Choreographic Challenge



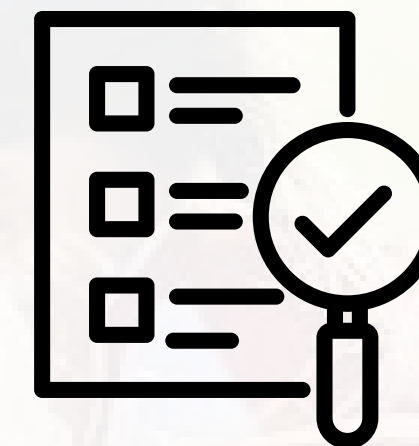
Format

The activity focuses on creating a choreography. Teams will have a predetermined amount of time to create a choreography made up of rhythmic and expressive movements. The movements can be created by the children themselves or inspired by music, films, dances, etc. After the creative time for producing the choreography has passed, the teams must present their choreography to the other participants.



A. Communication

Method: Team Choreographic Challenge



Results & Impact

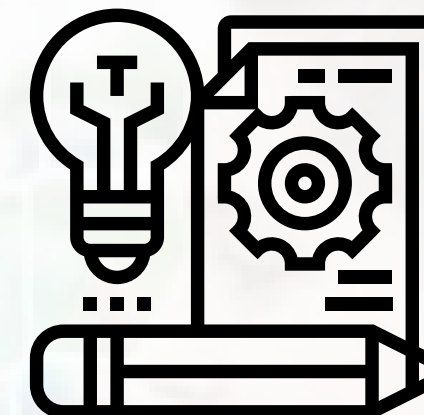
Children and teenagers will learn to work together and communicate to achieve a common goal.

Children and teens will be encouraged to be creative and find innovative solutions and will have the opportunity to express their emotions through rhythmic and expressive movements.



A. Communication

Method: Team Choreographic Challenge



Instructions

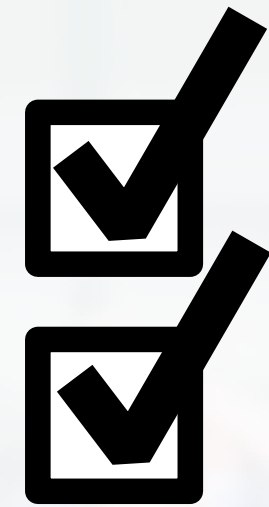
Part 1: The teacher/monitor divides the children into teams of 3 to 4 members. The teacher/monitor explains that children have 10 minutes to create a choreography composed of rhythmic and expressive elements, and present it in up to 2 minutes. Teams are given 10 minutes to prepare their choreography.

Part 2: Teams have up to 2 minutes to present their choreography and can use music if they wish. The teacher/monitor evaluates the choreographies based on the criteria; teamwork; originality, creativity, and execution.



A. Communication

Method: Team Choreographic Challenge



Debriefing and Evaluation

At the end of the activity, the teacher brings the children together and promotes a discussion about the creative process of the work groups and make a self-evaluation with the children.



A. Communication

Method: Team Choreographic Challenge



Tips & Tricks

Encourage children and young people to explore multiple movement and dance styles. Divide children into heterogeneous groups to explore as many skills and perspectives as possible.

Give children positive feedback during the creative process.

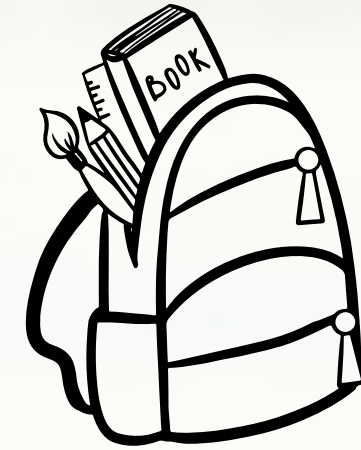
When instructing the activity, the teacher/monitor can define some of the elements of the choreography (example: the choreography must contain slow and fast movements, imitation of animals, geometric shapes).

evaluating the choreographies, the teacher/monitor can allow participation/comments from other teams.



A. Communication

Method: Team Choreographic Challenge



Materials

Ample space and speaker.



A. Communication

Method: Team Choreographic Challenge



Sources

SILVA, S. D. L. D., BELOTO, E. S., & CARREIRO, E. A (2017). Atividades Rítmicas e Expressivas e Suas Contribuições Psicomotoras na Educação Infantil. Revista Científica Multidisciplinar Núcleo do Conhecimento. Edição, 3, 13-26.



08

DEVELOPMENT OF TEAMWORK SKILLS (FPN, PORTUGAL)



B. Leadership

Method: Kids athletics



B. Leadership

Method: Kids athletics



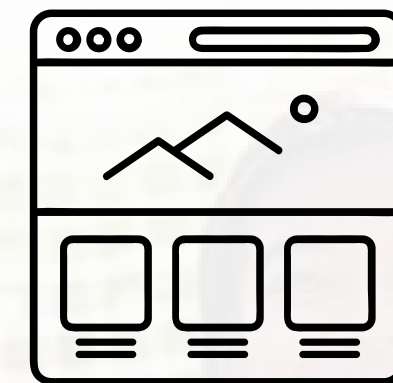
Purpose

Stimulate basic motor skills (running, jumping, throwing) and teamwork (cooperation, communication and leadership) through athletics (KIDS ATHLETICS).



B. Leadership

Method: Kids athletics



Format

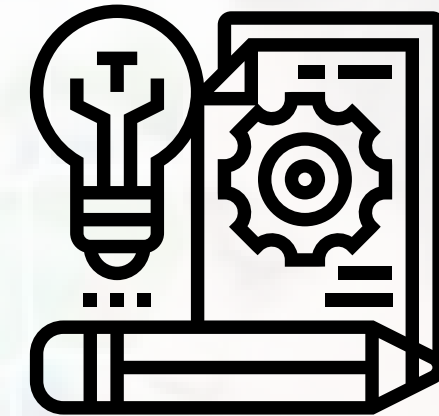
Promote Motor Skills so that it can be experienced and practiced in a game atmosphere. Games must be attractive and accessible to all children, becoming an instrument of development and learning.

The games allow a large number of children to participate in simultaneous activities, ensuring everyone's participation, regardless of personal talent, all children contribute to the final result. Teamwork is a basic principle, the activities are carried out in a relay, and the scores represent the total effort of the team.



B. Leadership

Method: Kids athletics



Instructions

The competitive model must be organized according to the age of the children and the work groups must be mixed (boys and girls). All activities are made up of collective games, and every child competes several times in each subject. The structure of the games is divided into speed, jumping and throwing disciplines and can be performed simultaneously. Finally, an Endurance test is carried out with the entire team. The games feature a simplified scoring system, which takes into account the results of the teams in each discipline.



B. Leadership

Method: Kids athletics



Sources

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08

DEVELOPMENT OF TEAMWORK SKILLS (FPN, PORTUGAL)



C. Collaboration

Method: Collaborative Treasure Hunt



C. Collaboration

Method: Collaborative Treasure Hunt



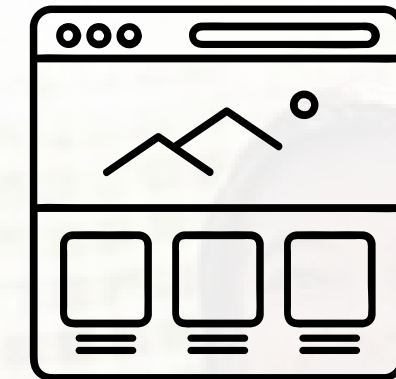
Purpose

The goal of this game is to promote teamwork, effective communication, problem solving and critical thinking as children are engaging in the search for treasure.



