

life skills and sport

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Abstract

Sport isn't just good for children's bodies; it's good for their minds too. Studies have shown that sport has psychological benefits for children and adolescents and teaches them important life skills.



ЕВРОПЕЙСКИ ЦЕНТЪР ЗА ИНОВАЦИИ
ОБРАЗОВАНИЕ, НАУКА И КУЛТУРА



Ajuntament de Cullera

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ABOUT THE PROJECT?

The project aims to raise the concept of sports to a tool for education and training of young people, making express all its educational potential.

Project's specific objective is using sport as a training tool, to create valid, future adults who will be decision-makers in the near future. The aim of using sport as an educational tool helps the personal growth, allowing them a full integration into society.

Another specific objective of the project is the creation of active local networks. Leveraging on local stakeholders to prioritize the use of sport as a skill development and social inclusion tool.

PARTNERS

- ❖ European Center for Innovation, Education, Science and Culture – Gabrovo, Bulgaria
- ❖ Municipality of Cullera – Cullera, Spain
- ❖ Polisportiva Dilettantistica Ponza – Ponza, Italy

OUTCOMES

- ❖ **LOCAL AND INTERNATIONAL NETWORK AND GOVERNANCE**
 - Local network
 - European network
- ❖ **DEVELOPING SOCIAL AND EMOTIONAL INTELLIGENCE THROUGH SPORT**
 - Team sports aimed to the development of emotional intelligence.
 - Workshop - development of emotional intelligence
 - Team sports aimed at the development of social intelligence.
 - Workshop - development of social intelligence
- ❖ **E-GUIDE**

You can find all the materials or join the European network for free, through the project website.

www.skillsandsport.eucenter.net

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Approach for developing skills through sport

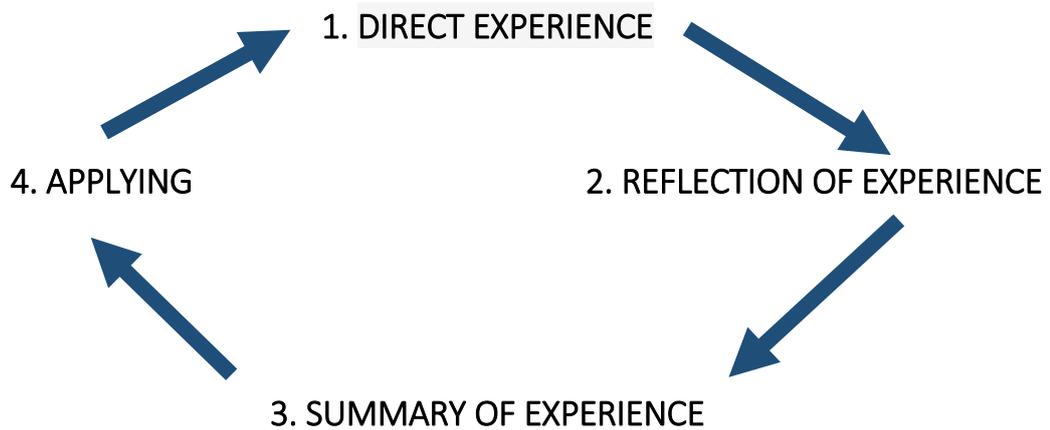
We create this practical guide based on the results and information we have gathered after conducting sports activities and workshops for the development of social skills through sports. The guide is the result of organized 6 sports events and 6 workshops, with over 120 young people in Bulgaria, Spain and Italy.

The team sports we have organized are volleyball and basketball (Bulgaria), football and rowing (Italy), and rugby (Spain).

Team sports were organized with the assistance of secondary schools and local communities in Gabrovo, Cullera and Ponza. Sports activities included both actively and non-actively sporting students. Young people between the ages of 15 and 19 participated in sports activities.

Participants in the sports events also participated in workshops for the development of social and emotional intelligence.

LEARNING CYCLE RELATED TO EXPERIENCE



Learning is the transformation of information into usable knowledge.

In the Learning Cycle, the participant has to go through the four different phases of the learning process. Effective learning requires the ability to apply what you learned in Phase 3, where you formed the principles based on your analysis in Phase 2 of the experience gained in Phase 1. This does not come easily to everyone, especially as refers to people who are used to learning from lectures. Education requires the active participation of the learner in the learning process.

Thus, the teacher's/coache's role is to help the participant go through this learning process. A good teacher/coach must have the competence to understand what is happening in each phase and facilitate the learning process.

What happens in Phase 1: The Experience

The learner reveals new information that requires a response from him.

Tools that can be used

- ✓ Team sports activities
- ✓ Group problem solving
- ✓ Role games
- ✓ Group assignments

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The role of the trainer

In small group activities, the trainer should be very clear in setting the task. Although most of the information processing takes place in the next phase, the instructor may ask some questions to each small group to facilitate the group's progress. Among them may be included the following:

- ✓ Are there any questions about the assignment?
- ✓ Is there anything else you should know?
- ✓ How are things going?
- ✓ Have you thought about...?
- ✓ Can you say more about it?
- ✓ Can you think of another alternative?
- ✓ How much time will you need?

