



CROSS  **OVER**

PROMOTING SCHOOL SUCCESS THROUGH SPORT

PROGRAM PRESENTATION



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What is Crossover Project

Is a European project under the Erasmus+ Programme Strategic Partnerships - Innovation in School Education, funded by the European Commission.

The aim of the project is to develop an innovative empowerment program for students using Sport and Physical Activity as a tool to develop key skills and competences with a strong focus on personal and social development, ENABLING SCHOOL SUCCESS, promoting social inclusion and preventing early school leaving.

The project involved organizations from Portugal, Cyprus, Italy, Romania and Turkey.

Background

Research has been unequivocal in supporting sports participation as a means to engender prosocial values in youth participants (Danish & Forneris, 2007). Researchers asserted that organized activities may enhance an individual's ability to master the major developmental tasks of childhood and adolescence (Eccles & Gootman, 2002). In addition, Kleiber and his colleagues (Kleiber & Kirshnit, 1991) have observed that sport is a forum, a structured test, for learning the skills associated with values such as responsibility, conformity, persistence, risk-taking, courage, and self-control.

More specifically, scientific evidence has been gathered on the contributions and benefits of Sport and Physical Activity in schools for both children and for educational systems. Research evidence is presented in terms of children's development in a number of domains: physical, lifestyle, affective, social, and cognitive, suggesting that Sport and Physical Activity have the potential to make significant and distinctive contributions to development in each of these domains. When appropriately presented, it can support the development of social skills and social behaviours, self-esteem and pro-school attitudes, and, in certain circumstances, academic and cognitive development. Contexts that emphasize positive experiences, characterized by enjoyment, diversity, and the engagement of all, and that are managed by committed and trained facilitators, significantly influence the character of these physical activities and increase the likelihood of realizing the potential benefits of participation (Bailey, R. 2006).

Additionally, these positive experiences have the potential to contribute to the process of inclusion by bringing individuals from a variety of social and economic background together in a shared interest, offering a sense of belonging to a team, providing opportunities for the development of valued capabilities and competencies, and developing social networks, community cohesion, and civic pride (Bailey, R. 2004).

Crossover Concept Development

The crossover program was created to empower students from 12-14 years old using Sport and Physical Activity as a tool to develop a set of cognitive, affective, behavioral and relational skills and promote school success, helping to prevent school dropout.

"Crossover" Program builds on both individual and group learning, always respecting participants needs. To achieve the learning goals, the learning process was carefully planned and framed within the principles of Experiential Learning.

After some literature review, we got to the conclusion that there were three key skills that appear to be facilitated through sport and have an impact on school success and reducing early dropout:

1. Self-esteem - related to how people value and perceive themselves, and it can have a great impact on several aspects of their lives (e.g., on the ability to make decisions, to recognize strengths, to try new or difficult things...) (Mind, 2019).



2. Self-regulation/Emotional Regulation - ability to adaptively regulate one's own cognition, emotions and behaviour, in order to effectively respond to internal and environmental demands (McClelland & Cameron, 2012; Raffaelli, Crocket, & Shen, 2005). This is a fundamental competence to successful accomplishment of adaptive developmental tasks at all stages of life (McClelland et al., 2018).

3. School engagement - multifaceted concept, composed of three dimensions: behavioral, emotional and cognitive engagement. Behavioural engagement concerns students' participation, namely their involvement in academic and social or extracurricular activities. Emotional engagement is related to students' reactions towards teachers, classmates, academics and school. Finally, cognitive engagement encompasses the idea of investment: students' effort to understand complex ideas and master difficult skills (Fredricks, Blumenfeld, & Paris, 2004).

With these findings we structured Crossover program to promote those key-skills, incorporating small activities to the school curriculum of Physical Education.

It's important to refer that the Crossover Program Implementation it's flexible and adaptable to each target group. Facilitators/teachers/educators implementing Crossover program should choose the activities more suitable for their group and adapt them according to the needs.

Crossover Program was implemented through pilot tests in 5 different countries/settings and structure, and in all 5 tests positive results were achieved.



Documents Available

- The **Crossover Program Presentation** presents a brief introduction to the topic and to "Crossover" Program;
- **Crossover Guidelines for Multipliers and Facilitators** introduces some standard recommendations for dissemination and exploitation of "Crossover" program and some key concepts for implementation;
- The **Crossover Preliminary Research** provides useful information and theoretical knowledge to support the implementation;
- The **Crossover Program Implementation** with practical activities to be implemented;
- The **Crossover Program Validation** presenting the methodology used to validate the program created, the results obtained, as well as a full correlational study on the Crossover Program impact.

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