C. Collaboration

Method: Collaborative Treasure Hunt



Format

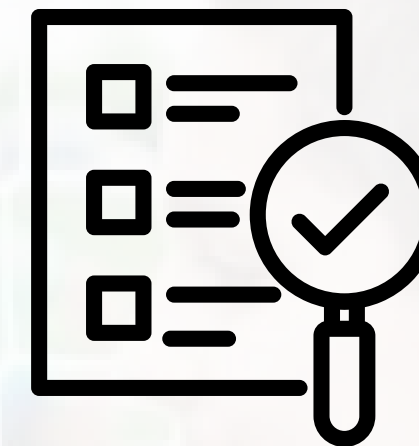
The game organizer must create clues and riddles that lead children and teenagers to the treasure. Clues can be physical, such as an object or a place; or intellectual, such as a riddle or a challenge.

Children are divided into teams and must work together to find the clues and solve the riddles. The first team to find the treasure wins the game.



C. Collaboration

Method: Collaborative Treasure Hunt



Results & Impact

Development of problem-solving, communication and cooperation skills.

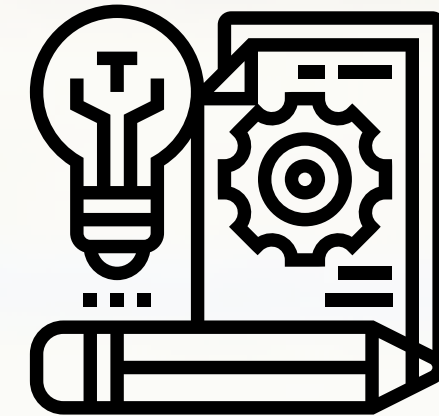
Reinforcement of creativity and critical thinking capacity.

Furthermore, it stimulates creativity and the ability to think “outside the box”.



C. Collaboration

Method: Collaborative Treasure Hunt



Instructions

Part 1

The moderator of the game must create clues and riddles that lead children to the treasure.

The moderator of the game must hide the treasure in a safe place.

Part 2

Children are divided into teams of 3 to 5 members.

The moderator of the game provides the teams with the first clues.

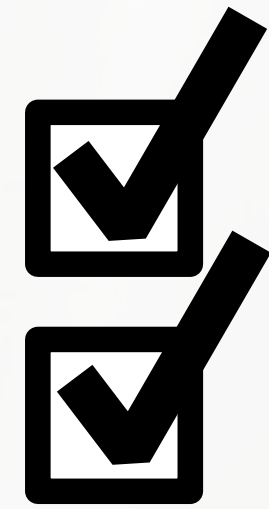
Teams work together to find clues and solve riddles.

The first team to find the treasure wins the game.



C. Collaboration

Method: Collaborative Treasure Hunt



Debriefing and Evaluation

The teacher brings the children together and holds a discussion about the team's collaboration process to solve the clues and riddles.



C. Collaboration

Method: Collaborative Treasure Hunt



Tips & Tricks

Choose clues and riddles that are challenging but not impossible to solve.

Create clues and riddles that adjust to the participants' level of difficulty.

Choose a safe place to hide the treasure.

Make different kinds of challenges at each stop to keep participants interested.



C. Collaboration

Method: Collaborative Treasure Hunt



Materials

Clues printed or written on envelopes.



09 DEVELOPMENT OF EMOTIONAL SELF-REGULATION SKILLS (ECOS, ITALY)



A. Feelings expression

Method: Expression of feeling and coping skills



B. Emotions acceptance

Method: Identification and acceptance of emotions



C. Feelings understanding

Method: Understanding of Different Feelings



09 **DEVELOPMENT OF EMOTIONAL SELF-REGULATION SKILLS (ECOS, ITALY)**



A. Feelings expression

Method: Expression of feeling and coping skills



A. Feelings expression

Method: Expression of feeling and coping skills



Purpose part 1

“Coping” is defined as the ability through which people deal with difficult situations that still represent a challenge compared to their daily life.

The ability to implement these coping strategies in stressful situations allows all individuals to manage their relationships with the environment around them, seeking a situation of balance through the various possible forms of adaptation. However, adaptation does not always have positive results. There may be cases in which the choices of "adaptive" skills are not actually suitable for the stress that one wants to face, and therefore, paradoxically, end up amplifying the stressful event. When such a situation occurs, it is called "dysfunctional coping". It is clear that being able to make the best use of coping strategies generally allows for a better quality of life and for having a protective tool with respect to particularly complicated topics, especially on an emotional level.



