



CROSS OVER

PROMOTING SCHOOL SUCCESS THROUGH SPORT

PROGRAM IMPLEMENTATION



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CREATE A SAFE LEARNING ENVIRONMENT



Introduction

This module is designed to build a safe and positive learning environment among students in the class, based on trust and collaboration. The existence of a safe educational environment is the essential prerogative because an effective growth and learning process occurs, especially in the case of working in a group.

In the context of formal education (on which the school is mainly based), aspects such as collaboration, communication, team building, trust, knowledge of others are not always successful and integrated enough. On the contrary, the combination of sport and non-formal education lends itself very well to working on these objectives, which are just as important as teaching and more than ever in preventing early school leaving.

Furthermore, the presence of a safe educational environment is an essential premise for working on the areas of the CROSSOVER project aims to implement: self-esteem, self-regulation and school engagement.

This module was conceived as in a sequence of 6 meetings lasting 1 hour each. In each meeting there will be an opening moment, icebreaker, to activate the energy of the student group and mark the start of the activity, a collaboration activity in couple or small group and a collaboration activity in large group. This is to give students the opportunity to experiment in different relational dynamics.

Finally, each meeting ends with a final debriefing, important to allow students to reflect on their experience and elaborate it. The meetings are designed in evolving complexity with regards to the level of collaboration and communication. However, the sessions are easily decomposable and adaptable to the different needs of the class.

The activities are based on a combination of sport and non-formal education, with a particular focus on the empowerment of interpersonal relationships within the class group, on the inclusiveness and empowerment of each person's potential and diversity.

Activities

Together in space

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Title	Stop and Go
Theme / Objectives	To set an environment of attention and concentration To learn how to move in the space as a group To start exploring collaboration among classmates in an easy task To approach to physical contact
Time	30 min
Preparation	This exercise starts with a very simple task, and develops adding more information and making the task more difficult.
Materials	Nothing
Instructions	<p>Tasks:</p> <p>1 - The students walk in the space. When the teacher says STOP they have to stop, when he says GO, they have to start walking again. Repeat 5/6 times.</p> <p>2 - The previous task remains. Now the students have to pretend to be on a raft, so they have to balance the way they spread in the room (if not the raft will break down). When the teacher says STOP they have to check if they're balanced in the space. Repeat until they can balance in a proper way in the space.</p> <p>3 - The previous task remains. Now when the teacher says STOP, he also tells some bodyparts: the students have to put that bodypart in contact with the ground. Repeat with different body parts.</p> <p>4 - When the teacher says STOP and the bodyparts, the students have to put the bodyparts in contact between them in couple (ex: hand to hand, back to back, etc). Repeat with different bodyparts.</p> <p>5 - Instead of saying STOP the teacher tell the students to make a group of a certain number of bodyparts (ex: group of 3 hands, 4 shoulders, 5 feet, etc.). Every time the groups become bigger and bigger. At the end the class is divided in 2 groups (ex: if there are 20 students make 2 groups of 10 heads). The 2 groups will be the 2 teams for the next game.</p>
Tips, considerations and safety	To be done in a big space (it doesn't have to be a gym), where participants can easily walk, move, and sit on the ground.

1

Title	Group pictures
Theme / Objectives	To try a task of collaboration as a group To empower creativity and originality
Time	30 min
Preparation	Divide the class in two teams (the teams can be ready from the previous exercise).
Materials	Nothing. It can be done using music and different objects.
Instructions	<p>The class is divided in 2 teams. The teacher will tell some topics/titles. Every team has to compone a pose for a group picture, concerning the topic/title.</p> <p>Rules are:</p> <ul style="list-style-type: none"> - All the components of the team have to be part of the picture - All the components of the team have to have a bodypart in contact with at least another member of the team. <p>After a while the teacher introduces some variations:</p> <ul style="list-style-type: none"> - the team can use in the picture some objects - 1 person in the team has to be completely lifted from the ground (only if you are in a big space). <p>The last picture will be made by all the class altogether as a whole group.</p>
Tips, considerations and safety	To be done in a space where students can easily move (it doesn't have to be a gym).

2

Debriefing

Sitting in a circle, the teachers invites the students to share a feedback about their learning process during the class, providing the following structure:

Learning: say one skill that you think you used today to complete the tasks (es: attention, concentration, non-verbal communication, listening, etc...)

Emotions: say one words that represent how you felt today

Collaboration

Title	The Lodger
Theme / Objectives	Ice breaker
Time	10 min
Preparation	Divide the class in group of 3. One student is outside. Is the number of students is divisible for 3 the teacher can play with them.
Materials	Nothing
Instructions	<p>Students are in groups of 3. In every group there are 3 roles: right wall, left wall, the lodger. The 2 walls create put their hands together creating the shape of a house, the lodger stay "under the roof".</p> <p>One student is alone (with no group).</p> <p>The student who is alone can say "LEFT WALL", "RIGHT WALL" or "LODGER". If he says "LEFT WALL" all the left walls has to leave their houses and run in a new one. The same happens with right walls and lodgers. In the meanwhile the some studenst are moving, the one who was alone try to take their place, and another one will stay outside.</p> <p>Repeat some times.</p>
Tips, considerations and safety	To be done in a big space where students can easily move

3

Title	Pair Challenge
Theme / Objectives	To empower collaboration and teambuilding in different settings (pair, small group, team)
Time	20 min
Preparation	Divide the class in 2 teams. In every team the students divide in pairs. Every team make a line of pairs at one side of the gym. Create a circuit with different obstacles.
Materials	Ropes, hula-hoops, different material to make obstacles in the circuit.
Instructions	<p>This game is a relay race in competition between the 2 teams. Every pair has to complete a circuit. When they arrive at the starting point the pair later can start.</p> <p>The team when all the pairs complete the circuit first wins.</p> <p>The way to complete the circuit changes at every match</p> <p>The 2 people in the couple have to hold their hand</p> <p>The 2 people in the couple are bounded feet to feet with a rope</p> <p>2 couples get together making groups of 4: the 4 people have to hold together a hula-hoop</p>
Tips, considerations and safety	This game need do be done in a gym or in an outdoor space.

4

Title	The Snake
Theme / Objectives	<p>To empower collaboration and coordination as a whole group</p> <p>To explore the leadership dynamics in the group</p> <p>To face with time managing as a group in completing a task</p>
Time	15 min
Preparation	All the class stay in a line. Every student has the feet bounded to the feet of the people ahead (left with left and right with right). Make an easy circuit.
Materials	Ropes (2 per students). Different materials to make obstacles in the circuit.
Instructions	<p>All the group has to complete all the circuit without taking off the ropes from the feet.</p> <p>All the group has to repeat the task but in a certain amount of time.</p> <p>Repeat making the amount of time shorter (to be decide by the group).</p> <p>Note: The group have time to set different strategies.</p>
Tips, considerations and safety	To be done in a gym or outdoor space. It's important to set the space in a safe way (the difficulty of the circuit and the task has to be managed according to the group).

5

Title	Mission Immersion
Theme / Objectives	To empower collaboration and coordination as a whole group To explore the leadership dynamics in the group To face with time managing as a group in completing a task coping with stress
Time	15 min
Preparation	In the gym/room ask set a composition using different objects (hula hoops, cones, sticks, clothes, etc).
Materials	Different objects at disposal
Instructions	All the class stay in a line, in a certain order. The group can look at the composition for 1 minutes. The teacher take a picture of the composition, then he destroy it. The group has to rebuilt the composition exactly as it was before. Everyone can go in for 10 seconds and put one object, then it's the turn of the next student.
Tips, considerations and safety	This game can be done in a gym, outdoor space or also in a classroom. If in a classroom, student can seat in their chairs, the composition will be smaller and people has more time (so they don't need to run). The teacher can give to the students more trials to complete the task.

6

Debriefing

In the circle, the teacher invites the students to reflect on the following topics:

- How did I feel being part of a big/small group? Which situation did I prefer? Why?
- Emotions: make a position with your body that express how you felt today during the class
- Open discussion and questions

Different roles

Title	Hands and feet route
Theme / Objectives	Ice breakers To empower collaboration in team To improve the ability to face a challenge as a team To improve determination and capacity facing with failures
Time	10 min + 10 min (to remake the exercise at the end of the lesson).
Preparation	Prepare a circuit putting on the ground different shapes of hands and feets.
7 Materials	Different shapes of hands and feets (as much as possible). They can me made of paper or other materials.
Instructions	After setting the cicuit, ask the class to stay in a line. All the class has to complete the circuit. It is possible to proceed only putting a bodypart on the corresponding shape (ex: left foot on the shape of a left foot). In 10 minutes all the class has to complete the circuit. If the class can not reach the goal in time they can try again at the end of the lesson.
Tips, considerations and safety	To be done in a big space. The time has to be set accordng to the number of students and the level of the group in cooperation.

Title	The cycle of paper
Theme / Objectives	To empower cooperation in team To explore the importance of different talents and skills in the class
Time	20 min
Preparation	Divide the class in 2 teams. Give to every team 1 sheets of paper per every players + 1 (ex: 10 players=11 sheets). Mark 2 different borders on the ground and put at the end a basket.
Materials	Sheets of paper (better if recycled), ropes, cones or anything that can be used to mark a border.
8 Instructions	Step 1: All the team has to get over a border in the room (marked on the ground). The players can step only on the piece of papers. Every team can find different strategies, respecting this rule. Step 2: When all the team has crossed the border, every players has to make a plane with his sheet and throw it over the second border. Optionally players can have more trals. Step 3: The plane who arrived over the border can be transformed in paper balls and thrown in the basket. The team put more balls in the basket wins.
Tips, considerations and safety	This game can be readapted to be done in a classrom. Instead of do one unique circuit, the students can cross the room at every match. A box can be used instead of the basket.

Title	Group mission
Theme / Objectives	To empower collaboration To learn how to elaborate a group strategy To learn how to give value to different skills and roles in the group To know better qualities and skills of classmates
Time	20 min
Preparation	This game can be done in teams or in a whole group.
Materials	One rope per group
Instructions	Every team has to pass to the other side of a rope put at a height of around 1 meter (or more, according to the height of the players). All players have to hold their hands during the process. It can work like a competition between 2 teams or one time as a challenge against time.
Tips, considerations and safety	This game can be easily adapted to different spaces and number of participants.

9

Debriefing

The teachers open a guided discussion providing the students the following inputs:

- What was the most difficult part for me today? Why? What the funniest?
- Did I feel important? Why? Did I feel that my classmates was important?
- Which was the winning strategy?
- How was the relation of my group with time (did we get worse or better when there was a time limit?)

Remember to get a space to everybody to express their opinion and to be listened by the others.

Trust and confidence

Title	Lines in order of...
Theme / Objectives	Icebreaker To know each other
Time	10 min
Preparation	None
Materials	Nothing
10 Instructions	The students have to make lines in order respecting different criteria (give at every match by the teacher). Example: Height, Hair color, Age (month of birth), Others.. Possible variation The players has to move using different motor schemes. <u>The players can not talk</u>
Tips, considerations and safety	This game can be done in every kind of space. If it's done in a gym it's possible to introduce different motor schemes and using the space more. This game can allow the students to know each other better (every topic can be added in the criteria of the line).