What happens in Phase 2: Reflections of experience

During this phase, learners sort through the information developed in Phase 1. In the next phase, they will need to use this information to develop their key “learning positions” on the topic, but first they must analyze the experience.

Tools that can be used

- ✓ Small group discussions
- ✓ Large group discussions
- ✓ Speeches of the participants
- ✓ Small group reports

The role of the trainer

The teacher's role in Phase 2 of the learning cycle is to help participants reflect on what happened during Phase 1. This means that the participant must focus on what the experience means, and the teacher must make sure that some important aspects of the experience are not ignored.

An effective way to help the learner reflect is to ask him questions about what happened and how he reacted. Phase 2 is the phase where participants share their ideas and reactions with others. Here are some examples of the types of questions a teacher might ask:

- ✓ What happened?

- ✓ How did you feel when...?
- ✓ Has anyone not felt differently?
- ✓ What did you notice about ...?
- ✓ What do you think of this experience?
- ✓ Does anyone think the same?
- ✓ Do you agree/disagree with what they say? Why?
- ✓ Does anyone have anything to add...?
- ✓ Does this surprise you?
- ✓ Did you find that...?
- ✓ Why don't you...?

Note that the instructor uses open-ended questions to stimulate discussion about the experience.

What happens in Phase 3: Summarizing the experience

In this phase, students must interpret what was discussed during Phase 2 to determine what lessons can be learned. This means that the participants have to look at the information and decide what it all means to them, in other words the learner derives the principles or lessons learned from the experience and its discussion.

Tools that can be used

- ✓ Synthesizing discussions in a large group
- ✓ Lectures
- ✓ Demonstrations
- ✓ Reading assignments

The role of the trainer

The role of the trainer in Phase 3 is most similar to the conventional role of the teacher - that of a person who guides the learners. Here more than in any other phase, the teacher must know the subject and be credible in the eyes of the participants as a good source of information. However, this does not mean that during this phase the teacher must provide all the answers. In fact, the participant is likely to accept the learning better if the group members have to discover the answers on their own.

As a facilitator, the teacher helps the participant focus on the effects of what happened during the experience and reflection phases; so the participant will be able to realize that he has actually learned something new. There are two main approaches to this: the teacher can either present the students with a summary (in a lecture or as a reading assignment) or ask directed questions, allowing the students to reach certain conclusions on their own (in the form of, for example, a consensus-seeking discussion). The latter approach requires strong teaching skills as well as knowledge of the subject itself.

Helpful questions the trainer can ask include the following:

- ✓ What did you learn from it?
- ✓ What does all this mean to you?
- ✓ Is there any operating principle here?
- ✓ How do you think everything we talked about comes together?
- ✓ Did you get any new ideas for...?
- ✓ What are some of the important themes we saw here?
- ✓ Is there anything we need to learn?
- ✓ What do you associate with this?

What happens in Phase 4: The Application

In order for the participant to feel that the lesson was meaningful, he must relate what he has learned to his own life situation. During Phase 4, the learner makes the connection between the learning environment and the real world—the two are rarely the same. The connection can be strengthened through practice and by planning the application after training.

Tools that can be used

- ✓ Practicing new skills
- ✓ Action planning
- ✓ Discussions

The role of the trainer

The main role of the teacher during Phase 4 is that of a coach to the student. While the participant is trying to do things on their own, the teacher can give them advice and

encourage them in their attempts to improve their new skills. The key question that should be asked here is, "How can I do this differently next time?"

Among the questions the teacher may ask are the following:

- ✓ Which of the things about it do you enjoy the most?
- ✓ Who do you find most difficult?
- ✓ How could you apply this in a "home setting"?
- ✓ Can you imagine doing this in two weeks?
- ✓ What will you most aspire to do after the training?
- ✓ What do you think you will find most difficult when using this?
- ✓ If you had to do this on one of your projects, how would you do it differently?
- ✓ How could this exercise make more sense to you?
- ✓ Do you expect any resistance on your return?
- ✓ What could you do to overcome the resistance of others?
- ✓ Are there any areas in which you would like to practice more?
- ✓ What are some of your unanswered questions yet?
- ✓ How could you do this better?

Team sports – Phase 1: The Experience

Basketball

Why basketball

Because basketball doesn't need much equipment and can be set up easily anywhere, it can be played both indoors and outdoors. Also, you can get started with basketball as a team of one or even two people. Basketball is a lot more than just an exciting game to play. The sport offers a lot of physical, mental, and emotional health benefits for anyone who wants to become more active or develop a healthier lifestyle. In this sense, it is a great mind and full-body workout.

Social benefits

ENCOURAGES A TEAM SPIRIT

From the players on the court, to the players on the bench, basketball players are encouraged to develop a team spirit in their quest for success.

And this team spirit not only helps teams in their quest for glory and the championship, but also creates long-lasting bonds and friendship. Basketball, unlike other sports, is all about the team and not just about the individual player.

ENCOURAGES TEAMMATE CONCERN

Basketball, again unlike many other sports, encourages teammates to be concerned for their fellow player. From helping a teammate up after a fall, to clapping hands after a made or missed free throw attempt. Basketball is centred on the team and individual players are encouraged to be concerned for their teammates and their well-being.