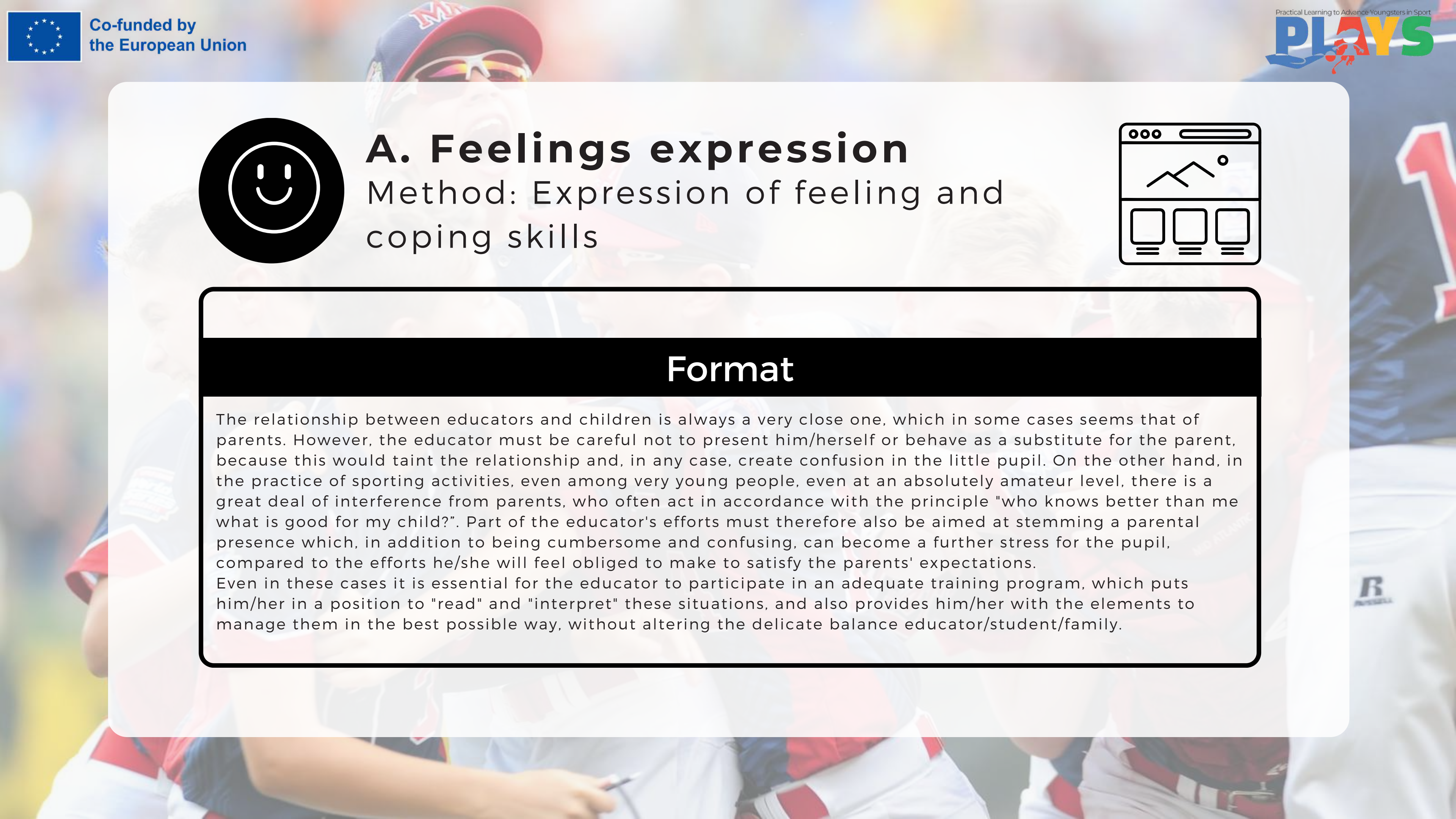
A. Feelings expression

Method: Expression of feeling and coping skills



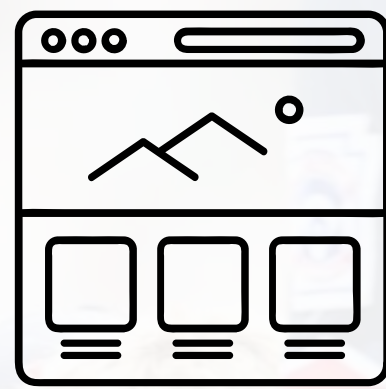
Purpose part 2

In children, the progress of psycho-physical and emotional development is a challenge in itself. Having to experiment in ever new situations, on an emotional and relational level, becomes a source of stress, to which it is easy to react with feelings of anxiety, sadness or fear. School itself is a continuous test of self-esteem and social acceptance. The same happens for difficulties in the family environment, such as difficult relationships with brothers/sisters, or separation of parents, etc. Sport can certainly be used to support adequate coping strategies in emotional development and in facilitating expression of emotions. The balance, however, is very delicate, because what is considered as a support can in some cases turn out to be a further stressful stimulus. The purpose is therefore to allow children to live their emotional parts to the fullest, to feel free to be able to express and let go their emotions - without however being overwhelmed by them - developing their own coping strategies as best as possible together with those of problem solving.



A. Feelings expression

Method: Expression of feeling and coping skills



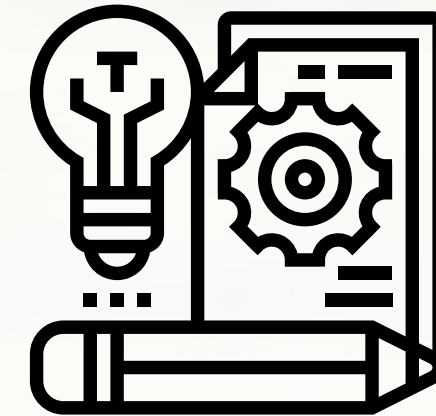
Format

The relationship between educators and children is always a very close one, which in some cases seems that of parents. However, the educator must be careful not to present him/herself or behave as a substitute for the parent, because this would taint the relationship and, in any case, create confusion in the little pupil. On the other hand, in the practice of sporting activities, even among very young people, even at an absolutely amateur level, there is a great deal of interference from parents, who often act in accordance with the principle "who knows better than me what is good for my child?". Part of the educator's efforts must therefore also be aimed at stemming a parental presence which, in addition to being cumbersome and confusing, can become a further stress for the pupil, compared to the efforts he/she will feel obliged to make to satisfy the parents' expectations. Even in these cases it is essential for the educator to participate in an adequate training program, which puts him/her in a position to "read" and "interpret" these situations, and also provides him/her with the elements to manage them in the best possible way, without altering the delicate balance educator/student/family.



A. Feelings expression

Method: Expression of feeling and coping skills



Instructions part 1

It should be highlighted that, in the coping process, there is both an aspect centered on the problem and an aspect centered on the emotion according to an interaction that is always present and cannot be forgotten.

Applying a coping strategy also means involving a part of the self connected to emotions, and emotions, in turn, must be well known, in all their aspects.

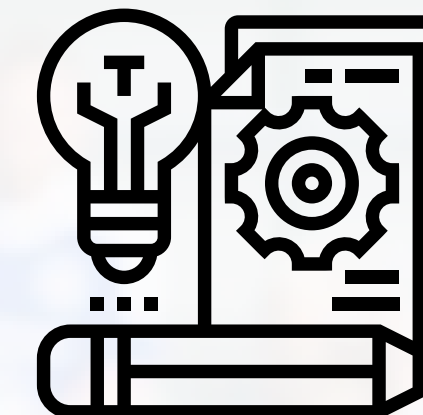
If sport in the early years should be seen in particular as play and entertainment, it should not however be forgotten that the drive towards competitiveness is always very strong and that there are sports which, due to their technical characteristics, require that athletes, in order to be performing, must be very young. In these cases, the emotionality involved is evidently very high, and the intervention of the educator to channel it in the right direction is essential.

The coping strategy is not something that must be taught to the child, like a specific technical gesture.



A. Feelings expression

Method: Expression of feeling and coping skills



Instructions part 2

Rather, it is a path that the educator and young athlete must follow and explore together to first identify the stress factor and then to define the best way to deal with it.

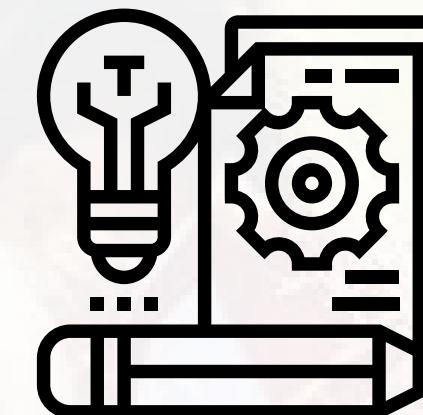
Among the possible strategies there are:

- Problem solving, where the characteristic of the strategy is based on the "work" approach to solving the problem, also being aware of the difficulties, but always observing it from an optimistic perspective (I can't make a certain time in the race, but I know that by intensifying training and putting in maximum effort the result is within my reach). The proximity of the educator must mean proposing ways of working shared perhaps with other pupils, in a dimension of confident tranquility.
- Reference to others, in this case the request for help from the peer group becomes a positively motivating support. The help of others facilitates the growth of self-esteem and confidence in one's abilities and also creates a "cognitive" model of adaptability to critical situations.



A. Feelings expression

Method: Expression of feeling and coping skills



Instructions part 3

If a coping strategy proves effective, its positive effects on mood and emotional experience are highlighted: in general, the relationship between the individual and the surrounding environment appears more positive.

The educator must however remember that coping is not intrinsically "positive" or "negative", but "functional" or "dysfunctional". Functionality lies in the ability to define a problem and formulate alternative solutions that can be decisive. Instead, we talk about dysfunctional coping when personal and general circumstances do not allow us to find solutions to the problem.

Finally, what may be productive in one circumstance may prove useless in another. Furthermore, there is the strong element of subjectivity, which should absolutely not be overlooked, especially when it comes to children. The approach to the young pupil must therefore be very individualised, precisely with a view to building a relationship of empathy and trust that no educator can ignore.



A. Feelings expression

Method: Expression of feeling and coping skills



Tips & Tricks

Educators should have specific training with knowledge of the basic principles of the psychology of child development, the best relational and communicative methods to adopt, elements of psychomotor skills, evaluation of the environment that surrounds the child on a daily basis, particularly the family and school.



A. Feelings expression

Method: Expression of feeling and coping skills



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09

DEVELOPMENT OF EMOTIONAL SELF-REGULATION SKILLS (ECOS, ITALY)



B. Emotions acceptance

Method: Identification and acceptance of emotions



B. Emotions acceptance

Method: Identification and acceptance of emotions



Purpose part 1

Emotion is a momentary psychic state that represents the organism's reaction to an engaging event, both in a positive and negative sense. Emotions are also characterized by particular biological modifications, which refer to the limbic system, one of the most complex parts of the human brain, still being studied.

Emotions are able to influence reasoning, judgment and decision-making processes.

The components of emotion can be summarized as follows: event, assessment of the relevance of the event (appraisal), phenomenological tonality or hedonic quality (need to experience pleasant emotions), physiological reactions, expressive manifestations, preparation for action, action

Every emotion has different components: cognitive processing, motivation, behavior, physiological responses and subjective experience.