Title	Blind animals
Theme / Objectives	To improve listening skills and concentration To create a funny, positive environment in the class
Time	15 min
Preparation	Prepare the piece of papers with the animal and give a blindfold to every students.
Materials	Piece of papers with name of animals (half of the number of students). Blindfolds
11 Instructions	Every player pick up a piece of paper and read the animal on it (without saying it out loud). Then every players wear the blindfold. Every player has to find his pair (the person who has the animal of the same species), making the sound of the animal.
Tips, considerations and safety	It's better to do this game in a big and safe place. It's also better if there is more than one teacher/facilitator who can take care of the safety of the group. It's important to underline to the students the importance of moving slowly and be aware that there are other blind people moving in the space.

Title	Blind guides
Theme / Objectives	To empower trust and collaboration
Time	15 min
Preparation	Divide the group in pairs and give a blindfold to each pair. Put one ball for each pair at the opposite side of the room in a random order.
Materials	Blindfolds, Balls
Instructions	<p>In every pairs one people is blind and the other one can see. The goal is that the blind person reach a ball and bring it back at the starting point.</p> <p>The person who can see can guide his classmate using the voice: he can say "left", "right", "backward", "forward".</p> <p>Variation: the guide has to guide saying the opposite of he wants to get (ex: if he says "right" the blind has to move left).</p> <p>When everybody has completed the task, change role.</p>
Tips, considerations and safety	This game need to be done in a big and safe place where studends have space enough to move.

12

Title	The fishing
Theme / Objectives	To empower trust To explore leadership dynamics To improve in elaborating a group strategy
Time	20 min
Preparation	Divide the class in 3 teams and give to each team some blindfolds. In half of the pitch put several little balls of 3 different colours Give every team a box
Materials	Littel balls of different colours (at least 3), Blindfolds, a box for each team
Instructions	<p>A certain amount of points correspond to every colour (ex: yellow=2, blue=3, red=5).</p> <p>The goal of each team is put in the box balls to get the highest score. Every team has to select a team leader.</p> <p>All the players, except the team leaders, has to wear the blindfold. The role of the team leader is to guide using the words the other players to get the balls and put them in the box.</p> <p>Before to start the group can decide the strategy to use during the game. The number of teams and team leaders can be adapted according to the number of students and the space.</p>
Tips, considerations and safety	To be done in a gym or big room, or an outdoor space.

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Debriefing

In pairs, the students has to talk about their learing and emotions during the class. After 10 minutes, everybody sit in a circle and each student have to express the other's impression (or reporting one word). If necessary an open discussion can start.

Advanced collaboration

	Title	Drying Rack
	Theme / Objectives	To learn how to strategically work in a group to reach a difficult goal To let emerging of different roles in the group, involving everybody.
	Time	20 min
14	Preparation	Divide the group in 2 teams. Give 5 clips to each players.
	Materials	Clips
	Instructions	The goal of each team is to build the longer chain of clips. In order to do that the players stealing the clips to the players of the other team. Before to start the team can set a strategy. Some players can decide not to run but instead to give their clips and taking care of building the chain.
	Tips, considerations and safety	To be done in a gym or outdoor space.

	Title	Wall handbball
	Theme / Objectives	To empower collaboration and highlight the importance of all players To improve group strategy's skills
	Time	20 min
15	Preparation	Divide the class in 2 teams.
	Materials	Balls
	Instructions	The rules hare the same as Handball, but to make points you can goal on the all wall, and allow to involve all players, who cans set different strategies and be in charge of different roles according to their skills.
	Tips, considerations and safety	To be done in a gym or outdoor space.

	Title	Upside down
	Theme / Objectives	To empower collaboration and strategic thinking To improve creativity in problem solving approach To improve communication skills
	Time	20 min
	Preparation	Divide the class in group of 5/6. Give to every group a towel.
	Materials	Bit towels
16	Instructions	Every group has to find the way to turn the towel upside down while the whole group is stepping on it. Next level: the different groups concord the best strategy funds and try to achieve the same goal as a whole group (using a bigger towel or canvas).
	Tips, considerations and safety	This game can be done in every kind of space. The time can be managed according to the group cooperation level. The number of the groups can be adapted at the size of the towel of viceversa. Sometimes, it is advisable to make gender teams at some ages (specially 13-14 year old). Boys can be uncomfortable with same gender contact, it's easier for the girls.

Debriefing

In pairs, each one has to say one good quality/skills about the other.

Than in group the teachers guide the discussion asking the follwing questions: what was my role in the group? Who was the leader in my group? Were there any conflicts? Eventually open discussion and questions.

Everyone is important

Title	Inversion
Theme / Objectives	Icebreaker
Time	10 min
Preparation	Nothing
Materials	Nothing
17 Instructions	<p>The group stand in a circle holding hands.</p> <p>First step:</p> <p>The teacher tells some actions (ex: sit down, stand up, jump, etc). All the groups has to do the action staying in the circle. Repeat 5/6 times.</p> <p>Second step:</p> <p>When the teacher tells the actions the group has to make the opposite.</p>
Tips, considerations and safety	To be done in a space big enough fot the students to stand in a circle and move.

Title	Team strategy
Theme / Objectives	<p>To learn how face with a challenge as a group</p> <p>To test self-evaluation skills, setting goals for the group</p>
Time	20 min or +
Preparation	Anything specific
Materials	1 tennis ball
18 Instructions	<p>In the group the players have to pass a ball to each other in a way that:</p> <ul style="list-style-type: none"> - every player touch the ball at least once - no one pass the ball to the people next to him <p>The task has to be done in the shortest time possible.</p> <p>The group can choose different strategies.</p> <p>When the group achieves the goal the players has to set for themself a goal in term of time (ex: to complete the task in 1 minute).</p> <p>The group can try again making the time shorter until is satisfied with the result.</p>
Tips, considerations and safety	This game is easily adapted to every kind of spaces. It can be done in more teams if the number of players is more then 15.

Title	Super class challenge
Theme / Objectives	To test the improvement got during this whole process To face with a complex collaboration challenge as a class group To give value to the different features of each classmate
Time	30 min
Preparation	Prepare a set of tasks of physical education
Materials	Various, depending on the tasks
Instructions	The teacher gives to the class a list of 10 challenges connected with physical education (ex: jumping the rope 50 times, run a distance, make 10 flips, etc...) The class group has 20 min to organize a strategy. The goal is: - the group has to complete all the challenge in 10 minutes - every person has to do at least 2 challenges Setting the strategy the students can divide the strategy giving to everyone an important role.
Tips, considerations and safety	This game can be considered a conclusion after the growing process of the class group. The challenges can be taken from the program of physical activity.

19

Debriefing

On this class the debriefing can be more general about the whole module.

Each student has to draw on a piece of paper his hand for every finger he has to write one of the following:

- 1 thing I learnt
- My favourites moment
- My biggest challenge
- Something I discover about one of my classmates
- Something I discovered about myself

Open discussion moderated by the teachers about this lessons.

BECOME AN AMBASSADOR



The ambassador strategy

“Youth Ambassadors are motivated young people who represent and advocate for young people's right to information”

The ambassadors strategy is something that is used to inspire more people for the cause you want to achieve. Many schools and businesses have ambassadors in order to spread out a message they want and recruit more people.

Ambassadors work as the main face of a business or a school therefore they have to create activities that are focused on a goal and find a way to promote the aim of each institution or project.

Youth Ambassadors are meant to communicate with each other but also with the target group they are focusing on. They have to present their ideas, views and opinions to others. One of their main aims is to interact with other young people of their community, and inspire more young people to this journey.

It is essential for ambassadors to follow their passion and have a vision on what they want to achieve in the community. This ensures that the voice of the ambassador but also the youth people who support will be heard no matter what kind of tool they might use in order to meet the needs of young people.

Being an ambassador in Crossover Project.

Being an ambassador in crossover projects will help individuals understand the greater vision of the projects that is aiming for school success. By giving the chance to students to become ambassadors will help them to improve their self-esteem and get the chance to improve their personal skills so we use their already existing knowledge. These students will work together in teams and create together a united power and motivation for other students to be involved in sports as it can provide them with necessary tools for their personal life. For instance, being an ambassador for this project will help participants to become more creative, improve their digital skills, resolve problems and be more involved in becoming active citizens. In general being an ambassador will work as a mechanism for young people to understand the importance of such projects. They need to “fight” all together for a common goal and create a sustainable way of thinking that the things they will acquire will be part of their life.

Activities

Title	Ambassador Public Relations
Theme / Objectives	Share awareness about the project Promote youth engagement. To become active in the project Attract the interest to other young people To expand their digital competence Influence others Positive thinking Imagining alternative ways of doing things
Time	30 min a day
Preparation	
Materials	Instagram Account Blog Podcast Zine Use of Canva.com
Instructions	<p>Ambassadors will be invited to create content for the instagram official account of the project based on the objectives of the projects. (For us not to lose control of the content, we suggest for them to send us the content and we post it not to give the password of the account). Nacional instagram accounts may be created.</p> <p>Participants as they are more familiar with technology will be able to use canva.com to create templates for the Instagram/Blog account and they will have the opportunity to create stories, reels, and pictures. This account will be monitored of course by the project partners and will be a collaboration between the two parties. It is essential though before Instagram takes over for the ambassadors to have clear the objectives , and aims of the projects so they get inspired. One example of a post can be sharing the profile of the ambassadors and each one of them to use the application for showing to the rest on social media how involved they are in sports and other activities.</p>
Debriefing / evaluation	<p>Participants at the end of the project will be able to look back at the Instagram account and see their involvement in the project but also how many people they inspired. They will be more aware of how social media works in a more professional way and how their involvement actually helps themselves but also their surroundings.</p>
Tips for facilitators	<p>Make sure that the content is appropriate and doesn't violate any other human rights. If some students do not have social media or mobile phones (or are not allowed by their parents) they can give ideas although they cannot participate themselves. This way they will all contribute to the creation of the new material and the design.</p>