OPPORTUNITY TO MEET DIFFERENT PEOPLE

While most basketball players tend to skew younger in age, basketball typically doesn't discriminate by age. In fact, due to the ease in beginning to play and starting a game, basketball is a rather inviting game. And though basketball players in their older years may not be driving to the basket as often, they can still contribute with well-timed passes and open shots.



But this open invitation to the court allows you to not only meet new people but to also meet people from different races, ages, and backgrounds. Basketball is a very inclusive sport and one that encourages play from all individuals.

DEVELOP A SENSE OF COMMUNITY

By playing with the same individuals in your community, you will develop a sense of community and belonging within that community.

This sense of community will not only help you to feel more comfortable on the court but will also help you to feel more comfortable in the area. You may begin to see a familiar face while you are out shopping or at your local supermarket, creating a sense of community and belonging.

CREATE LIFELONG FRIENDSHIPS

Being around and interacting with your teammates so often, you will naturally develop a level of friendship that is unlike any other. You will be able to discuss aspects of the game, the difficulties of an upcoming game, and even discuss the happenings in your own personal lives.

DEVELOP COMMUNICATION SKILLS

Similarly, as you play with your teammates, you will learn to develop a stronger communication style. Whether you're the captain of the team or are leading the ball down the court, you will learn both verbal and non-verbal communication styles to better assist you on the court.

However, these communication styles will also help you off the court. You will learn how to address issues, convey your needs, and discuss your own thoughts, feelings, and opinions. Basketball is, perhaps, one of the best sports which encourages communication and discussions with teammates and these skills will help you both on and off the court.

Emotional benefits

There are many different emotional benefits to playing basketball, including:

HELPS REDUCE STRESS

Regular exercise helps to reduce the negative effects of stress and helps you relax.

HELPS IMPROVE MOODS

It can help improve your moods and confidence in yourself. It can also help mildly reduce symptoms of depression and anxiety. Basketball is a fun way to get some regular exercise into your lifestyle.



HELPS DEVELOP CONCENTRATION AND DISCIPLINE

Building concentration can help you get more things done and enjoy more flow in every aspect of your life. Self-discipline can help you manage your life better so you're doing more of the things you want to achieve.

HELPS YOU DEVELOP FASTER DECISION-MAKING SKILLS

Basketball can help you "think on your feet," as you often have to make split-second decisions with very little time on hand. Playing the sport regularly can help you transfer these skills to other aspects of your life, like work or family.

MORE CONFIDENCE

Nothing feels as good as sinking that winning basket and taking your team to the top. Basketball can help grow your confidence in your skills both on and off the court.

SPATIAL AWARENESS

Spatial awareness means you know where things are and your relation to them. It helps you navigate through tricky situations in the world.

Volleyball

Why volleyball

There are a number of reasons why people play volleyball. It is a fun way to bond with family and friends. And it's an alternative way of reaching fitness goals. Others simply play volleyball for fun and entertainment. Whatever your reason may be, you will reap the benefits of playing volleyball.

Social benefits

IMPROVES INTERPERSONAL SKILLS & BUILDS TEAMWORK

One of the benefits of volleyball is the ability to develop and improve your interpersonal skills. Volleyball is a team sport, it gives you the ability to meet new people, make new friends, build relationships and foster social connections you otherwise wouldn't have. Volleyball requires that teammates work cooperatively, and at a fast pace, this requires good communication and teamwork.

SOCIAL INTERACTION & ENHANCED SENSE OF HAPPINESS & BELONGING

To tie in with the above-mentioned benefits of playing volleyball (increased interpersonal skills and enhanced teamwork among players), playing volleyball in a team leads to regular social interaction with others. Whether it be with your fellow teammates, coaches, new members that have joined the team or people you have met through your fellow team members.

It helps individuals feel as if they are a part of a group that is working together towards achieving a common goal. Thereby giving them the opportunity to feel a sense of importance and purpose and that they are part of something bigger than themselves. Spending time with friends and team mates also makes you feel valued and loved, which ultimately translates into a greater sense of happiness.

SPORTSMANSHIP

When you become part of a team it is absolutely essential that you develop good sportsmanship. Learning what good sportsmanship is and how to positively apply it is undoubtedly one of the most important benefits of playing volleyball. Playing volleyball teaches you the value of hard work, teamwork, respect and fairness. It teaches you the faithful observance of the rules as well as how to accept both defeat and a win graciously. That is the true demonstration of character and the display of good sportsmanship.

IMPROVES YOUR COMMUNICATION SKILLS



Volleyball significantly improves your communication skills. When playing volleyball in a team setting, players need to be in constant communication with their team members in order to ensure every player knows exactly what is going on, where they're needed and how they can assist each other. Communication, or the lack thereof, can often make the difference between a win or a loss.

IT'S A GREAT WAY TO MEET PEOPLE

One of the greatest social benefits of playing volleyball is the fact that it is a great way to meet people. As volleyball is a team sport, it gives you the ability to meet new people, make new friends, build relationships and foster social connections you otherwise wouldn't have.