B. Emotions acceptance

Method: Identification and acceptance of emotions



Purpose part 2

In the sporting field, it is clear that the phases relating to "preparation for action" and "action" are of particular interest, not only with respect to competitive performance, but also at the level of basic motor learning. Closely linked to the identification of internal emotional states, is the subsequent phase of the acceptance of the emotion. That is the recognition of a specific experience, which, in particular in the case of negative emotions, allows them to be removed, thus decreasing the discomfort associated with them. The sports learning path in developmental age must necessarily safeguard and manage the child's emotional sphere, which is extremely sensitive and conditionable by the external environment, by sports technicians and by family members. Because if all in all a positive emotion is still a source of well-being (due to the result achieved, the ability to score a goal or similar) and therefore more simply manageable, when a negative emotion emerges, with consequent frustration about one's "abilities", the sports technician must be able to carry out support and containment work, so as not to compromise the entire subsequent learning path.



B. Emotions acceptance

Method: Identification and acceptance of emotions



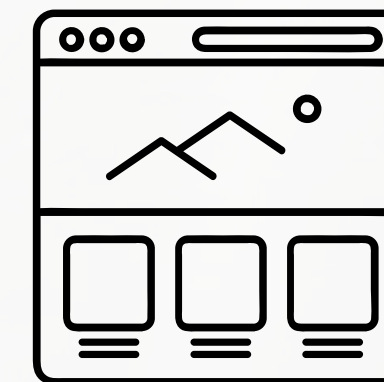
Purpose part 3

The purpose is therefore to offer educators the necessary "tools" to use when very young people find themselves facing their emotional challenges in the sports field. Emotions are certainly the basis of motivation to practice physical and sporting activities. And they can become a support or a problem depending on the situation. Since practicing a physical activity is still a way of dealing with reality, the educator will use his/her technical skills to support and help children to be aware of the affective/emotional dimension, always solicited when practicing a motor activity.



B. Emotions acceptance

Method: Identification and acceptance of emotions



Format

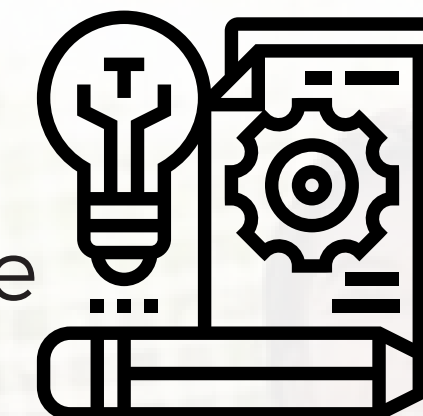
Educators must have adequate training to be able to involve young people in getting involved, taking on a role, dealing with possible errors and failures. All this happens in a space of empathetic exchange between the adults involved in sporting activities and the children who take part in them. A constructive exchange must be structured based on mutual trust and collaboration, conveyed by clear, simple and direct communication.

This can happen not only through the more traditional communication channels (verbal reinforcements, motivational speeches, etc.), but also through fundamental non-verbal communication. If, as Watzlawick states, one cannot not communicate, even everything that goes beyond "words" (and in a sporting environment it is truly a lot) is a fundamental pedagogical tool with respect to the recognition and acceptance of one's emotional experiences.



B. Emotions acceptance

Method: Identification and acceptance of emotions



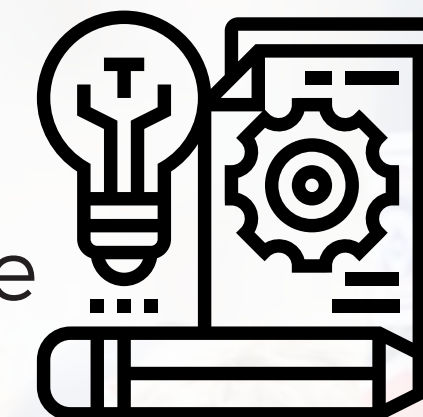
Instructions part 1

The operational assumption on which the approach to the identification and acceptance of emotions is based is to facilitate children's knowledge of their own bodies. The most varied motor experiences (running, flips, jumps) will lead to an ever greater awareness of one's bodily identity. The body and its movements in space provide "additional" information to what can be said in words. Consequently, the educator must be able to decode non-verbal signals and respond to them appropriately. However, the body expresses needs, requests, sends communications: it is appropriate that in their training path, educators also experience forms of non-verbal communication, so that in their role, they can truly educate on emotions, overcoming the mind-body dichotomous vision. Motor education must take into account both aspects and the bodily, motor and sports-educational experiences must also activate and involve family and school.



B. Emotions acceptance

Method: Identification and acceptance of emotions



Instructions part 2

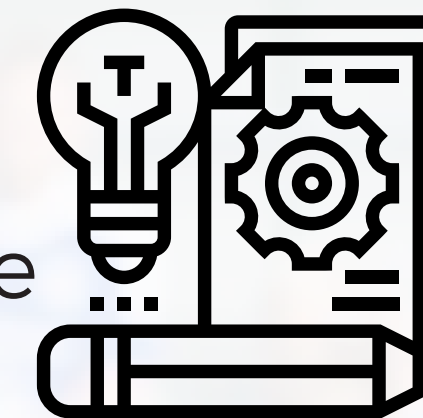
A network synergy is therefore necessary between the various socializing agencies of the developmental age, to build the approach to the identification and acceptance of emotions, which in turn become an interesting educational terrain in which to experience them, process them, and be aware of them.

Group physical activities are particularly suitable for this purpose, especially if anticipated and followed by short briefings for comparison and communication between the educator and his/her pupils. The face-to-face comparison is always the most desirable way to build this communicative relational space, which will also be experienced by the child as a protective space, both to experiment with him/herself and to get involved with others and the external environment.



B. Emotions acceptance

Method: Identification and acceptance of emotions



Instructions part 3

If, as we have seen, the emotional state influences motor performance, self-control should play an important role, in order not to get caught up in anger (with negative consequences, such as being expelled from the pitch) and its management represents one of the steps of motor pedagogical practice.

With very young subjects it is more complex to use classic relaxation and self-control techniques, such as autogenic training and mindfulness. However, it is possible to introduce moments dedicated to self-control into motor activity through relaxation/stretching and deep breathing exercises, which will have the dual purpose of relaxing the mind and body.

These techniques are also useful with regard to the perception and acceptance of more negative and disturbing emotions, which in turn can trigger reactions of anger and aggression, which are always disturbing in the sporting/motor field.



B. Emotions acceptance

Method: Identification and acceptance of emotions



Tips & Tricks

To carry out activities relating to physical and mental relaxation and the self-awareness necessary for the identification and acceptance of emotions, it may be useful to have a special space dedicated to the meeting between educators and children, which is different from the traditional locker room, set up in comfortable and welcoming way, where writing material may also be available, with which young people can describe or draw the most significant experiences they have lived.



B. Emotions acceptance

Method: Identification and acceptance of emotions



Sources

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09

DEVELOPMENT OF EMOTIONAL SELF-REGULATION SKILLS (ECOS, ITALY)



C. Feelings understanding

Method: Understanding of
Different Feelings



C. Feelings understanding

Method: Understanding of
Different Feelings



Purpose part 1

Emotional intelligence is the brain function that allows a person to understand his/her own feelings and other people's ones. Feelings are those affective forms, internal impulses, psychic movements, emotions, which can remain closed in the intimacy of the individual, or can be addressed to others and the outside world. From the first years of life, children are able to experience various feelings and react to them. The more their growth path develops, the greater their emotional competence becomes. It is clear that the adults around them, be they parents, family members, teachers, sports instructors, can play a very important role in this phase of emotional development.