Title	T-shirt tie-dye
Theme / Objectives	<p>To promote the feeling of belonging To become more creative and innovative To disseminate the project To influence more people to join the project and benefit from the results The feeling of unity Merging ideas</p>
Time	1h during the break-or class
Materials	t-shirts with the logo of the project, tie-dye paint, acrylic paint, appropriate markers, rope, rocks, clips, buckets, water, plastic bags, rubber bands
Instructions	<p>We will give to the students white t-shirts with the logo of the project. For 30h we will explain to them the variety of techniques you can tie-dye your t-shirt. Tutorials can be found also online.</p> <p>After the presentation participants can try out the technique they like and apply it on their t-shirt. They can choose any colour and pattern they want. The t-shirts need to dry for one day and after that they are ready for students to wear them and take pictures together, share them on social media . All the students will have their own unique customized t-shirt, the logo will be visible at all times and despite their different colour-pattern t-shirt they will have something in common to connect them and the Crossover project .</p> <p>Technique 1: Lay the fabric flat. Begin scrunching the fabric together with your fingers. Continue scrunching the fabric until you have everything in a crumpled mound. Secure tightly with rubber bands. Apply the dye to the fabric. Flip the fabric over and repeat on the backside.</p> <p>Technique 2: Lay the fabric flat. Fold the fabric in half. Fold the fabric in half, again, lengthwise. To create the sunbursts pinch the fabric and pull upward, 1 to 2 inches. Secure the fabric with a rubber band and repeat for the desired number of sunbursts. Apply the dye to the outer edges of the fabric, the fabric between each sunburst and the centre of each sunburst.</p> <p>Technique 3: Lay the fabric flat. Pinch the fabric in the centre. Begin twisting the fabric in a circular motion and continue until all of the fabric is in a spiral shape. Secure the spiral with three rubber bands, creating a wedge effect, as shown above. Apply the dye to the fabric. Flip the fabric over and repeat on the backside.</p> <p>Technique 4: Lay the fabric flat. Accordion folds the fabric from the bottom up. This fold can be as wide as you like – ours was about 4 inches. At this point you will have a long strip of fabric. Turn the strip in a vertical position and fold the bottom edge of the fabric up, creating a box shape. Using that box shape as a guide, repeat an accordion fold until you are left with a single ‘box’ of fabric – as shown above. Tightly secure the boxed fabric with rubber bands. Apply the dye to the fabric. Flip the fabric over and repeat on the backside.</p> <p>Alternative: If participants are not able to supply themselves with tie-dye paint they can use acrylic paint that can be found in every craft shop and bookshop at low prices and decorate their t-shirts how they like it. Tie dye is not the only way they can decorate their t shirts but just an example. Participants can come up with ideas that will be unique and be able to wash the t-shirts without destroying the design.</p>
Debriefing / evaluation	Participants will have t-shirts with the logo of the projects, therefore they will disseminate it by simply wearing it. They will get the feeling that their t-shirt is unique and made by them . they will get the opportunity to take group pictures and upload them online using the hashtags of the project
Tips for facilitators	Facilitators need to prepare a presentation and be aware of how these techniques are working so they can assist students with any help they might need.

Title	Challenge me up
Theme / Objectives	<p>To become more engaged to the project</p> <p>To create challenges that promote sports and youth engagement</p> <p>Engage in physical exercise</p> <p>To enhance the feeling of belonging</p>
Time	Every week 1 challenge.
Preparation	
Materials	Jotform registration or a flipchart at school board.
Instructions	<p>Participants will register into JotForms. The application will lead them to a site where they will be able to upload their daily workouts/challenges. The participants that will achieve all challenges will get a prize. The challenges will be regularly uploaded on social media and for this reason participants will have to keep an eye on the Instagram of the project to get notified which challenges are coming next</p> <p style="text-align: center;">Example of Challenges</p> <p style="text-align: center;">10mins run/day</p> <p style="text-align: center;">Set of 30 push ups</p> <p style="text-align: center;">30 Jumping Jacks</p> <p style="text-align: center;">20 squats</p> <p style="text-align: center;">20 lunges</p> <p style="text-align: center;">40 punches</p> <p style="text-align: center;">60sec elbow plank</p> <p>If it is not possible to have a registration on the application, participants can have a flipchart on their classrooms and on the form of a grid they can use to track their daily challenges.</p>
Debriefing / evaluation	Participants will be engaged to follow the daily challenges and upload them on the application. By doing this they will keep their physical situation good and challenge themselves to more and more everyday.
Tips for facilitators	Facilitators and educators will have to encourage the students to use the application in order to motivate them to participate in the challenges.

22

Title	Donation
Theme / Objectives	To encourage them to think globally To be aware that their actions impact others Enhance the feeling of social inclusion To embrace the fact that sports are for all The feeling of contributing to the community
Time	Once per semester
Preparation	
Materials	Clothes for Donation A basket (for all donations to be collected)
Instructions	Participants will have to look for old sports equipment and collect it at their school so they can donate them to people in need and especially vulnerable youth that are not able to buy sports equipment themselves . This may include, balls, shoes, clothes and many other objects related to sports . participants are encouraged to go to sports schools and academies and ask for old equipment that they no longer need in order to donate it. This equipment will be collected at school once per week, and a group of students will be in charge to take the donations to collection points in their area.
Debriefing / evaluation	Participants after this action of love will feel that they are contributing for the common good as they will donate to the most vulnerable. Young people are more sensible on issues like poverty and they would like to offer with any means possible their help to young people their age to get a chance to have the same opportunities like them
Tips for facilitators	very week facilitators will check how many things are donated and if the donations are in a good condition. Make sure of administrative and legal procedures inside the school.

23

Title	Movie Marathons
Theme / Objectives	To get inspired by others To be aware how much they can achieve if they want to To see on a different perspective some society issues The feeling of achievement
Time	1 movie every month
Preparation	
Materials	Movies related to sports
Instructions	Every month on the Instagram account of the project we will share a movie related to sports and soft skills. There are a variety of movies that are based on true stories on how people changed their lives through sports. Participants will check the Instagram account and watch the movie that is proposed for the week. They will have 1 month until everyone will watch it and then participants will be called to write a small review, or comments based on their impressions on the movie. These reviews will be collected and shared on Instagram and create a highlight where all reviews and impressions will be stored there.
Debriefing / evaluation	Teachers if they want, they can ask students by the end of the week to say a few words about the movie.
Tips for facilitators	Not everyone is obliged to express their words in the movie.

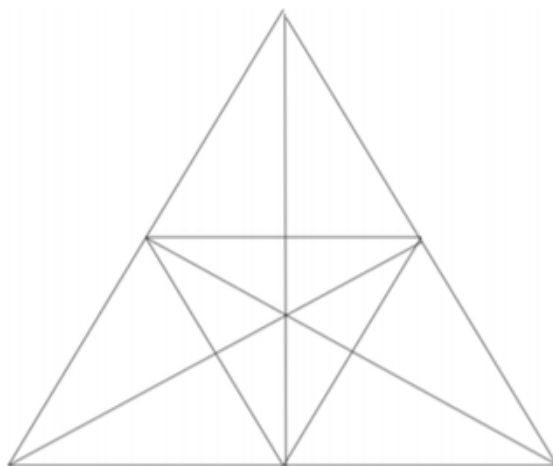
24

Title	Photo/video Challenge
Theme / Objectives	<p>Problem-solving skills Creative and critical thinking Acquiring new tools for adapting sports activities Encouraging active citizenship To be engaged Proactivity</p>
Time	Every 2 weeks
Preparation	
Materials	Examples of photography/video challenges
25 Instructions	<p>Participants will have to share a picture or a video of themselves while doing sports in their free time or to find or take an image that can represent the beneficiaries of doing sport or the project. We want them to inspire more people and therefore the exposure that they will do to promote sports will help them achieve this goal. Students can take a picture or a video and upload them online or send it to us. The person with the most creative picture will be the one who will choose the next time winner. Students who will participate in the challenge must get creative with their video and photography as this material will be used on the social media account of the project for more exposure and to impact more young people to be part of it</p>
Debriefing / evaluation	<p>With this activity students will be engaged in sports. It is essential to have consistency in their workout. This challenge will motivate them to be more</p>
Tips for facilitators	<p>Facilitators will be in charge to motivate participants and remind them about the challenges every week.</p>

Title	Interview from people related to sports
Theme / Objectives	<p>To pay attention on how sports used to be Share awareness about the impact of sports Get educated for new and old practices To learn from each other The feeling of working for the community</p>
Time	1 time per semester if possible
Preparation	Arrange the interview
Materials	<p>Video camera Block to take notes</p>
26 Instructions	<p>Students will have to look for people who used to work with sports in their local community and interview them. They are free to look for people related to sports that can provide them with information on how sports changed their life, or what was their contribution to more inclusive sports activities. Students can work together to write down some questions for the person they want to interview and create a short video of the interview in order to share it with the rest of their classmates. This material after the consent of the interviewer will be shared on the social media accounts of the project. It is essential for the interview to indicate the importance of sports in our lives, and how more people can get involved.</p>
Debriefing / evaluation	<p>Students will learn the importance of older generations regarding sports, and how the impact of some people helped the rest of the community to get influenced in a positive way. Students will get information regarding the experience of simple people of their community and they will come to the understanding that achieving your goals takes dedication and support.</p>
Tips for facilitators	<p>It is essential for the interviewee to come to school to prevent the bureaucracy of study visits.</p>

Title	Mission Impossible
Theme / Objectives	Team Building Bonding with the rest of the school Time management Creative thinking Engagement
Time	Once per semester
Preparation	
Materials	A ball Paper Pens Markers
Instructions	<p>Students of each classroom will have to come up with some challenges/activities that students of each classroom have to complete in a school period. Classroom A will give the task to Classroom B and Classroom B will pass the challenges to Classroom A. The goal is to finish all the tasks correctly and fast.</p> <p>Students as a team have 45 minutes to complete the tasks. Here are some examples of the tasks that students might create.</p> <p>A) How quickly can you pass around the ball in this group? The only rule of the game is that everyone in the group has to touch the ball at least once. B) Prepare a short song about this class C) Perform the song for everyone after finishing all the other tasks D) Make a drawing of your teacher playing a sport game E) Count and write down how many Sports activities you play F) One person starts with a movement and sound. The others try to fit in with their movements and sounds so that in the end one giant machine is working. All the groups must be part of the machine. G) Count the triangles in the picture (SEE BELOW) H) Make a birthday list of all people in the group. 1) Take a group picture with all participants,</p>
Debriefing / evaluation	How the students worked? how did they divided the tasks? Did they found a way to work all together at the same time by having their own goal? Was it difficult to coordinate
Tips for facilitators	Facilitators should not be involved in the task of the students, as they have to find a way to work on their own. They can check though if students are making the tasks correctly.

27



Title	Basketball/football tournament
Theme / Objectives	Team Building Get to know each other Physical exercise
Time	Once per Week
Preparation	Creation of Team for Basketball/football
Materials	Balls, gym or outdoor's football/basketball courts.
Instructions	Students will organize a basketball/football tournament. They will have the chance to create the teams on their own or randomly assigned. A plan with the team will be made and every day there will be a winning team that will play football the next time with another winning team. It is essential for all teams to play at least 2 times. Every day during the big break team will play with each other while the rest of the school will watch the tournament and support their favorite team. Teams will have names and they can get creative with it. At last, there will be one team that will win a trophy.
Debriefing / evaluation	This exercise will bring school students together for a common cause, they will get the chance to know each other better and support each other. The feeling of competition motivates students to be engaged.
Tips for facilitators	Teachers should always be aware that injuries might happen therefore a first aid kit should always be available.