DEVELOP EMOTIONAL CONNECTIONS

Players ultimately end up building very strong emotional connections with their team members. Volleyball team members often make strong connections that extend far beyond the volleyball court and locker room. Whether you play on a recreational, collegiate or competitive level, or merely enjoy a pick-up game or two, you end up spending a great deal of time with your fellow team members.

From encouraging you to remain active within training and the sport (which keeps you fit, healthy, active and on-top of your game), to helping each other remain positive, happy, optimistic and on the right track. There are a variety of ways you can provide emotional support to your fellow team members.

Emotional benefits

REDUCES STRESS & ANXIETY

One of the proven benefits of volleyball and participating in regular exercise is the fact that it can substantially reduce your stress and anxiety levels. When you are physically active and participate in a fun sport such as volleyball, you provide your mind with a much-needed distraction from daily life stressors. This can help you block out or avoid getting dragged down by negative thought patterns. Exercise reduces the levels of stress hormones in your body, while at the same time stimulating the production of endorphins. Also known as the 'Happy Hormone'. Endorphins are chemicals produced in your brain which makes you feel happy and allows you to experience a sense of euphoria and elation. Endorphins essentially act as natural mood lifters that can keep stress and depression at bay. The release of Endorphins after a fun and challenging volleyball game may even leave you feeling more relaxed and optimistic, thereby substantially reducing your levels of stress and anxiety.



IMPROVES YOUR MOOD

In addition to reducing your levels of stress and anxiety, playing volleyball can improve your overall mood and provide you with a burst of happiness and relaxation. Whether you're playing volleyball on a recreational or competitive level or merely having fun with friends and fellow volleyball lovers, being physically active triggers brain chemicals that make you feel happier and more relaxed.

DEVELOPS SELF ESTEEM & BOOSTS SELF-CONFIDENCE

One of the most important emotional and personal benefits is that volleyball has the ability to improve your self-esteem and build your self-confidence. The regular exercise that comes with playing volleyball can help you become fit, strong, and healthy and achieve exceptional physical goals you never thought possible. As your strength, skills, stamina, fitness, weight, mental state, confidence, health, and wellbeing improves through playing volleyball, so does your self-image. In turn the way you feel about yourself improves. The feeling of happiness, support, acceptance and belonging that comes along with being a part of a team, will do wonders for boosting your self-confidence and self-esteem.

Football

Why football

Football is loads of fun. And there are plenty of benefits of playing soccer when it comes to your physical, emotional, and mental well-being.

It's great for your fitness and physique, and it affects your mood, emotions, and mental state, too.

Whether it's increased self-esteem, developed friendships, or improved mood, focus, and empathy, playing football can improve your life in many ways.

And that's besides the staggering array of life skills that it develops such as discipline, hard work, communication, leadership, and teamwork.

Social benefits

CAMARADERIE

Joining a sports team gives kids a sense of belonging and the opportunity to make new friends. Some may even become buddies for life!

Getting involved in a sport also gives kids another social circle outside of school.

RESPECTING AUTHORITY

Does your child need the occasional extra dose of discipline? Sign them up for a sport.

Following set rules, taking direction and accepting decisions is a large part of playing competitive sport. And players are often penalised for bad behaviour.

With regular interaction with coaches, referees and other players, respecting their elders and listening to their peers is an important skill kids can take from the court or pitch.

WORKING TOGETHER

“There’s no I in team.”

“Teamwork makes the dream work.”

Or whatever other clichéd phrase coaches may tell their team. It means nothing unless the team members buy in too.

A team can’t succeed without working together. No matter how good the individual players.



Communication is key and learning to be part of a team is synonymous with learning to value the effectiveness of teamwork.

A useful lesson for kids to carry into adulthood and their future careers.

LESS SELFISH

Closely tied to teamwork, sports (particularly team sports) are a great platform to teach kids to be less selfish.

In sport, kids need to think about what's best for the team. Not themselves.

You see it so often in soccer. Players have the opportunity to pass to a teammate, but instead choose to go for glory themselves. Shoot for goal, and then miss.

Egos are not good for team morale or performance.

Coaching kids to understand that they can achieve more by being less selfish, is one of team sports' great takeaways.

INCREASES EMPATHY

As football is a team sport, players need to work together with their teammates if they're to stand a chance of success.

This means not only supporting each other but motivating and caring about one another, too.

By working closely alongside other players, you not only further your understanding of them but about people in general.

Emotional benefits

CONTROLLING EMOTIONS

As kids grow up, we expect them to learn to control their emotions. Especially the negative ones.

In sport, emotions can run high and learning to channel them the right way can be tough for youngsters.

A good coach understands that negative emotional stress hurts performance. However, once this piece of wisdom is ingrained, your child will be better equipped to tackle a whole range of other life challenges.

SELF-ESTEEM

Many studies suggest that sport and other physical activities can contribute to the development of self-esteem in kids.

A pat on the back, a high-five from a friend, or a handshake with an opponent at the end of a match (even if they lost), is all character building for your child.

The difficulty however, is to not let their self-esteem be distinguished by winning or losing. But instead, to focus on their effort and enjoyment of the sport.

The supportive relationships of coaches and teammates, plus encouragement from parents, can all positively affect children's self-esteem.

PATIENCE

Unless your child is extremely athletically gifted, then practice will play a large role in whatever sport or activity they're involved in.