In sport, the management of feelings and emotions is a crucial point. As important as technical and/or athletic preparation is, it is only mental serenity that can really make the difference, especially when approaching competitiveness – which currently happens at an increasingly earlier age for several sports.



C. Feelings understanding

Method: Understanding of
Different Feelings



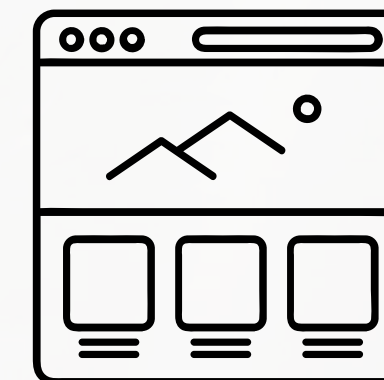
Purpose part 2

The purpose of the method is therefore to provide educators with indications on what are the best ways to contribute to peaceful emotional development in children and promote it through sports practice. Physical education and the practice of physical/sports activities can represent a path towards understanding one's emotions in relation to others. A fundamental element is the interaction with teammates, coaches and opponents, which allows very young people to improve their social skills and learn to collaborate to achieve a common goal. To reach this result, children must commit, respect a series of rules, therefore be disciplined, and, above all, work hard.



C. Feelings understanding

Method: Understanding of
Different Feelings



Format part 1

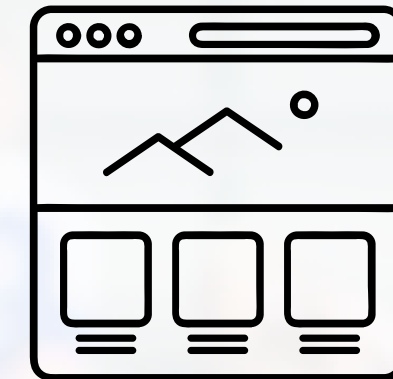
Using the typical mode of game is extremely useful for children's first approaches to sport.

Proposing "training" exercises, the first steps in the technique and motor strengthening in the form of games with classmates allows the children to stimulate the biological, cognitive, expressive, relational and affective/emotional dimensions of the personality. The playful dimension, where the main objective is not performance, but fun, helps to discover and become aware of the main emotions: kids learn to recognize the way in which emotions manifest themselves and what situations activate them.



C. Feelings understanding

Method: Understanding of
Different Feelings



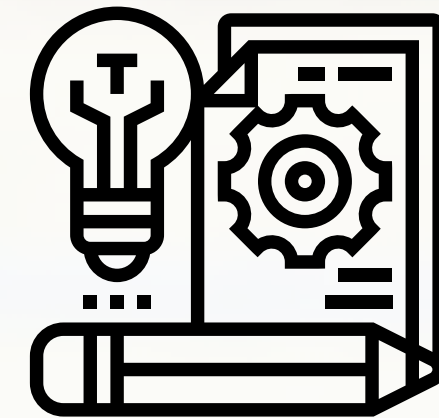
Format part 2

Even a series of simple games in the water, with the ball, running activities, etc., require self-control and self-motivation to "succeed" and be fun. The child, while learning to move, also faces the problems connected to the management of his/her own emotions in a spontaneous and direct way. It will be the educator's task to know how to orient the moments of practice and motor learning towards attention to one's emotions to help him/her manage and process them in the correct way. Sports educators must therefore propose sufficiently attractive objectives to motivate children in sports practice. But, on the other hand, also have the aim of helping children manage the frustration when an exercise fails, the anger because perhaps after many attempts there is always someone who takes the ball away from you, aggression, because even if you get angry, even if your teammate is not correct in the game, you still have to continue to respect the rules, not react in a bad way, and continue to have your role.



C. Feelings understanding

Method: Understanding of
Different Feelings



Instructions part 1

Educators must possess the skills to adequately structure the work setting which, through play and entertainment, also plays the role of "education" in the recognition of emotions.

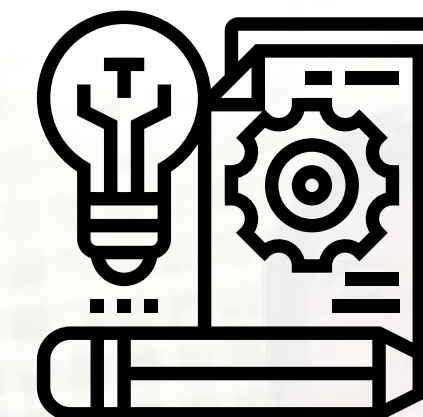
The coach undoubtedly has a pedagogical role, in the sense that he/she must be able to create those conditions and that climate so that all children feel confident in being able to test themselves and get to know themselves a little better. From this perspective, work is also carried out on identity strengthening. Therefore, even without neglecting the technical teachings, motor activity must be directed towards building training experiences that are engaging for all aspects of the child's personality.

It is therefore necessary to develop a motor didactic project, aimed at the group of children that will be followed, where the tools of play, sharing and fun can be used to support the acquisition of the actual technical elements.



C. Feelings understanding

Method: Understanding of
Different Feelings



Instructions part 2

Everything must take place in an "environment" suitable for teaching, characterized by: wealth of information, stimuli, active role of the people who have to learn, listening skills of the sports educator, teaching skills, disciplinary skills

An educator can start by proposing to the children an examination of the reality of the space and the condition in which they find themselves. Afterwards, the "technical" problems related to the specific sporting practice can be proposed. It will be the children, who, appropriately solicited and interested, will have to propose solutions to address that particular problem (e.g. the best way to pass the ball without interference from opponents, etc.).



C. Feelings understanding

Method: Understanding of
Different Feelings



Tips & Tricks

Educators must always maintain a "flexible" and "open" position towards the children, ready to listen and make suggestions, but also to highlight any inconsistencies or unrealizable situations. Placing themselves on the same level, avoiding authoritarian positions, will allow the creation of that climate of collaboration and trust which is the basis of sports learning based on fun and participation, and which only at a later stage can be structured into the dynamics most suited to the real competitive spirit.



C. Feelings understanding

Method: Understanding of
Different Feelings



Sources

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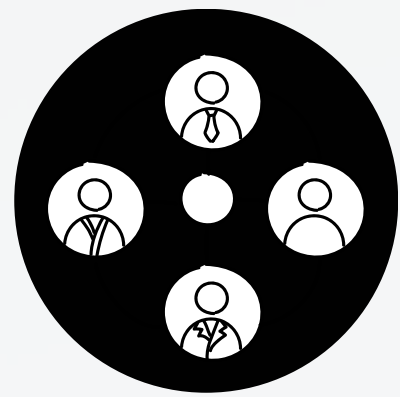


10 DEVELOPMENT OF MOTOR SKILLS (SSNB, NETHERLANDS)



A. Balance

Method: Handstand against the wall



B. Coordination

Method: Stones to cross the river



C. Body awareness

Method: Motor Skills through Monkey Moves



10

**DEVELOPMENT OF
MOTOR SKILLS
(SSNB, NETHERLANDS)**



A. Balance

Method: Handstand against the wall



A. Balance

Method: Handstand against the wall



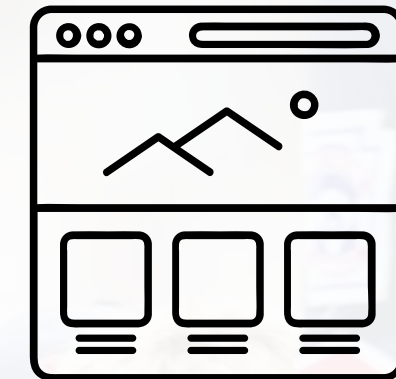
Purpose

A healthy and varied exercise program contains various forms of play and exercises from different basic forms of movement. This ensures better performance and learning outcomes, fewer injuries, more creativity and more fun and long-term movement.