28

Title	Mural
Theme / Objectives	Team Building Bonding with the rest of the school Time management
Time	Once
Preparation	Creation of Team for Basketball/football
Materials	Paint, brushes, pencils, aprons, old newspapers
Instructions	Participants with the help of the art teacher will create a mural on the school wall. (permission needs to be granted beforehand) the mural will have to be related to sports and be inspired by the students for the students. During the art lesson, they will have to draw on their style, something that is related to sports, and the feeling they get when playing or exercising. These sketches will be collected by the teacher and together with the students they will try to create a mural with all the sketches of the classroom (it can be the majority of them if not all) after the finalization of the design, they will paint the mural during the breaks of the school and use the hashtags of the project on the bottom of it.
Debriefing / evaluation	Participants will get the satisfaction of decorating their school with an artwork that they all worked to gather to make. This mural will be accessible to all students and taking pictures and uploading them on their social media will inspire them to get involved in the project or even start a sport they like. Art inspires people and this mural will be an example for more students to follow <u>and be active in their communities.</u>
Tips for facilitators	Teachers should supervise the paint consumption and make sure the students have enough to paint the mural. Also not to waste the paint.

29

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**PROMOTE
SCHOOL
ENGAGEMENT**



Psychological learning and the positive psychological environment

Psychological learning and building positive psychological environment encourage positive competition, so that, eventually students are able to concentrate more on their learning process rather than on the result. The outcome of this process is that they tend to develop their self evaluation skills and build on their interpersonal skills, too. The activities suggested below include specifically tailored tasks for students, so that they feel valued and important for the team. Finally, they get to focus on the process of developing /becoming better as compared to themselves and not only to concentrate on winning itself, but also on learning to pay attention to other persons' messages, for example their body language or facial expression, in order to decipher and understand them and consequently make adequate decisions.

Activities

Title	Multiple Basketball skills
Theme / Objectives	To enhance pupils abilities to engage in a sporting activity To raise pupils awareness of the multiple perspectives of human capacities
Time	15 minutes sometime during the PE class
Preparation	
Materials	2 poles or flagpoles 12 obstacle signs 2 hats Sticker notes containing instructions
Instructions	The pupils will be randomly assigned to 2 groups. From each team at a time, the member in line will track the obstacles route, and when the pupil gets to the end of it, they will pick a sticker note and follows the instruction assigned inside the hat. If the assigned task cannot be accomplished, then the pupil will have to repeat the itinerary and pick another sticker note, and if the task is completely accomplished, then the pupil will sit on a side of the line. The task may address to various skills like language skill (crosswords, rhyming words, creation of a short poem etc.), drawing skills (e.g. Draw your favourite dish, draw a castle etc.), musical skills (sing a part form...; name a music instrument starting with... and so on), cognitive skills (do the puzzle; guess...) or any other skills chosen.
Debriefing / evaluation	The completion of the tasks for each member of the team can be rewarded with funny prizes such as a crown made from recycled paper, or a picture on the class group with the winners etc.
Tips for facilitators	You can assign a funny nickname to the hat, like The Madhatter (a character form Alice in Wonderland) movie.

Title	Adverbial walking
Theme / Objectives	To raise awareness of similarities and differences in the physical manifestation of emotional states To develop observation skills as basis for interpersonal skill building
Time	15 minutes at the beginning of a class when working on observation/interpersonal skills
Preparation	Classroom organisation: Standing randomly spaced, with room to walk about
Materials	None
Instructions	<ol style="list-style-type: none"> 1. An adverb of emotion is elicited from the group, for example, 'nervously' or 'happily'. Then they walk about the room in the manner of that word, for approximately 30 seconds to a minute. 2. At a given signal (e.g. 'Stop!', 'Freeze!' a whistle blow etc.), everyone freezes. Students are asked to comment on what they found themselves doing and what they noticed others doing (body movements, expressions, pace, noises etc.) 3. Steps 1 and 2 are repeated several times with different adverbs each time. 4. A final discussion centres around implications for cooperation/working together in games, activities and every day situations, regarding the similarities and differences of individual ways of expressing emotional states.
Debriefing / evaluation	This activity reveals that although one emotion may give rise to typical expressions (e.g. noise often accompanies happiness), a number of emotions may share the same outward effects (e.g. fear and boredom can both produce blank facial expressions) which clearly has implications on interpreting them.
Tips for facilitators	<p>A previous revision/ clarification/ research on emotions and their outward expressions would be useful in order to help students read/interpret peers' body language accurately.</p> <p>The group can be divided into 4-5 teams. It works better as they have the chance to see what others created with the same word, improving creativity.</p>

31

Title	Blind shapes
Theme / Objectives	<p>To work together while being blindfolded</p> <p>To cooperate in order to achieve a goal, that is, form a shape</p> <p>To solve a problem</p> <p>To pay attention to messages, including body language</p>
Time	20-30 minutes
Preparation	Classroom organisation: Standing randomly spaced, with room to walk about
Materials	<p>Blindfolds</p> <p>6-8 metres of rope</p>
Instructions	<ol style="list-style-type: none"> 1. Ask the group to line up in a straight line and give everyone a blindfold to put on. 2. Get pupils to put their hands in front of them and then place the length of the rope in their hands. 3. Now give them a shape to create with the rope. Start with something simple such as a square. When the team feel they have completed the task, they can take off the blindfolds on your command to check the results. 4. Allow time to reflect on the task and review with the group. If time permits, give them another shape to form (triangles, hexagon, or octagon). <p>Rules:</p> <ul style="list-style-type: none"> - Pupils must hold onto the rope with both hands for the entire activity. Letting go of the rope, even for a moment, is not permitted. - Blindfolds cannot be removed. - Failure to follow the above rules will result in restarting the activity.
Debriefing / evaluation	<p>If there is a larger group, divide the group into two smaller groups of around 12-14 pupils, and either get them to compete against one another, or give them different shapes to form.</p> <p>Another way of teaching this activity is to show a shape to a just one pupil (you can also tell them). Then they return back to the group, put on their blindfolds, and must then try to communicate the shape to the rest of the group without saying the name of the shape. When reviewing the activity, pupils are encouraged to express their feelings while being blindfolded, how they communicated as a team, if there was a plan or strategy to complete the task, the difference between communication and effective communication and what they learnt through the experience.</p>

Compliance to the rules

Since pupils tend to reject rules when these are established by the adults/ authorities it is important to settle the rules together in order for the pupils to be able to respect them. When they are involved in stating the rules, they prove better acceptance/ tolerance to the rules, and they are able to internalize and integrate them into behaviours commonly agreed in order to achieve their goals.

Activities

Title	Our rules
Theme / Objectives	To establish a set of commonly agreed rules To build cohesion among pupils
Time	15 minutes at the end of the class
Preparation	
Materials	a basketball ball a billboard/ a panel for the written rules a whistle
Instructions	The pupils will introduce and explain (with the help of the panel) the new rules they have set together, to the others. They will play accordingly and then they will assess the activity at the end of the sport game, discussing how much compliance they have reached together, what was difficult, what functioned well.
Debriefing / evaluation	The teacher assesses and gives feedback on the pupils' capacity to create/ adapt new rules in order to facilitate their interactions and achieve their goals.
Tips for facilitators	The activity can include a group of pupils at a time, for example: For the next week class, the group will come up with a new set of rules regarding basketball/ football games etc. Alternatively, the whole class can be engaged, depending on the number of pupils and on how they will come to an agreement together for a single set of rules. If a particular rule rises up arguments among peers, the teacher will emphasize the importance of negotiation and flexibility, which are the triggers for a better compliance. If the class doesn't reach an agreement, a good variation is one rule by the pupils and one rule by the teacher.

Title	Today's teacher's rules
Theme / Objectives	To promote equal chances for all the pupils To stimulate active engagement targeted to the pupils with lower motor skills
Time	15 minutes at the end of the class
Preparation	
Materials	A basketball ball A billboard/ a panel for the written rules A whistle
Instructions	Teacher will present the sporting activity upon a particular theme such as Today is the brunette-haired pupils' day, if they manage to score/to run etc. they will be double scored. The next class they will name the activity based on another particular trait of the pupils, so that every pupil can score in this game.
Debriefing / evaluation	This activity is very helpful to find out how pupils react, perceive and comply to particular rules. It also promotes active engagement for the students who may encounter difficulties in taking part in different games because of certain physical disabilities/ shyness/ others.
Tips for facilitators	The teacher should consider some specific traits of some particular pupils (like the ones who are disadvantaged in some sports, or usually left behind, or outsiders as seen by peers; see if they are short, brunette, blue-eyed etc.) to name that general trait as a specific rule, without naming a certain pupil, so that there are no restraints for them and they can raise up their chances to score on that day.

34

Title	Sport map rules
Theme / Objectives	Rules acceptance, compliance To promote optimal class environment To assure pupils' physical safety
Time	20 minutes at the end of the first-year PE class
Preparation	
Materials	A large-sized sheet of paper for drawing a map Coloured markers
Instructions	After announcing the sporting activities protocol at the beginning of every school year, the PE teacher will engage the pupils into sketching a mind map of the present rules, or at least of the most important rules that guarantee their physical safety and the fair play component during classes. On their mind maps pupils can use words, sentences, symbols or/ and drawings. This will usually happen during the first PE classes.
Debriefing / evaluation	Each group will present their designed map with the agreed rules. The maps will be displayed in their classroom. The selected winning mind map will be then exhibited in the school lobby.
Tips for facilitators	The class may be split into groups so that each group can design a map for a couple of rules.

35

Implementing school cleaning service

This practice was implemented successfully in schools from Japan and it has been proven to be very effective for enhancing school engagement compounds such as discipline, self-regulation, responsible behaviour and others, among which ecological conduct, appreciation of the hard work, reliability and healthy positive interactions are important elements.

Each class from the school is monitored for 15 minutes at the end of the day; pupils will use brooms, vacuums and other equipment to clean the classrooms, bathrooms and other school spaces in turns based on a schedule. They will work in small teams that can have different configuration along the school service programme, proving as many new contexts for the pupils to practice positive social conduct as possible.

Activities

Title	Contest for the cleanest classroom in school
Theme / Objectives	To develop healthy conduct in order to prevent and control viruses or diseases To promote discipline, To promote self-regulation, To develop responsible behaviour To develop ecological conduct, appreciation of the hard work, To promote reliability and healthy interactions
Time	15 minutes for every working team on duty, at the end of the school day. The evaluation is made at the end of each school month.
Preparation	
Materials	Desinfectant, monitoring tables or rubrics/ grids for classroom assessment for each classroom, posters with short instructions, maybe a logo for each classroom
Instructions	The school staff in cooperation with the school manager organise the procurement of the necessary personal protective equipment. The local council ensures the provision of personal protective equipment to youth centres, depending on the needs of the youth centres and their young people and employees. Instructions will be contained in the assessment rubrics, once the contest is announced for the entire school at the beginning of the school year. The jury consists of a member or two representing teachers, pupils, the school manager and we also recommend engaging parents who will monitor and assess the completion of the cleaning tasks at different times over the school year.
Debriefing / evaluation	Criteria for evaluation https://kupdf.net/download/rubrics-for-classroom-cleanliness-assessment_5c6968f2e2b6f56814db131c_pdf
Tips for facilitators	Teachers can use rewards for retribution in order to motivate and engage pupils, such as: cinema activities with the whole class, a night out in the school yard, watching a football game on a real stadium etc. The rewards should be selected together with the pupils, differently for each class.