And if practice makes perfect, then perfect takes patience.

DEDICATION

Similar to patience, the discipline of training and the commitment it takes to pursue a sport is a trait transferrable to many other aspects of life.

It's no coincidence that participation in sport is linked to higher academic achievement in school.

RESILIENCE

The highs. The lows. The wins. And the losses.

Sport can be a bit of an emotional rollercoaster.

This isn't surprising when sport teaches kids to pick themselves up after a hard tackle, or to hold their head high after losing badly, then get right back out there the next week.

Sport is about bouncing back, and learning from mistakes. The earlier kids can learn these skills, the better.

BOOSTS SELF-CONFIDENCE AND SELF-ESTEEM

Football can help improve players' self-confidence and self-esteem which are crucial for people's emotional well-being.

By setting goals, working hard to achieve them, and developing new skills and abilities, players gain confidence and increase their self-worth.

This is a very rewarding and empowering experience which will leave them feeling a lot better about themselves.

LEARN TO CONTROL EMOTIONS

Playing soccer also helps you learn how to control your emotions better. This positively impacts your life both on and off the pitch.

Dealing with victories and defeats, successes, and disappointments are all part of playing a sport. So over time, you'll learn to better process and control these emotions.

This will see you act thoughtfully and carefully rather than impulsively and be more stable with your emotions.



GIVES YOU SOMETHING TO LOOK FORWARD TO

Knowing that you have a football training session or match coming up can be great for your mental health as you know that you have something fun to look forward to with your friends.

It's a time for you to forget about your worries, it gives structure and meaning to your week, and it helps you refocus and refresh your mind.

INCREASES YOUR CONCENTRATION AND FOCUS

As players need to concentrate for the whole match and keep both their focus and attention on the ball and what's going on, soccer is great for improving both concentration and focus.

If they get distracted or lose focus just for a moment, players are liable to get punished by not being in the right position or losing their opponent and letting in a goal.

Rowing

Why Rowing

Rowing is a very social sport. Many clubs or rowing facilities have a clubhouse where members can meet to train together and socialise.

Social benefits

FRIENDSHIP

Junior athletes' row is to be with a group of like-minded friends in a fun and enjoyable environment. The bonds that athletes forge on a rowing team through shared trial are some of the strongest and longest lasting. It is healthy to have a group of people who you can commiserate with, and find support in.

ROWING TEAMWORK

Rowers who take part with others, as a member of a team have to learn to be an integral part of that team; rowing in synchronisation with the others. It is a great feeling when achievements are made and your team effort has played a vital role in that success.

Emotional benefits

CHARACTER DEVELOPMENT

One of the most important thing for the development of youth is character. Rowers learn what means to be part of a team is: respect, teamwork, dedication, determination, open mindedness, and compassion. Rowing should be an environment where rowers have the opportunity to learn from the good examples of the staff and their peers. They see that these positive characteristics lead to successful individuals and teams. Rowing provides an environment where youth can make mistakes, be held accountable, but encouraged to learn and grow.

ROWING AS A STRESS BUSTER

Rowing is a great way to release the stresses of the day by providing both a stress busting physical workout, as well as enjoying the calming effect of tranquil outdoor waters.

Rugby

Why rugby

“Team sports such as rugby are particularly good for youngsters. They not only improve fitness but crucially develop social skills including tolerance, leadership, concentration, determination, teamwork – and, of course, how to deal graciously with success or defeat.” - Dr Colin Michie

Social benefits

IT HELPS TO DEVELOP TEAM-BUILDING SKILLS

As rugby involves working towards victory as part of team, introducing the sport to your children helps to develop their team building skills.

Whether it is being part of a prep talk or being out there playing on the field, kids who play rugby have an increased knowledge and respect for being a part of a team and working towards a common goal with their peers.

This is an especially useful skill that can be transferred into the classroom, as well as something that kids can take with them into adulthood.

IT HELPS TO DEVELOP SOCIAL SKILLS

As rugby is a team sport, children who play rugby tend to experience more social interaction with other children than other kids of their age.

Social interaction is an important part of childhood development, and good social skills are needed to be successful throughout adulthood.

Humans are social animals, and it has long been proved that those of us who socialise regularly lead longer and happier lives.

Introducing your child to team sports such as rugby helps to give them a sense of social fulfilment and a sense of purpose, leading to improved wellbeing and a happier child.

Emotional benefits

INCREASED SELF-CONFIDENCE

Rugby offers teenagers increased confidence and self-respect, as the ultimate character-building sport. It fosters courage, fitness, team effort and togetherness, bringing together boys and girls from all backgrounds.

BUILDS DISCIPLINE

Rugby requires a high degree of preparation, and through participation in structured training and playing a regular game schedule, rugby can develop key mental skills of self control and discipline.

STRESS REDUCTION

The release of endorphins while playing the game is enough to lift your mood and help aid a better night's sleep. Through triumphing over a challenging situation during the game, players build resilience to stress and are often able to better tackle problems off the field.

HELPS BUILD RESILIENCE

The resilience and ability to persevere through pain and adversity for the greater good is a key skill developed on the rugby field, and a characteristic that serves rugby players throughout the rest of their personal and professional lives.