A. Balance

Method: Handstand against the wall



Format

Monkey Moves teaches children healthy exercise for a lifetime with fun multi-sports. We bring the joy of exercise back into the world of children. We do this with sports lessons given by a sports professional, with games for home and via an online home program. In this example the child performs a handstand. The closer the hands are towards the wall the more difficult the movement.



A. Balance

Method: Handstand against the wall



Results & Impact

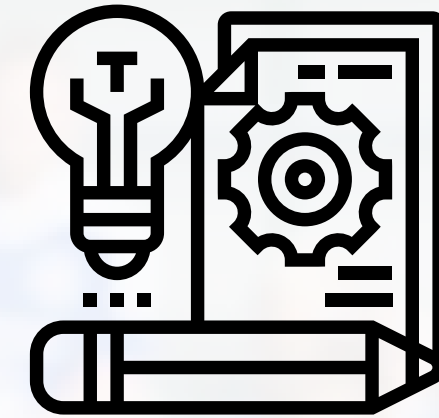
The Monkey Moves multisport program gives children a foundation for a lifetime of healthy exercise.

The programme aims to promote health in a broad sense; both physically (physically and motorically) and socially (mentally and socially).



A. Balance

Method: Handstand against the wall



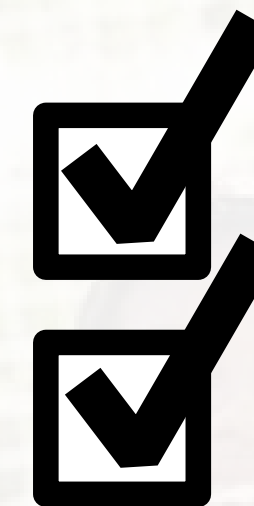
Instructions

Put the monkey on the desired height upon the wall. The child puts his/her hands in front of him/her and starts walking the feet upwards on the wall until the child touches the monkey.



A. Balance

Method: Handstand against the wall



Debriefing and Evaluation

The learning climate is characterized by: versatile movement with the Monkey Moves competency matrix; use of new insights into motor learning; positive coaching; profit and loss as a process; parental involvement; recognizable lesson structure; music as a guideline; and the child's perception of the world. So with regards to debriefing always stay positive. In this case focus on keeping the legs together as much as possible and try to get the hands closer to the wall each try. You can also move the monkey towards the feet of the child to make sure they feel success and want to try again.



A. Balance

Method: Handstand against the wall



Tips & Tricks

Many more examples can be found on Monkey Moves – YouTube channel: <https://www.youtube.com/@MonkeyMovesOnlineNL>



A. Balance

Method: Handstand against the wall



Materials

There is also an app available in the AppStore or Google Play.
Furthermore they use animals and tell a 'jungle story'. This makes it more playful for children (such as Aapie)
Monkey Moves designed their own products which you can find here: <https://shop.monkeymoves.com/>



A. Balance

Method: Handstand against the wall



Sources

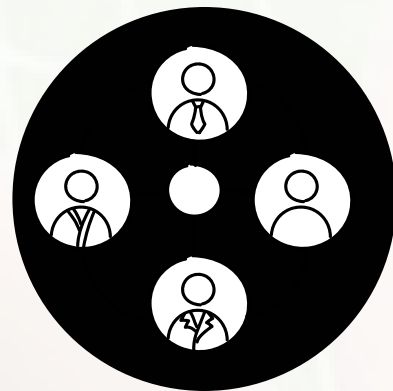
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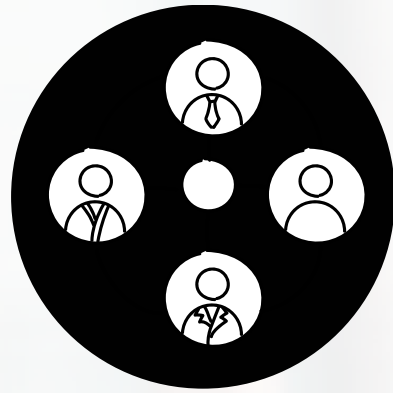
10

**DEVELOPMENT OF
MOTOR SKILLS
(SSNB, NETHERLANDS)**



B. Coordination

Method: Stones to cross the river



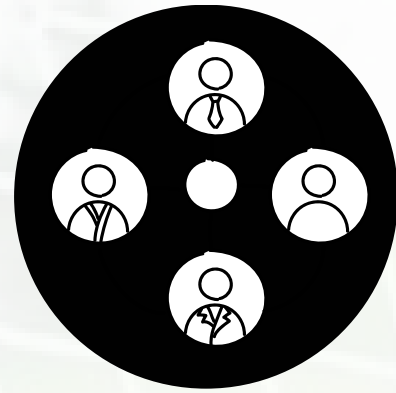
B. Coordination

Method: Stones to cross the river



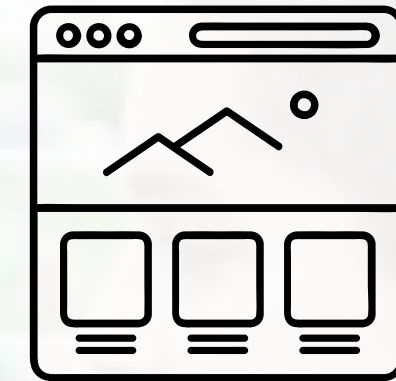
Purpose

A healthy and varied exercise program contains various forms of play and exercises from different basic forms of movement. This ensures better performance and learning outcomes, fewer injuries, more creativity and more fun and long-term movement.



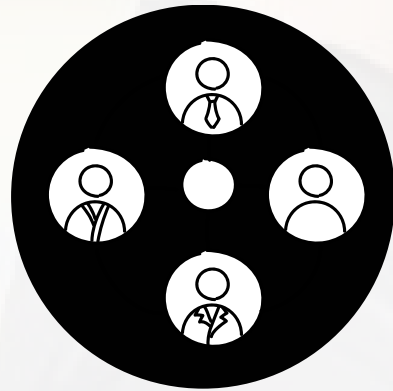
B. Coordination

Method: Stones to cross the river



Format

Monkey Moves teaches children healthy exercise for a lifetime with fun multi-sports. We bring the joy of exercise back into the world of children. We do this with sports lessons given by a sports professional, with games for home and via an online home program. In this example the child together with a parent go on adventure. They need to cross the river to the other side.



B. Coordination

Method: Stones to cross the river

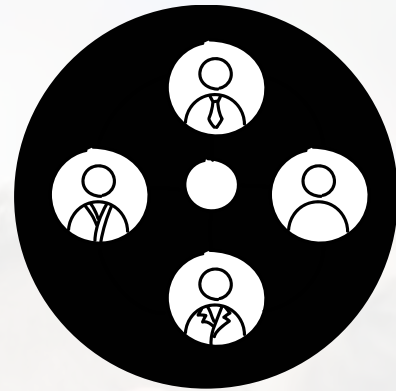


Results & Impact

The Monkey Moves multisport program gives children a foundation for a lifetime of healthy exercise.

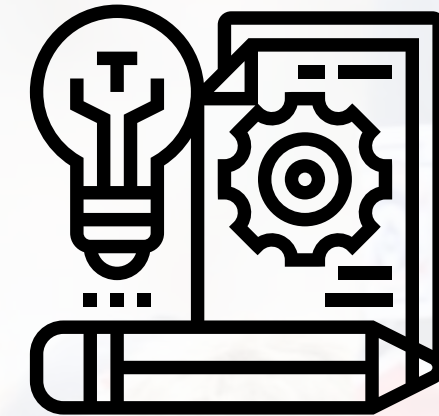
The programme aims to promote health in a broad sense; both physically (physically and motorically) and socially (mentally and socially).