36

Title	Echo champions
Theme / Objectives	<p>To extend the cleaning school policy to other areas</p> <p>To promote pupils' engagement for clean and healthy environment</p> <p>To encourage cooperation among pupils</p> <p>To develop pupils' and school staff 's ecological conduct</p>
Time	<p>An hour for every class allocated monthly for cleaning the outside environment (it can be included in the School cleaning programme #Activity 1 as a distinct activity.</p>
Preparation	
Materials	<p>Echo-friendly bags</p> <p>Gloves</p> <p>Protective masks</p>
Instructions	<p>This contest may seem, at a first glance, a possible chore. The success of the activity is very much related with the attitude of the activity leader. The teams will collect, over a period of time, the litter in a park/ on a river banks/ in a forest (or any other public place). In order to turn this activity into an exciting contest, the leader will tell the participants at the beginning of the programme that they will collect as much garbage as possible, sorting it in bags for different categories (paper, glass, plastic etc.), but there are also some secret tips, which will be announced at the end of the contest.</p>
Debriefing / evaluation	<p>The secret rules tips represent the score of the game: for example, the team that manage to sort as much garbage as possible in the echo-bags, in a selective manner. will win.</p>
Tips for facilitators	<p>The teacher will accompany the pupils and will take active part in the activity. Photos will be taken throughout the contest to make proof of the activity and also to raise pupils' awareness of the importance of this environmentally friendly conduct. The purpose of this contest as well as its results (types of garbage, quantities) will then be presented through posters in the school, or posts on the school website, through a letter addressed to the mayor's office or columns in the local newspapers/ media.</p>

Developing problem-solving skills

Developing problem solving skills through sport or through activities that imply people moving and interacting, can be a valuable and appealing tool for teachers to actively involve pupils. It is known that problem solving skills contribute to the increase of school engagement by helping children to handle the problems they may face while finding new ways to cope with them. Sport activities can provide various contexts where children can learn *strategies*, *how to interact*, to be *respectful*, to *comply to rules* or to *find the best solution* to a problem they may be facing at a certain point in their lives.

Activities

Title	Treasure hunting
Theme / Objectives	To promote cooperation among pupils To promote the values of teamwork To encourage participatory and positive feelings
Time	15-20 min, recommended at the end of the class
Preparation	
Materials	The activity leader must prepare the procedure in the absence of the participants, that is, postcards for each team. A differently coloured slip of paper will be stuck on the back of the postcards with a written quotation, a saying or a truism such as a well-known statement regarding teamwork (solidarity, friendship, responsible participation). These will be perceived as some symbolic treasures, whereupon these statements stickers will be cut into equal number of pieces. The pieces, except for one, from each postcard, will be spread in different hidden places of the classroom.
Instructions	The teams pick the remaining coloured pieces. Certain rules are to be followed: each team must solve the puzzle by reassembling the missing pieces, only for the colour they have picked the teams secretly establish a certain sound signal (barking, engine noise, whistling etc.). a picker is appointed (the only member of the team who is allowed to pick up the treasure pieces from hiding places). all other participants form a group of seekers/ treasure hunters, who spread out onto the field, at the starting signal. when a belonging postcard piece has been discovered, the seeker of that team may call the team picker only by emitting the secret beep.
Debriefing / evaluation	The winning team is the one who manage to faster reassemble the pieces and follow all the rules.
Tips for facilitators	The leader has the opportunity to emphasize the value of the treasures discovered, asking participants how they collaborated in the teams and how they felt during the activity.

Title	The fisherman
Theme / Objectives	To promote social engagement among peers To promote positive feelings through social engaging
Time	5-10 min at any time of the class
Preparation	
Materials	None
Instructions	First, the playing field is delimited in a form of a rectangle of 20x30 meters, or even bigger. A player who will start the game is selected, while the other players are dispersed all over the field. The selected player begins to follow the others, trying to catch one of them by touching their hand. The one touched touches in their turn the hand of the player who is in their proximity and they continue the pursuit together. As other players are caught, a net chain is formed like a trawl.
Debriefing / evaluation	The purpose of this activity is for the pupils to bond and to create a network by including members one by one. Pupils are then asked how they felt and if there was a strategy in their actions.
Tips for facilitators	If the net/trawl is too long it can be split into two.

39

Title	The Story puzzle
Theme / Objectives	To promote students' cooperation in order to identify solutions to problems/challenges; To develop imagination, spontaneity and positive social relationship
Time	10 min at any time of the class
Preparation	
Materials	None
Instructions	The students are dispersed in a room within a safe distance (like puzzle pieces spread around), being seated. The teacher initiates the game with a word, for example "A". The teacher then gets closer to a random student who must stand up and add a new word to continue the previous one, for example "shark" and then join the teacher and form a line together with the next students who will complete the story by adding one word so that it makes sense, for example "eats" "a" "muffin" etc.
Debriefing / evaluation	At the end of the game all students stand/move and they need to cooperate so that the last student will be able to complete the story with a word which will round it off. The length of the story/the number of the words depends on the number of students in the classroom.
Tips for facilitators	At the end of the game all students stand/move and they need to cooperate so that the last student will be able to complete the story with a word which will round it off. The length of the story/the number of the words depends on the number of students in the classroom.

40

Enhancing social interaction and positive emotions among pupils

Stimulating pupils' participation at sporting activities where the main objectives are to build social interaction and to provide fun time in a disciplined way, in other words, where competition is not the main target is an important component of the sports department and school management approach regarding physical education. Such ways of increasing pupils' participation may be decided upon listening to the voice of the pupils, taking into consideration their needs and ideas, and also rewarding them for their active participation and involvement, including attendance for pupils at the risk of dropping out. The more games they come to, the better their feeling of belonging, of engagement.

Activities

Title	The washing machine
Theme / Objectives	To develop self-efficacy and self-esteem; To promote a positive way of thinking;
Time	5-10 min at the end of the class (depending on the size of the group of pupils)
Preparation	
Materials	None
Instructions	Children standing face to face are organized into two lines. A no matching peer or a volunteer is the first to start passing between the two lines representing the washing machine. When the pupil reaches the first pair of pupils, stops and waits to be "washed": each participant in the game puts their hand on the shoulder of the one who is washed, and names a personal quality or says a nice word to the "washed" peer. The "washed" one then thanks and moves on. Attention: the positive aspects of communication will be emphasized from the very beginning! We recommend that especially the sad/shy/ emotionally vulnerable children to be engaged through the "washing machine" to lift their spirits, to develop their self-confidence, or to make them think positively about themselves.
Debriefing / evaluation	The most creative washing machine is presented to the peer community as an example of good practices in pro-social peer communication. A short discussion following the activity will highlight the importance of empathy and support in the group.
Tips for facilitators	Guide the running activity into direction of the vulnerable groups/ individuals from that class so that they can be engaged in the running activity and the other peers to use empowering communication to encourage the self-esteem of their vulnerable colleagues or of the ones who experience bullying.

41

Title	Catch me if you can, but I have a friend!
Theme / Objectives	To promote positive feelings and peer bonding through motor activities
Time	10 minutes at the end of the class
Preparation	
Materials	None
Instructions	This activity can involve 10 to 15 children once, in a school lobby or on a field. Choose a player who starts the game by running to catch the others. The game is played like the usual catch game, with the only difference that, when a player is in danger of being caught, they call for another player for help, calling them by name. "Catch me if you can, but I have a friend," Holding their hands, both players can escape the pursuit.
Debriefing / evaluation	The pupil who was touched by the pursuer before holding hands is considered caught. The one caught becomes a pursuer.
Tips for facilitators	Pay attention to always engage shy pupils or the bullied ones – so that they can benefit from their peer encouragement and support. Call a friend is an important statement for them to exercise with.

42

Title	Blind adventure
Theme / Objectives	To build trust among pupils To explore students' experiences when they begin a new activity/ sport
Time	15 minutes at the beginning of a class
Preparation	Pairs, standing, in a room with some space to move around
Materials	None
Instructions	<ol style="list-style-type: none"> 1. Pairs decide which partner is A and which is B. 2. As become 'blind', that is they shut their eyes. 3. Bs have three minutes to take their partners on an imaginary adventure. They tell their partners where they are taking them (the moon, the seaside, the forest, a special place etc.) and begin to lead them, describing what is underfoot, ahead, two to the left etc. Somewhere in the adventure they encounter some obstacles or danger which they safely overcome to reach their destination. 4. Roles are reversed and As now lead 'blind' Bs on a new adventure. 5. Pairs are now asked first to discuss the effectiveness of the guiding. What it takes to make this experience effective and then to find similarities and the experiences of leading and being led when beginning a new activity/ sport. 6. Whole group feedback on the role of trust in the process and instances of their own experiences when trust was needed.
Debriefing / evaluation	This is an extremely powerful activity which makes students understand the nature of help in a team and the role of empathy which may relate to wider life contexts. Students are asked to identify the emotions they experience when they cooperate in order to attain certain team objectives.
Tips for facilitators	This activity may be done before teaching students the rules and principles of a new team sport or an activity which implies cooperation.

43

Autonomy-supportive strategies

These strategies provide teachers with concrete autonomy-supportive strategies (shot training) in order to inflect motivation styles to pupils and this is an effective way to promote their pupils' engagement during instruction.

As the issue findings show, there are four aspects of an autonomy-supportive motivating style: nurture inner motivational resources; rely on informational, non-controlling language; promote value in uninteresting activities; and acknowledge and accept pupils' expressions of negative affect.

Activities

Title	Sport class journal
Theme / Objectives	To develop students' self esteem To stimulate active classes engaging To develop safety classroom environment
Time	5 min at the end of the PE class
Preparation	
Materials	A checkbox sheet of paper/ grid A pen
Instructions	The pupils will receive the stickers one at a time and they will be instructed to tick the boxes with the proper answer. Examples: Today I have scored on the basketball activity/ Today it was never my turn with the ball/ Today I was great at cooperating with my peers while the game...I feel...regarding to today's sport class.
Debriefing / evaluation	Monitoring pupils engagement, failures and successes (with the help of the checklist journal) can lead to a better understanding of their social and emotional needs during the class, and may provide opportunities for the teacher to design the sport interactions/ games differently so that any pupil can benefit from them.
Tips for facilitators	Ask pupils to come with a better proposal for the day/ class they have felt poorly engaged/ satisfied. The checklist can be completed at the end of a particular number of classes, like a monthly journal, or at the end of every class if possible.

44

Title	Message in a jar
Theme / Objectives	To provide pupils' feedback To adapt the learning environment to their needs
Time	5 minutes at the end of the class
Preparation	
Materials	A jar Coloured stickers
Instructions	Every week feedback will be collected from the pupils regarding how they felt during sport games and also during their interactions before/ after and during the PE class. The pupils will be shown their class jar, where they are invited to leave their feedback, or a message for the teacher – a message in a jar. Teacher explains them that their feedback can contain any particular impression about the way they felt during a sport game (namely the new games that will be inserted), or an opinion about what they feel to change, or improve, or what upsets them and so on.
Debriefing / evaluation	A feedback coming from the pupils is an important aspect of the assessment of the learning process efficiency. It also allows teachers to improve some aspects. Practically, these messages from the jar give teachers a closure about the pupils' social-emotional states and the activity allows pupils to express their opinions in a free manner (anonymously).
Tips for facilitators	Teachers can ask for a follow up to the last feedback if there are some changes in the class/ school. They can always change the feedback question design according to pupils' interests or may relate to a specific event in their lives (like test, trips, exams) or school.