IMPROVES MENTAL STATE

Rugby, like most team sports, is able to give participants a sense of purpose and a place within the team. In addition, the sense of camaraderie with teammates can be an important part of helping individuals move towards a more positive frame of mind. Physical activity can be a huge aid to any mental health treatment regimen.

Teaching and Learning through Sport

A quality sport education program aims to equip students to pursue a physically active lifestyle.

Each learning sequence or unit of work should seek to develop:

- The technical skills for the sport;
- An understanding of game skills and strategies;
- An understanding of the rules and code of behaviour;
- Experience in game situations;
- An understanding of training and preparation for the sport;

Each student should have the opportunity to:

- Develop and execute strategic play
- Participate at a level appropriate to their stage of development
- Share in the planning and administration of the sport
- Be provided with responsible leadership opportunities
- Work effectively with the group towards common goals

The Learning Environment

The following guidelines about the learning environment are applicable:

- Reduce emphasis on winning and losing;
- Focus on maximum participation for all students in a variety of sports;
- Provide modified rules where and when appropriate;
- Provide enjoyment and a measure of success for all;
- Allow skill acquisition and improvement;
- Develops sporting behaviour, including self-control, discipline, co-operation, tolerance and respect for others;
- Caters for student learning styles.

There are a number of learning and teaching models through which sport education/concepts can be presented to students. Learning and teaching models selected by teachers must be flexible enough to be adapted to suit a particular setting. Whichever teaching models you choose will depend on the context you are working in, identified students' needs and your understanding of the model application.

Safety

Teachers are responsible for ensuring the safety of their students. When planning an activity, the teacher should consider whether the planned activities will be safe.

Safety advice to consider includes:

- Discuss and emphasise safety practices and precautions with students when introducing a new activity;
- Provide proper supervision of activities at all times;
- Ensure an adequate warm-up to prepare students for physical activity;
- When dividing the class into groups, aim to create groups of equal ability;
- Watch for students becoming tired and adjust or change activities as appropriate;
- Organise activity areas so there is ample space between students, groups and obstacles (fences, poles, nets, bins, walls etc);
- Pay careful attention to the suitability of the activity surface. Wet grass, wet concrete, sandy surfaces, cracked pavement and polished floors can be very dangerous to use for activities which involve students moving and changing direction quickly;
- Encourage students to wear appropriate clothing for the activity. Appropriate footwear also helps prevent accidents;
- Hoops, carpet squares and mats sometimes slip when jumped on by students;
- Be careful to select equipment that is appropriate for students' ability;
- Encourage students to drink regularly to prevent dehydration;
- Encourage students to follow sun protection practices.

Workshops – Phases 2, 3 and 4

How the kids learn?

The teacher/coach becomes the facilitator of the child development.

During the workshops, there is a dynamic exchange of information, knowledge, and energy between the teacher and the student.

Positive attitudes in study and occupation, the positive energy generated by the teacher, set a special positive spiritual atmosphere. In modern didactics, it is better to use more developing, positively motivating methods and technologies of education, which will create a development environment that is positive for development.

This scientific direction in pedagogy connected with the social environment and the socialization of the individual has resulted in a new disciplinary science—social pedagogy. It deals with other mechanisms of socialization—imprinting, imitation, identification. Thanks to the development of psychology, the theory of upbringing develops coping strategies, coping behavior, and the concept of a lifestyle.

A number of different teaching techniques emerged due to this change in education. Many of these teaching techniques are not actually new! The use of technology in the classroom has simply given education a new lease of life allowing us to approach old ideas in new ways.

Scientists D. Tapscott, D. Oblinger, B. Brdička note serious changes in perception and learning process.

Generation development

Twentieth century generation

- Books → reading
- Current step, gradual movement
- Single tasking
- Linear approach
- Perception through reading
- Independence
- Ambiguity
- Passive school, as requirement
- Discussion
- Reality
- External technology
- Fact awareness

New generation

- Display—visual perception
- **Nonlinearity**
- Multitasking
- Hyper media
- Iconic perception
- **Connection**
- **Cooperation**
- School as game
- Warning
- Fantasies
- Internal technology
- Know how to find something necessary



Differences between the modern practice of teaching at school and the new “social-digital generation”

Socio-digital participation

- Flexible use of digital media
- Multitasking
- Intellectual ICT tools
- Internet searches
- Socio-digital networking
- Working on screen
- **Making and sharing in groups**
- **Extended networks**
- **Knowledge creation**

School practices

- Traditional media, e-mail
- Linearity and sequence
- Pure mental performance
- Limited textbook content
- Off line working, F2F
- Paper and pencil
- Individual performance
- Closed classroom community
- Knowledge acquisition

The main goal of the workshop program is to facilitate the learning process through teaching methods in order to realize the effective acquisition of knowledge and skills for the use of sports to develop social and emotional intelligence. Learning is an active and continuous process. The conditions for supporting the training are in the creation of an atmosphere that:

- encourages participants to be active;
- recognizes the right of people to make mistakes;
- tolerates imperfection;
- promotes openness and self-confidence;
- makes people feel respected and accepted;
- emphasizes self-assessment in cooperation.