The exercise improves the children physically, the fact they go on adventure together with the parent improves their social skills and confidence



B. Coordination

Method: Stones to cross the river

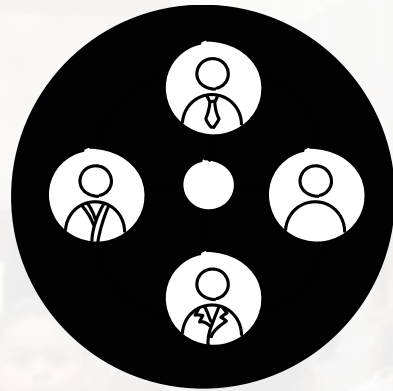


Instructions

Please see the example on YouTube: [Stones to cross the river](#)

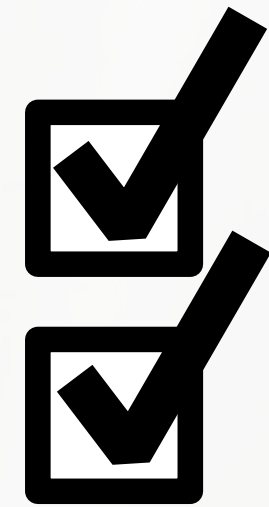
First the parent and the child start preparing for crossing the river. For example they balance on one foot, do some squats, try to jump, roll over the ground etc etc. Important here is that you tell as a parents all these skills are needed to cross the river later on. Also include so fun and jokes. For example touch the water with your feet to feel whether it is cold or not. Also tell a reasons to cross the river. For example meet you friends on the other side.

The river is a normal exercise mat, the stones a pillows. When you are done warming-up try to crosse the rover without touching the water....be careful! There might be crocodils.



B. Coordination

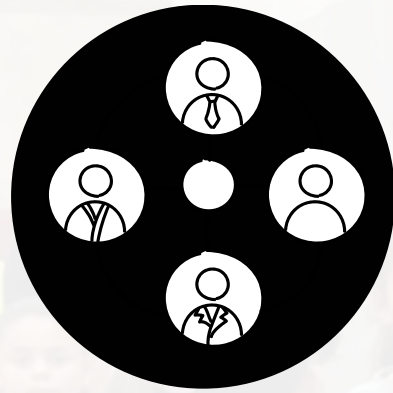
Method: Stones to cross the river



Debriefing and Evaluation

In this example positive coaching and parental involvement are important.

So with regards to debriefing always stay positive. In this case do not worry about wet feet. Just make fun about it. You can say something like: “you were just on time to escape from the crocodile” or “You like the cold water don’t you? I understand...it is so hot in the jungle”.



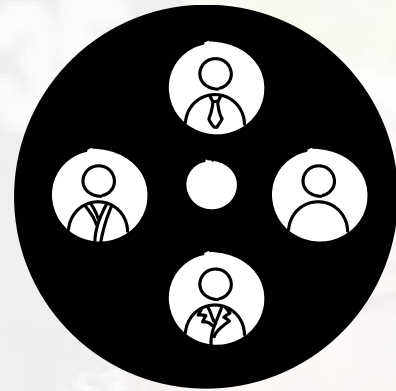
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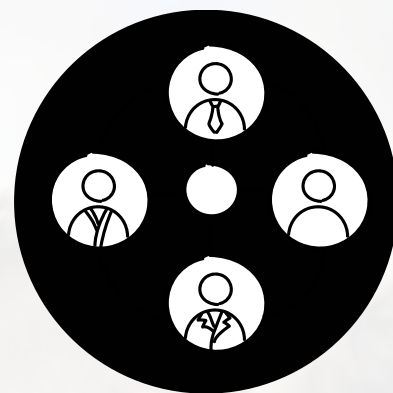
Method: Stones to cross the river



Materials

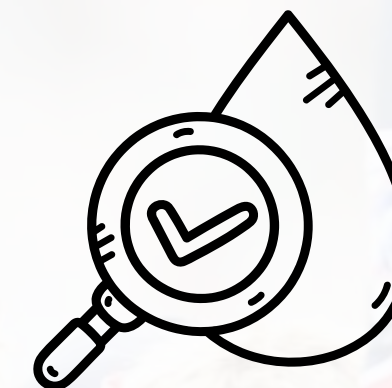
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Tortella, P., Haga, M., Ingebrigtsen, J. E., Fumagalli, G. F., Sigmundsson H. (2019). Comparing Free Play and Partly Structured Play in 4-5-Years-Old Children in an Outdoor Playground. *Frontiers in Public Health*, 7, 197.

Van der Fels, I. M. J., Smith, J., de Bruijn, A. G. M., Bosker, R.J., Königs, M., Oosterlaan, J., Visscher, C., Hartman, E. (2019). Relations between gross motor skills and executive functions, controlling for the role of information processing and lapses of attention in 8-10 year old children. *PLoS One*, 14, e0224219.

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10

**DEVELOPMENT OF
MOTOR SKILLS
(SSNB, NETHERLANDS)**



C. Body awareness

Method: Motor Skills through
Monkey Moves



C. Body awareness

Method: Motor Skills through
Monkey Moves



Purpose

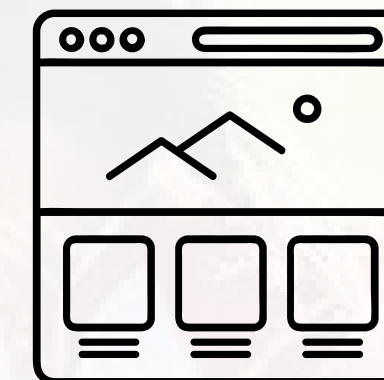
Monkey Moves' pedagogical policy is based on two theories, physical literacy and growth mindset.

The learning climate is characterized by: versatile movement with the Monkey Moves competency matrix; use of new insights into motor learning; positive coaching; profit and loss as a process; parental involvement; recognizable lesson structure; music as a guideline; and the child's perception of the world.



C. Body awareness

Method: Motor Skills through
Monkey Moves



Format part 1

Basis introduction for Physical Literacy

The theory of physical literacy is the basis of our multi-sport program.

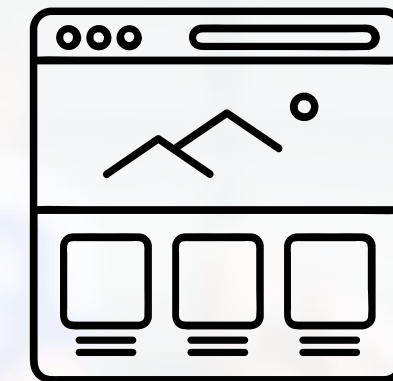
Physical literacy is a scientifically based concept that predicts a lifetime of healthy exercise.

Physical literacy is the set of interrelated elements that enable an individual to consciously and responsibly participate in physical activity. The elements are: competence, motivation, confidence and knowledge. The term physical literacy was introduced by the English educationalist Margaret Whitehead of the International Physical Literacy Association.



C. Body awareness

Method: Motor Skills through
Monkey Moves



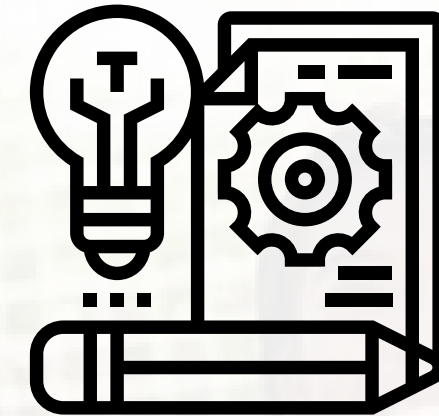
Format part 2

Closely related to physical literacy theory, growth mindset theory is:
The theory of the growth mindset assumes that the capabilities and qualities you have are not fixed, but that you can develop them. Through time, energy and dedication you can develop certain talents. To create a growth mindset, we focus on the individual development that the child undergoes and the commitment and process that the child goes through. The lessons are tailored to the individual level of the child. We ensure that the lessons are challenging for every child. Certain exercises can be performed at different levels. We teach children that making mistakes is part of the learning process. So making mistakes is not a problem!