45

Title	Impressions of the day
Theme / Objectives	<p>To gather valuable information on the effectiveness of an activity/ activities</p> <p>To get a dialogue on the feedback of the previous day/ activity</p> <p>To encourage students to express their experiences and feelings and to suggest new courses of action if needed</p>
Time	<p>Five minutes at the end of the day</p> <p>Five minutes at the beginning of the next day</p>
Preparation	
Materials	<p>Small 10x10 cm pieces of (reusable/ recycled) paper are given to students (to avoid giving the impression they need to write long and complicated summaries)</p> <p>Pens/ pencils</p>
Instructions	<p>Using the feedback dialogue will model students' future approach to any important activity which imply team work and will encourage collaboration to set new courses of action of an activity if needed.</p> <p>Students will give the feedback on the day (usually a three point feedback: what I learnt, how I felt and suggestions/thoughts) without giving their names. The teacher or other peers will then process the information under the three above headings and discuss them the following day.</p> <p>Another effective and helpful way implies choosing to conduct a dialogue feedback, that is, the teacher will redistribute the slips at the beginning of the class asking the participants to ensure they do not receive their own feedback and then, in a seated circle, invite a student to read out the slip they have. Others with slips containing a similar theme or comment are then invited to read theirs.</p>
Debriefing / evaluation	<p>This discussion serves as a link, reminding the group what happened the previous class/ activity and what they were thinking and feeling as a result, as well as setting their expectations for the class/ activity to come. It also encourages everyone to work on the wording of valuable feedback. On the other hand, seeing that sometimes others have different worries and needs may help to increase their tolerance of each other, as well as of different perspectives to think over a shared experience.</p>
Tips for facilitators	<p>Some students may reject the idea of writing feedback at the end of a PE class. Explaining clearly that this feedback is important to develop future activities and that their voice is necessary/ relevant, may help students overcome this reaction and fully cooperate.</p> <p>Variation: Toss a ball to every students or someone who want to talk and say one word from the things they have learn during the activities.</p>

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**PROMOTE
SELF-ESTEEM**

Getting a Healthy Self-Concept by increasing Self-Awareness

Self-Awareness represents the capacity of becoming the object of one's own attention. In this state one actively identifies, processes, and stores information about the self. If the students become highly self-aware, they can objectively observe and analyze themselves, helping with the regulation of emotions, alignment of the behavior with their values and stress management.

Self-awareness also entails a sense of continuity as a person across time and includes a feeling of self as being distinct from the rest of the environment, contributing to a perception of Self-Concept.

Self-concept is an organized system that shapes how individuals feel about themselves, other individuals, and their social relationships. Being self-aware allows youth to better notice their internal states, preferences, resources and intuitions, creating a healthy Self-Concept. Generally speaking, individuals who have more positive beliefs about themselves tend to report higher levels of self-esteem and higher self-esteem individuals are, usually, more proactive, optimistic, and present higher levels of social and civic activity, when compared with lower self-esteem individuals.

Activities

Title	Your Game
Theme / Objectives	To raise awareness about one's strength. To stimulate team creativity.
Time	20 min
Preparation	
Materials	1 ball
Instructions	<p>Divide the group into small groups of 4.</p> <p>Tell the group that every student at a time should tell the group one quality that the student likes about himself. For example, "funny" or "optimist".</p> <p>Then the group has to create a group game in 10 minutes that emphasises all the qualities of the members. In that example, one of the tasks could be pass the ball to the "funny student" and he has to make a joke. The optimistic has to say something supportive passing the ball to the colleague.</p> <p>In the end, each group shows the game in 2 min. Every member must play, and they can use the whole area (for example, football markers).</p>
Debriefing / evaluation	<p>What was more difficult: to find a good quality or to create the game?</p> <p>How did you feel when the others agree or not regarding your quality?</p> <p>Do you think it is important to emphasize the positive aspects in the people who surround us?</p>
Tips for facilitators	You can add more materials that you find interesting for the groups to explore in their games.

47

Title	Helping Out!
Theme / Objectives	<p>To put students in a role that allows them to perceive the challenges in the teaching process;</p> <p>To give responsibility and increase the cooperation with the teacher;</p> <p>To develop leadership skills, planning, conflict management, communication with groups;</p> <p>To place students in a role that allows them to feel useful and self-valuable;</p> <p>To enhance (self)recognition of the effort and tasks performed.</p>
Time	One student per class
Preparation	
Materials	Debriefing Questionnaire - Annex I.
Instructions	<p>1 - At the end of the previous class, the teacher asks for a student (or more) who wants to be a volunteer as his/her assistant throughout the next session/class (organization, rules, coordination, materials..).</p> <p>2 - The teacher gives the session plans to the volunteer(s) and what is needed to be done.</p> <p>3 - The volunteer(s) coordinates part of the class and helps organize the class and materials.</p>
Debriefing / evaluation	At the end of the class the volunteer fills in a questionnaire about difficulties, learning moments, achievements, reflection, etc.
Tips for facilitators	The teacher asks for volunteers and tries to get all students in the class to go through the experience once during the program.

48

Title	Today I..!
Theme / Objectives	To create awareness among students of positive moments / situations occurred during the class, creating positive thoughts and feelings.
Time	5 minutes at the end of the class.
Preparation	
Materials	Poster, post-its, pens.
Instructions	<p>At the end of the class, the students are asked to complete the sentences. The teacher puts the posters in the walls and distributes post-its and pens by the students. The students complete the sentences in the post-its and glue them in the posters.</p> <p>Posters with sentences for the student to complete at the end of class:</p> <p style="padding-left: 40px;">Example:</p> <p style="padding-left: 80px;">"Today I felt good about..."</p> <p style="padding-left: 80px;">"Today I liked to learn..."</p> <p style="padding-left: 80px;">"Today I helped a colleague to..."</p> <p style="padding-left: 80px;">"Today I managed to reach / achieve..."</p> <p style="padding-left: 80px;">"Today Sports helped me with..."</p>
Debriefing / evaluation	After writing, the teacher asks students to read what their colleagues have written.
Tips for facilitators	The activity can be implemented in one or more classes, and the posters can be all filled in the same class or divided in different classes.

49

Title	A Hand Full of Me
Theme / Objectives	To reflect on their qualities and improvement traits and how they can apply them in sport classes. To contribute to a health and balanced Self-Concept;
Time	20 minutes at the end of the class.
Preparation	
Materials	Pens and Papers
Instructions	<ol style="list-style-type: none"> 1. Tell the students to draw around their two hands in one paper; 2. On the fingers of one hand tell them to write 5 qualities; 3. On the fingers of the other hand tell them to write 5 aspects that they think can be improved;
Debriefing / evaluation	<p>Reflect with the students::</p> <ul style="list-style-type: none"> - What was more difficult: to find 5 aspects to maintain, or to improve? - How this information about yourself can be useful in sport classes?
Tips for facilitators	<p>Variation: After the kids find 5 qualities, they need to find 1 quality that empowers them and 1 quality that disempowers them - they will write the qualities 2 different post-its. When everyone does this- the teacher will make a line on the floor or whiteboard and ask students to place on the upper part the quality that empowers them and on the second part what disempowers them . they will ready both lists and discuss the outcomes (some students might put qualities such as religion, nationality, language etc). The goal is to make them understand that as humans they have a lot of qualities and they should not be judged by one of them.</p>

50

Increasing positive social relationships and sense of belongingness

Social relationships are well studied to be associated with engagement promotion in social activities and provide access to social support. These social factors have been shown to positively impact health outcomes. Research has consistently found that favourable exchange with one's proximal social environment has positive effects on both self-esteem and wellbeing.

Indeed, positive social relationships have been shown to have an important degree of influence upon self-esteem which then is correlated to life satisfaction; which in turn have a further influence on school adjustment. Social relationships also have a direct influence on life satisfaction, school adjustment, and self-esteem has a direct influence on school adjustment.

Finally, research also shows that students who indicate a tendency for cooperative relationships report patterns of higher self-esteem related to freedom of personal expressiveness and feelings of personal well-being. On the other hand, students indicating a tendency for competitive or individualized patterns of interdependence report greater vulnerability on dimensions of self-esteem reflecting sensitivity to experiences of success, approval, and support of others.

Activities

Title	Let me tell you...
Theme / Objectives	To promote social interaction and cooperation between students; To increase social self-awareness and self-concept; To enhance positive connections; To promote positive feedback.
Time	10 / 15 minutes at the end of the class.
Preparation	
Materials	A4 blank paper and one colour marker for each student, tape.
Instructions	Each student must tape one blank paper on their back. The students walk around the class area, writing a positive compliment about the colleague on his/her back. In the end, each student will have his/her paper with all the positive compliments/feedback from all colleagues.
Debriefing / evaluation	In the beginning of the next class, the facilitator/teacher can ask: "How did you feel reading your paper?"; "Did you expect the compliments?"; "Were you surprised? why?"; "Was it easy to compliment your colleagues?"; "Do you feel we need to give compliments more often to each other?";
Tips for facilitators	If possible, set some background music to set a nice mood in the class and promote interaction. Also advise students to change markers and colours in the markers, to avoid identification of the writer. Make sure your group is prepared to write positive things, and be ready to deal adequately with the situation if some elements write negative things.

Title	Human Chess
Theme / Objectives	To increase teamwork and care for the other
Time	20 min
Preparation	
Materials	Dodgeball field 4 tires Balls
Instructions	<p>1 - Main rules are the same like in a dodgeball: the players are trying to eliminate opponents by targeting/hitting them with the ball. But the teacher assigns some roles:</p> <p>Queen/King: 1 per team. If it is hit, the game ends.</p> <p>Bishop: 2 per team. They cannot die, but they cannot hit the opponent as well, neither pass the ball to towers. Their role is to protect the Queen/King.</p> <p>Tower: 1/2 per team; placed in opponents' field in a circle (rope, tire). They can't move out of it. They can't "die".</p> <p>Horse: 1/2 per team. They have to jump on 1 leg (can switch as they need). They have 2 lives.</p> <p>2 - If a player is hit, the player is going to sit on a bench.</p> <p>3 - If someone from their team catches the ball, one person from the bench is resuscitated (in order as they "died"). The one who threw the ball "dies".</p>
Debriefing / evaluation	<p>Did you feel included?</p> <p>What did you do to include others?</p> <p>Which role was the most interesting for you?</p>
Tips for facilitators	To facilitate big groups management, divide the group into small groups and tape a card with the role in each student to her/his role be visible.