The learning process is based on the needs of the learners, as the structure of the content and the learning strategy are designed entirely for the needs of the workshops. In the chosen concept of the shared approach to learning, learners actively participate in the learning process.

The participants are in an active position. This develops thinking; encourages the use of different strategies; develops skills in dealing with different sources; leads to awareness of one's own learning style; it is suitable for individualization of training.

Strategy for joint learning and cooperation - it is about training based on working in small groups, aimed at developing social skills. Any joint learning is through cooperation. It can be talked about only when the factors are present: interdependence between the members of the group; face-to-face interaction;



individual responsibility to the common goal; development of skills for working in a small group; reflective discussion of what has been done.

The training procedure here includes the following stages: preparation of the learning environment, presentation of the problems to be solved and the objects for research, distribution of the tasks, directing the work of the trainees, conclusions and summaries.

The training concept

This training program and lessons moves away from those pedagogical materials that provide manual and finite ideas that do not necessarily allow the development of the users' own skills and abilities. This is why, the program is a pedagogical material that is designed in a flexible way for the trainer/coach/learner to be able to use it in a way that responds to their specific contexts, capacities and objectives. It should be noted that the proposals contained in this program deal with processes of strategy construction emphasizing, preferably, the development of social and emotional intelligence.

The primary characteristics and commitments for using the tools are set out in the "4Rs Framework":

1. Reuse – reuse the content in its unaltered form
2. Revise – adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
3. Remix - combine the original or revised content with other content to create something new (e.g., incorporate the content into a mash-up)
4. Redistribute - share your revisions or your remixes with others.

Steps for implementing workshops

PRINCIPLES:

1. FOCUS ON “REAL LIFE” PROBLEMS.
2. EMPHASIS ON HOW THE LEARNING CAN BE APPLIED.
3. LINK THE WORKSHOP TO THE GOALS OF THE PARTICIPANTS.
4. CONNECT THE TOPICS TO THE PREVIOUS EXPERIENCE OF THE PARTICIPANTS.
5. PROVIDE OPPORTUNITY FOR DEBATE AND CHALLENGE OF IDEAS.
6. LISTEN AND RESPECT THE OPINIONS OF PARTICIPANTS.
7. ENCOURAGE PARTICIPANTS TO SERVE AS SOURCES OF INFORMATION AND IDEAS FOR YOU AND EACH OTHER.
8. TREAT LEARNERS AS ADULTS.

Introduction to the topic

The first important duty of the educator at the beginning of any event he leads - teaching/facilitating or moderating/consciously guiding discussions - is to start by introducing the participants, including himself.

This is necessary because of the following:

- Removing the naturally existing barrier between him and the participants, due to ignorance;
- Establishing the first interpersonal contact between the participants, a necessary condition for their expected activity in their joint work during the event;
- Creating the conditions for an atmosphere of trust between them and the teacher.

The tools that are used are varied and mostly depend on the number of participants, duration of the event you are leading and the complexity of the goals you are about to achieve.

The second important duty of the teacher, is to ask the participants about their expectations from the event in which they are participating. The answers to each of them are noted on a large white sheet of flip chart.

The purpose of this discussion is:

- Establishing the attitude and preparation of each of them for the future participation in the joint work / training or discussions /
- Establishing expectations that diverge from the goals and expected results of the organized event.

The third step in this introductory session is introduction to the objectives, the program with the lessons / steps / and the duration of each one of them and the expected results. This is done by the teacher using appropriate visual aids. During this session, he is required to compare the results with the expectations of the participants. And if there are some expectations that are not provided by the program, to honestly state whether he will be able to devote time to it. This is done because at the end of each event the teacher must return to the initial expectations of the participants and discuss with them whether they managed to satisfy them by participating in the workshop.

The last important step is the development of work norms during the training process. These norms are the rules that you and the participants will have to follow when working together. They are elicited by appropriate questions from the learners. They are written on a large format white sheet and placed in a prominent place. In this way, during the training you can always invite the audience to turn to them if necessary and restore the normal order and rhythm of the works.

*Workshops for the development of social and emotional intelligence -
PLANNING MODEL*

STAGES	PURPOSE
REVIEW	To review the general knowledge of the participants and their experience of the subject, based on the sports events held. A reflection of what happened during the sports activities.
OVERVIEW	To make a connection between learners and learning content that engages the audience and encourages learning.
PRESENTATION	To present the content to the audience in a way that makes it easier to remember.
EXERCISE	To enable learners to practice the learning content to develop their skills.
SUMMARY	To summarize and clarify what has been learned.

A short interactive talk on developing social and emotional intelligence

WHAT IS IT...