C. Body awareness

Method: Motor Skills through
Monkey Moves



Instructions

On the YouTube channel of Monkey Moves you can find all the examples:
[Monkey Moves - YouTube](#)



C. Body awareness

Method: Motor Skills through
Monkey Moves



Materials

Monkey Moves designed their own products which you can find here: <https://shop.monkeymoves.com/>

Monkey Moves Netherlands has various materials used by franchisees

The following materials should be used for the program: The Monkey Moves franchise handbook, including goals, ambitions, materials, activities and step-by-step plan; The Monkey Moves lesson package with description of the course material/game content per week per age group and the Learning line/competence matrix; Teaching materials: inventory in the gymnasiums and loose items such as balls, pawns, fences, speed ladder, ribbons, etc.

Lesson music: via Spotify

Recruitment material: offline promotion (leaflets, brochures, flyers, posters) and online promotion (e.g. FaceBook campaign);

Marketing materials to members: savings poster, savings stickers and seasonal reports

Member registration and administration: Trainin app and Trainin member portal,

Starter pack, including Monkey Moves kit

Various videos: informative and instructive via Monkey Moves channel: [YouTube Monkey Moves](#)



C. Body awareness

Method: Motor Skills through
Monkey Moves



Sources

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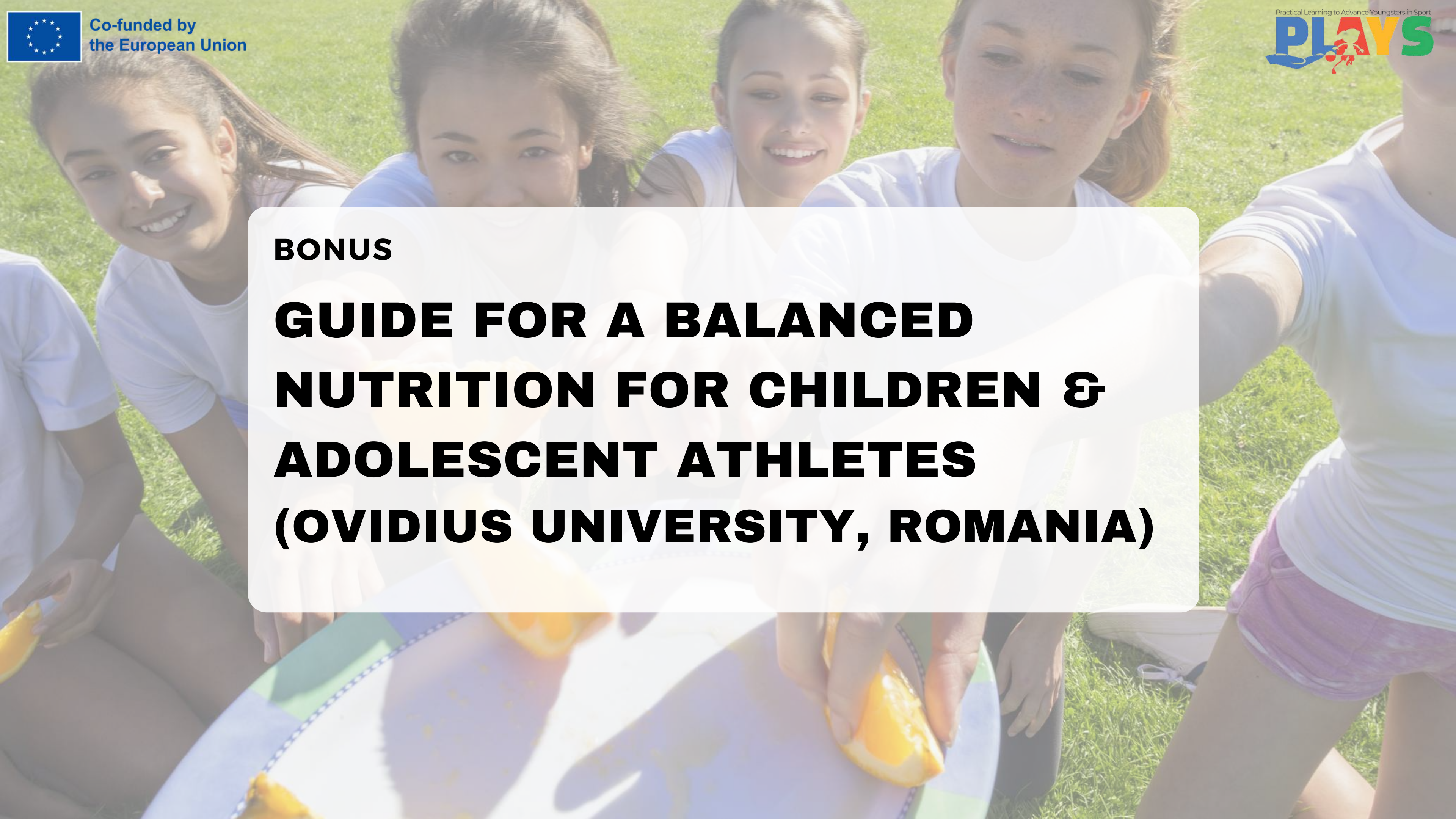
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BONUS GUIDE FOR A BALANCED NUTRITION FOR CHILDREN & ADOLESCENT ATHLETES (OVIDIUS UNIVERSITY, ROMANIA)

- **Benefits of a balanced nutrition for children & adolescent athletes**
- **Objectives of a balanced nutrition for children & adolescent athletes**
- **Specific needs of children & adolescent athletes**
- **Basic rules of a healthy diet for children & adolescent athletes**
- **Components of a healthy daily diet for children & adolescent athletes**
- **Special diets during 2 essential periods for children & adolescent athletes**



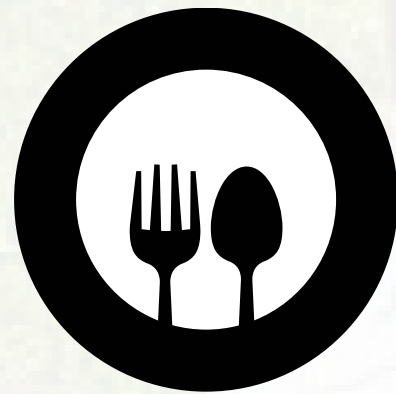


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BONUS

GUIDE FOR A BALANCED NUTRITION FOR CHILDREN & ADOLESCENT ATHLETES (OVIDIUS UNIVERSITY, ROMANIA)



Benefits of a balanced nutrition for children & adolescent athletes

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.



Objectives of a balanced nutrition for children & adolescent athletes

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.



Specific needs of children & adolescent athletes

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.



Basic rules of a healthy diet for children & adolescent athletes

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%



Components of a healthy daily diet for children & adolescent athletes part 1

Introduction:

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. 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.



Components of a healthy daily diet for children & adolescent athletes part 2

1.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.



Components of a healthy daily diet for children & adolescent athletes part 3

2. 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.



Components of a healthy daily diet for children & adolescent athletes part 4

3.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).



Components of a healthy daily diet for children & adolescent athletes part 5

4.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.



Components of a healthy daily diet for children & adolescent athletes part 6

5.Potassium:

A decrease in serum potassium levels can lead to muscle cramps. Foods rich in potassium include bananas, watermelon, avocado, tomatoes, beans, milk, etc.



Components of a healthy daily diet for children & adolescent athletes part 7

6.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.



Special diets during 2 essential periods for children & adolescent athletes

Before Training and Competitions part 1:

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.



Special diets during 2 essential periods for children & adolescent athletes

Before Training and Competitions part 2:

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.



Special diets during 2 essential periods for children & adolescent athletes

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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Practical Learning to Advance Youngsters in Sport



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