52

Title	Special Buddy
Theme / Objectives	<p>To create new positive social connections.</p> <p>To improve compliment ability.</p> <p>To promote care and support between pairs.</p> <p>To overcome social barriers/segregation.</p>
Time	During the program implementation (every week, a new special buddy)
Preparation	
Materials	Dodgeball field 4 tires Balls
Instructions	<p>1 - Each week, the student will have a special buddy for the week.</p> <p>2 - The choice of the special buddies is made randomly, taking a name from the bag/basket.</p> <p>3 - During this period the student has special attention with this person (ask if the weekend was good, if he/she feels good, give a compliment, taking special care with this person, etc...)</p>
Debriefing / evaluation	<p>In the end of the week, the facilitator/teacher can ask:</p> <p>How was the experience?</p> <p>How did you feel having a special buddy?</p> <p>How did you make your special buddy feel?</p> <p>Did you ever thought about having a special connection with that person before?</p> <p>Were you surprised with the connections made?</p>
Tips for facilitators	Be aware of the pairs dynamic and cases of bullying. For example, the reaction the students have when they take the paper (if they show fear, anger, frustration). A nice variation is to have a box and students share their thoughts for their buddies on that box and at the begining or end of the class to read it out loud.

53

Title	Help a Colleague
Theme / Objectives	To create new positive social connections. To promote care and support between pairs. To overcome social barriers/segregation
Time	In the beginning of any given task/activity/sport
Preparation	
Materials	None
Instructions	The teacher asks the class to divide into two groups: those who think they can accomplish a certain task and those who want to learn. Groups (2, 3, 4 elements ..) are made with at least one student who is able to perform the proposed task and support the colleagues.
Debriefing / evaluation	In the end of the week, the facilitator/teacher can ask: How was the experience? How did you feel having a mentor or being a mentor?
Tips for facilitators	Try to rotate students to avoid being always the same ones.

54

Increase self-confidence and self-efficacy: conviction of knowing / being able to do and overcoming difficulties

Self-confidence is valuable because it improves the individual's motivation to undertake projects and persevere in the pursuit of his goals, in spite of the setbacks and temptations that periodically test his willpower. Indeed, beliefs people hold about their abilities and about the outcome of their efforts powerfully influence the ways in which they will behave. Of all beliefs, self-efficacy, "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391), is regarded by Bandura's Social Cognitive Theory as the most influential arbiter in human agency and helps explain why people's behavior may differ markedly even when they have similar knowledge and skills. That is, what people do is often better predicted by their beliefs about their capabilities than by measures of what they are actually capable of accomplishing.

Individuals' beliefs about their abilities differ from the outcomes they expect their actions will have. Bandura (1986) called these "outcome expectations", judgments of the likely consequence that behavior will produce" (p. 391). These expected outcomes are related to self-efficacy beliefs precisely because these beliefs in part determine the expectations. Thus, individuals who possess strong confidence that they can accomplish an achievement anticipate successful outcomes, whereas those with low confidence are more likely to anticipate failure.

Repeated experiences of failure in competing situations, tend to decrease students' self-confidence. In particular, when young people are subject to many situations beyond their own capacities, which results in failure, may develop a low self-confidence. Conversely, repeated experiences of success tend to foster self-confidence. Therefore, it is important to learn how to give feedback and meaning towards a failure experience and also how to reinforce the student's feeling of competence.

Activities

Title	Have you noticed?
Theme / Objectives	To promote students' awareness of their evolution in a given task, competence or skill; To increase motivation towards specific objectives
Time	5 minutes in the beginning of a class with a new subject/matter.
Preparation	
Materials	For this exercise, print one individual students' passport for each student (Annex II). Pens.
55 Instructions	<ol style="list-style-type: none"> 1 - In the passport, there is a scale from 0 to 100, where each student self-evaluates on a given task, competence, or skill in one sport. 2 - In the beginning of a new subject, the teacher gives instructions about the topics to be self-evaluated during the period that the given sport is taught. 3 - Each student has to fill in a self-evaluation every class and deliver it to the teacher at the end of each class. 4 - In the end of the period, a debriefing should occur.
Debriefing / evaluation	Have you noticed your evolution during certain sport? Was this more useful than comparing yourself to others?
Tips for facilitators	Apart from technical aspects of a given sport, add some soft skills. For example, teamwork or motivation.

Title	Find something that you love
Theme / Objectives	To discover interests in common; To identify interests/hobbies/situation that the students feel competent.
Time	10 min
Preparation	
Materials	N-1 Chairs (N= number of the students)
Instructions	Tell the students to: <ol style="list-style-type: none"> 1. Everyone to sit in one chair, except one student that stays in the middle. 2. This student in the middle has to say one thing that he/she loves or is very good at related to sports or hobbies. For example, I am good at football. 3. All the students that feel identified with the situation should get up and change chairs. 4. The one who doesn't have a chair available goes to the center and tells one thing that he/she loves related to sports
Debriefing / evaluation	Was it difficult to find interests/hobbies/situation related to Sport that you like or feel good at? Did you discover something new about the other colleague?
Tips for facilitators	It is very important to give examples and to pay attention to students answers, namely if it is related to sports.

56

Title	The Circle of Sport
Theme / Objectives	To increase self-awareness of one's strengths and resources regarding sport classes.
Time	10 min
Preparation	
Materials	Pens, Post-its and a Poster
Instructions	<ol style="list-style-type: none"> 1. In one poster, draw 4 rows: <ul style="list-style-type: none"> - One quality that helps me in today's class. - One situation where I used that quality and I felt good. - One positive moment that I will not forget. 2. Tell the students to fill the rows with postits.
Debriefing / evaluation	Tell the students before they leave class to fill in the poster.
Tips for facilitators	If you have time, it is advisable to discuss it after and to make sure everyone fills it. It is advisable to do the debrief in the beginning of the next class and to repeat this practice often.

57

Title	You are GREAT
Theme / Objectives	To develop self-confidence through creating and expressing positive affirmations about oneself. To raise awareness towards the impact of positive affirmations in self-confidence.
Time	30-40 min (can be included in the school curriculum)
Preparation	Depending on the school curriculum, choose 3/4 team sports (for example, basketball, football, and volleyball) and gather the needed material to prepare the stations.
Materials	Posters and markers. Balls
Instructions	1 - Prepare a list of positive incomplete affirmations of internal speech and cut each statement. For example "I can do it, because..."; "Even when things don't happen as I expected, I..."; "Is more important to give my best effort than win..." 2 - Let the students choose one sentence and complete them, explaining the importance of having a positive self-speech and how this can influence our performance. 3 - Put the students passing the stations, when the groups change, the students are invited to read the statement and start the game.
Debriefing / evaluation	How did you feel completing the statements? How did you feel when you read the statements at the beginning of each game? What can we learn from this exercise regarding our failures or successes in life?
Tips for facilitators	-

58

Decreasing self-criticism

Students with self-critical personalities tend to harbour feelings of inferiority, low self-esteem and to denigrate themselves for failing to meet high self-imposed standards and ideals. Self-critics are at risk for maladaptive perfectionism, mood disorders, and social rejection. It has been associated with parenting styles but also with social experiences or academic learning environments.

A behaviour that tends to increase self-criticism and decrease self-esteem is the upward comparison with members of an in-group. Upward social comparison is generally regarded as ego deflating, yet people often compare themselves with those whose abilities and attributes are better than their own. According to the self-evaluation maintenance model (SEM), the superior performance of in-group members should be threatening when comparisons are made on ability domains that are relevant to self-esteem.

In order to decrease self-criticism in students, a lot of strategies have been studied. Indeed, previous research has suggested that the task performance of low self-esteem individuals is reduced under conditions designed to increase self-focused attention.

Activities

Title	Reframe it
Theme / Objectives	Self-Awareness, Narratives, New Perspectives and Cognitive Flexibility To support students to give a new perspective in the perception of a moment or situation and changing the meaning.
Time	15 minutes; In the beginning of the class.
Preparation	
Materials	None
Instructions	<p>1 - Do a little introduction to the students:</p> <p>“We give meaning to what we experience according to our beliefs, values, concerns and memories. The reframing process involves changing the way in which we perceive a moment or situation and changing the meaning. Language reframing allows a different perspective, and that gives us the possibility to change the meaning.”</p> <p>2 - Give the following examples:</p> <p>“When you notice, in yourself or others, any kind of behavior or attitude that does not seem appropriate, have you ever experience to ask “What is the person trying to achieve with this behaviour? What is her/his need? How can I give a different perspective on that?”</p> <p>Examples:</p> <p>“I feel anxious when a friend is late to class” → That may mean that you love him/her and you don’t want anything bad to happen to him/her.</p> <p>“I am very stressed out before starting a new sport” → That may mean it looks like change can be an opportunity for you to discover something new about yourself.</p> <p>“I am afraid of failing in this sport” → That may mean that you are facing something that is important for you.</p> <p>3 - Tell them to think of a situation related to sport classes that seems negative. Share with a colleague.</p> <p>4- The colleague that is listening has to answer to the following questions: What meaning is he/she giving? What is he/she trying to achieve with that? What seems to be his/her need and goal? What could be a positive intention in it?</p> <p>5 - Both should discuss the previous answers and think together on: How could the meaning of this situation and the behaviour be reframed according to this positive intention?</p>
Debriefing / evaluation	Reflect with the students about how difficult it was, how can they apply this strategy outside class and ask them to be aware during class to behaviours/situations that make them feel “bad” or “annoyed”. The objective is for them at the end of class to write it down, reflect during the week on new meanings and next class to give 5 minutes to discuss it.
Tips for facilitators	If pertinent, in case there is a facilitator guiding the exercise, he/she can only make the guiding questions, guiding the flow of the exercise. Should not give any advice or point of view.

Title	What should you say if...
Theme / Objectives	To raise self-compassion and creativity towards self-speech in hard situations.
Time	15 minutes
Preparation	
Materials	<p>Print the following questions:</p> <p>What you should tell your best friend if he/she fails completely in playing some kind of sports?</p> <p>What you should tell your best friend if he/she is feeling sad in a sports class?</p> <p>What you should tell your best friend if he/she was yelled by another colleague?</p> <p>What you should tell your best friend if he/she did not like something that the teacher said?</p> <p>What you should tell your best friend if his/her team loses a game because you let the other team player score in the last minute (for example, if you were a goalkeeper)?</p> <p>What you should tell your best friend if he/she finds out that someone in the team is not motivated for the game and asks you for advice?</p> <p>What you should tell your best friend if he/she doesn't feel motivated for an exercise?</p> <p>What you should tell your best friend if he/she is stress towards a new game?</p> <p>What you should tell your best friend if he/she hates a sport, but the teacher is telling him/her to play?</p>
<p>60</p> <p>Instructions</p>	<p>You should choose one participant from the group that will be the catcher to tag the other participants. Another participant will be chosen to have the role of the "saviour" (they can also apply voluntarily).</p> <p>Then, tell the students that:</p> <ol style="list-style-type: none"> 1 - The "catcher" has the task to run after participants and catch them. Once a participant is caught, they are "frozen" and they have to lie on the ground. 2 - The "Catcher" continues to run after others. 3 - The saviour accompanied by the teacher has to ask one question from the list to the "prisoner". If they answer the question "correctly" they will be free and back in the game. Given that the saviour is just one, the prisoner has to answer as fast as possible. 4 - Tell in advance that the questions will be about "What you should tell your best friend if he/she..." and the answer has to be kind, not aggressive, and has to help your friend to overcome some hard emotions in the given situation. The effectiveness of the answer will be evaluated by the saviour with the teacher supervision.
Debriefing / evaluation	<p>How did the exercise go?</p> <p>How did you experience when you were caught?</p> <p>What did you find challenging when answering the question?</p> <p>Are you that kind when the situation involves you?</p> <p>How can you apply this into your life?</p>
Tips for facilitators	The saviour should ask one question per participant, if she/he gets to the end of the questions, then she/he should start from the beginning of the list.