- ✓ Short, tight
- ✓ Questions follow
- ✓ Includes the highlights
- ✓ “Little” lecture
- ✓ Supplemented with visual materials or pre-prepared printed materials
- ✓ Step to the subsequent activity (e.g. group assignment, case study) or completion of a preceding activity

LEARNING OBJECTIVES

- ✓ It is intended for participants with some prior knowledge
- ✓ Serves as an introduction to another activity



- ✓ Provides “food for thought” to a large audience
- ✓ Can be used for educational purposes
- ✓ It can be used to present new theories

PARTS

- ✓ Introductory questions
- ✓ Main (key) moments
- ✓ Summary

WHAT YOU SHOULD CONSIDER

Before

- ✓ How the talk fits into the general objectives of the lesson
- ✓ Visual materials
- ✓ Level of training of the audience
- ✓ What time of day does it take place

During

- ✓ Smooth transitions
- ✓ Introductory questions
- ✓ Highlights
- ✓ Summary (check for the degree of absorption)

TIPS

- ✓ Allow audience participation
- ✓ Summarize often
- ✓ Use specific examples
- ✓ Use humor
- ✓ Ask questions

Tips for conducting the Group Discussion

GUIDE THE DISCUSSION

- Encourage group members to participate;
- Control excessively talkative participants;
- Involve shy participants;



- Don't let one or two monopolize the discussion;
- Tactfully deal with irrelevant statements;
- Avoid personal disputes;
- Keep the discussion moving forward;
- Make sure that the discussion does not deviate from the topic;
- Summarize often;
- Use audio-visual aids (eg flip chart).

SUMMARIZE THE DISCUSSION

- Review the main ideas in the discussion;
- Review the conclusions reached;
- Make it clear what was achieved in the discussion;
- Repeat the minority opinion;
- Reach agreement on the proposed actions;
- End positive.

Four-Quadrant Model of Social + Emotional Intelligence

*For our workshops we used the
Four-Quadrant Model of Social + Emotional Intelligence*

Social and emotional intelligence is the ability to be aware of our own emotions and those of others, in the moment, and to use that information to manage ourselves and manage our relationships.

PERSONAL COMPETENCE

These competencies determine how we manage ourselves.

SELF-AWARENESS

Knowing one's internal states, preferences, resources, and intuitions.

Emotional awareness: Recognizing one's emotions and their effects

Accurate self-assessment: Knowing one's strengths and limits

Personal power: A strong sense of one's self-worth and capabilities; self confidence

SELF-MANAGEMENT

Managing ones' internal states, impulses, and resources.

Behavioral self-control: Keeping disruptive emotions in check; impulse control

Integrity: Maintaining high standards of honesty and ethics at all times

Innovation & creativity: Actively pursuing new approaches and ideas

Initiative & bias for action: Readiness to act on opportunities

Achievement drive: Striving to meet a standard of excellence

Realistic optimism: Expecting success; seeing setbacks as manageable; persisting in achieving goals despite obstacles and setbacks.

Resilience: Perseverance and diligence in the face of setbacks

Stress management: Working calmly under stress and pressure



Personal agility: Readily, willingly, rapidly and effectively anticipating and adapting to change
Intentionality: Thinking and acting “on purpose” and deliberately.

SOCIAL COMPETENCE

These competencies determine how we handle relationships

SOCIAL AWARENESS – OTHER AWARENESS

Awareness of others feelings, needs, and concerns

Empathy: Sensing others' feelings and perspectives, and taking an active interest in their concerns

Organizational awareness: Reading a group's emotional currents and power relationships; being able to “size up” a situation and plan an appropriate response

Service ethic: Anticipating, recognizing, and meeting customers' needs

SOCIAL SKILLS – RELATIONSHIP MANAGEMENT

Adeptness at inducing desirable responses in others

Communication: Listening attentively and fostering open dialogue

Interpersonal effectiveness: Possessing diplomacy, tact and interpersonal skills, and knowing how to use them to ease transactions and relationships with others; the ability to relate well and build rapport with all people

Powerful influencing skills: Wielding effective tactics for persuasion

Conflict management: Negotiating and resolving disagreements

Inspirational leadership: Motivating, guiding and mobilizing individuals and groups; articulating a clear, compelling and motivating vision for the future

Catalyzing change: Initiating, managing and leading change

Building bonds: Nurturing and maintaining relationships, cultivating a wide network; connecting with others on a deeper rather than superficial level.

Teamwork & collaboration: Working with others toward shared goals. Creating group synergy in pursuit of collective goals.

Coaching & mentoring others: Identifying others' development needs and bolstering their abilities

Building trust: Being trustworthy and ethical when working and relating to others; ability to establish a bond of trust with others.

Curriculum

Day 1

09.00 – 9.30	Introductory lesson. Opening of the workshop, presentation of the participants, the objectives, the program and the expected results
9.30 – 9.45	Warm up activity
9.45 – 10.00	Reflection on sports events - social intelligence
10.00 – 10.15	Energizer
10.15 – 10.45	A short talk on social intelligence
10.45 – 11.00	Energizer
11.00 – 11.30	Social Awareness Group Discussion
11.30 – 11.45	Energizer
11.45 – 12.15	Social Skills Group Discussion
12.15 – 12.30	Feedback

Day 2

9.30 – 9.45	Energizer
9.45 – 10.00	Reflection on sports events - emotional intelligence
10.00 – 10.15	Energizer
10.15 – 10.45	A short talk on emotional intelligence
10.45 – 11.00	Energizer
11.00 – 11.30	Self-Awareness Group Discussion
11.30 – 11.45	Energizer
11.45 – 12.15	Self-Management Group Discussion
12.15 – 12.30	Feedback



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