Title	Together we fight
Theme / Objectives	To raise awareness about the importance of social support dealing with self-criticism.
Time	10 min
Preparation	
Materials	None
Instructions	<p>1 - Tell the group to divide themselves into 2 groups.</p> <p>2 - The group has to make a circle and represents the community, except for two students. One student will be the harsh critic that sometimes we tell ourselves facing a difficult situation in life. Another student is the "self" that needs to be protected inside the circle from these destructive critics.</p> <p>3 - The goal is to protect the self-inside the circle and the "harsh critic" cannot touch the self. If he touches it, everyone loses. The self can run away from the circle if the harsh critic manages to get in.</p> <p>4 - If the community manages to keep the self safe for 5 minutes, they win the game.</p>
Debriefing / evaluation	<p>What did the game show you?</p> <p>How many times do you go to the people that surround you to ask for help when you are facing a hard self-criticism?</p>
Tips for facilitators	If the group is too big, put two students as "harsh critics".

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Annex I - Strategy: Healthy Self-Concept

Activity #2: Helping Out

Questionnaire to deliver to the volunteers in the end of the session

Date: __/__/____

Volunteer's Assessment of the Activity

1 - In general, how was the experience?

2 - What surprised you positively?

3 - What did you find difficult in the activity?

4 - What strategies did you use to face the difficulties?

5 - Which quality of yours helped you in the activity? In which way?

6 - Did this exercise help you in your leadership style? If yes, in which way?

Annex II

Strategy: Self-Confidence

Activity #1 : Have you noticed?

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IMPROVE SELF- REGULATION



Improving planning and organizational skills

Self-regulation refers to an individual's capacity to plan, control, evaluate, and adapt thoughts, feelings, and behaviours to achieve personal goals. Self-regulated learning (SRL) refers to attend applies herself to academic success. This process happens in three steps:

1. **Planning:** The student plans their task, sets goals, outlines strategies to tackle the task, and/or creates a schedule for the task.
2. **Monitoring:** In this stage, the student puts his plans into action and closely monitors his performance and his experience with the methods he chose.
3. **Reflection:** Finally, after the task is completed and the results are achieved, the student reflects on how well he did and why he performed in that way.

Planning and organizational skills; the ability to manage oneself and/or others, and resources including time and surrounding circumstances to reach a specific goal. It is important for the students who can be identified as "self-regulated learners" to be able to be organizing, goal setting, planning, information-seeking, record-keeping and focus in order to achieve a high performance.

These activities were prepared for school students to improve the planning, setting goals and time management skills. It is thought that it will be effective if it is done in a certain order and repetitive manner in physical education lessons. Students should make a list of steps or procedures at the end of every day. At home, students should continue through this list, checking points off as they finish a task.

Activities

Title	Plan to Win, Go to Goal
Theme / Objectives	To improve the ability to set goals, time management and planning skills. To provide sustained self-motivation.
Time	20 min
Preparation	The students are randomly classified into two groups. Groups are determined according to the number of students. Depending on the number of students and equipment, the groups can be played simultaneously or sequentially. More than one group can play the game at the same time. Activity area is drawn or marked according to the decision of the trainer, area must not be less than 5 square meters. The playing field is prepared by using wide targets on the right and left of the field. If possible, it can be put in the net in the middle of the field.
Materials	Various rackets (Tennis or badminton rackets are needed as many as the number of player students) Balls (Tennis / feather / other balls are needed number of the playing groups) Nets (if needed) various things to mark the area (chalk or rope etc..) notebook, pencil (for students)
Instructions	1 - Two students cross over the marked area with rackets and balls according to the instructions. 2 - The activity consists of three sets. The first set of the game starts with the service shot. 3 - The activity continues mutually until the mistake is made for the number challenge 4 - For each successful shot sent to the target area, the player who shoots earns points 5 - The first player to reach the targeted number wins a set
61 Debriefing / evaluation	Could you motivate yourself? Have you been able to move towards the goal you set? If yes, what strategies have worked for you? If No, what prevented you? When you had to wait or continue during the activity, could you wait despite distractions? Did you do the activity in accordance with your goals? Why are some targets easier to hit while others are harder to hit? What kinds of striking techniques should be hit the target? What motivated you to be successful?
Tips for facilitators	Bright colored balls can be used for the players or they can be assisted by sound. For some players the ball may be allowed to hit the ground once or more For some players sitting on the floor may be allowed; for some players, play without a net may be allowed Easier: Playing without number and set rules Using a larger surface and lighter paddle Increasing the target number Placing targets in easy-to-defend areas Expanding target areas Assigning a ball feeder to one of the players Harder: Shooting with a technique that is difficult for the player Using a narrow surface racket Reducing the number of target areas Shrinking target areas Play two to one or three to one Won't earn points when you get angry Safety Measures: Make sure the players are spread out on the playing field with sufficient distance between them Mark the target areas by drawing or marking them with water Emphasize the importance of controlled swinging the racket

Title	Four Castles
Theme / Objectives	To improve the strategies for achieve goals To increase problem solving skills
Time	20-30 mins
Preparation	Two teams of five are formed
Materials	Pins, skittles, balls Four castles are created at each corner of a large square area
Instructions	<ol style="list-style-type: none"> 1 - Each team defends two castles 2 - The game is played with one ball 3 - Three pins are placed next to each castle 4 - One pin is removed for each point 5 - When the pins run out, the game is over
Debriefing / evaluation	<p>It is an activity that helps to develop new strategies for new situations. We can ask questions about defending two castles at the same time.</p> <p>What should we do when dealing with a few problems? How to organize ourselves for new situations? What do we care about when making a choice? How can we adapt ourselves as circumstances change for good or bad?</p>
Tips for facilitators	By changing rules from time to time we can lead the kids to make new strategies.

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Title	Don't Give Up My Hand
Theme / Objectives	To promote cooperation
Time	25 mins
Preparation	Prepare an obstacle path. Design the path with obstacles like jumping, stepping down etc. and have the students try to make moves
Materials	Any kind of matchable item like socks, memory cards etc.
Instructions	<p>Make students pairs. (If the group size large make groups three or four) Say hold their pair hand.</p> <p>Give them a purpose, like matching socks or memory cards at the end of the path.</p> <p>Tell them to find matches together</p>
Debriefing / evaluation	Activity aims to see and evaluate events from the perspective of others. Person tries to understand how cooperation contributes to solving problems.
Tips for facilitators	By pairing a person with different people, we can tell the difference between them. it can be said that our point of view of events can be different and there is no single solution.

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Raising awareness of self-monitoring skills and help them recognize their emotions, strengths and weaknesses

Self-regulatory processes develop from a young age. The child's ability to self-regulate herself is crucial to help manage their own behaviours and being less dependent from outside controls. One of the key competences for self-regulation is self-monitoring. Self-monitoring is described as a "multistage process of observing and recording one's behaviour. Young people may not have time to think about their strengths and weaknesses, habits, skills and emotions. Trainers can help them self-monitoring by observing closely, responding, providing structure and predictability, arranging developmentally appropriate environments.

The purpose of this activity is to increase self-monitoring skills on the social-emotional behaviours of secondary school students. The activity can allow students to become more aware of their emotions by recognizing how they feel and identifying factors that may negatively or positively impact their mood.

Activities

Title	Weak Link
Theme / Objectives	Problem solving, organising/planning, self control Raising awareness Identifying strengths and weaknesses
Time	30 mins
Preparation	
Materials	Ropes
Instructions	Students are divided into four groups Each group forms a circle Each student has a rope in his hand While one holds one end of the rope, other holds the other end All the ropes must be crossed straight, mixed from the centre of the circle The ropes become a deadlock and students are asked to unwind without leaving the strings in their hands
Debriefing / evaluation	They should be asked to identify the problems they experience in achieving the desired results in their daily lives and to produce individual and group solutions for them. What kinds of intrinsic and extrinsic motivations are needed when solving a problem? If there is a problem, it should be emphasized that everyone should do their part to solve it.
Tips for facilitators	Every student must be active throughout the activity

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Title	Red Light, Green Light
Theme / Objectives	Listening, controlling urges to do something, breaking a habit like nail biting or taking something etc.
Time	20 mins
Preparation	
Materials	Ropes
Instructions	<p>Start with everyone along the starting line.</p> <p>When you say 'Green Light' everyone will move towards the finish line.</p> <p>When you say 'Red Light' everyone must immediately stop.</p> <p>If players are still moving when you call 'Red light', they must go back to the starting line.</p> <p>Start a new round when everyone gets across the finish line or when most players make it across the finish line.</p>
Debriefing / evaluation	Try to make connections between them being able to control their bodies in the game and in real life
Tips for facilitators	<p>The leader can designate his/herself as the finish line. This enables the game to move around so that when players get close to the finish line (the leader), the finish line moves farther away.</p> <p>For the hearing impaired, you can turn your back towards the group for red light and turn around (face your group) for green light.</p>

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Title	Difficult task
Theme / Objectives	Setting common goals Division of labor
Time	40 mins
Preparation	
Materials	Ropes
Instructions	<p>Students are divided into teams of 5</p> <p>Each student in the group is tied together in one hand or one foot</p> <p>The route is determined with a scenario</p> <p>Students start the game from the starting point with the sign and try to reach the desired goal as soon as possible.</p> <p>Only one person becomes the leader in the game and the group proceeds on his commands.</p> <p>The group needs to stop to talk all together</p> <p>If the group makes a mistake, the commanding leader changes.</p> <p>They are also asked to carry a balloon or a ball between students to improve cooperation in the game.</p>
Debriefing / evaluation	<p>How does it feel to be under someone else's command?</p> <p>How do you motivate yourself to comply with the decisions of others?</p> <p>Would you contribute while making a decision?</p>
Tips for facilitators	

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Providing self-assessment

Self-assessment is defined as a process by which students

1) monitor and evaluate the quality of their thinking and behavior when or how learning and 2) provide to identify strategies that improve their understanding and skills. Self-assessment occurs when students judge their own work to improve performance as they identify discrepancies between current and desired performance. self-assessment is a cyclical, ongoing process: self-monitoring, self-evaluation and identification and implementation of instructional correctives as needed.

These activities help that the students need to see three things clearly: what they're trying to do, what they are doing, and what they can do to bridge the gap between them.

Activities

Title	Balloon tap
Theme / Objectives	to improve inner motivation skills Students will have to listen for the auditory cue and inhibit impulses when the off-limits color comes close by.
Time	20 mins
Preparation	
Materials	Balloons and an open space.
Instructions	Arrange students in a circle and assign alternating students to 2 teams. Fill the circle with balloons. Call "team 1!" only students on team 1 should tap the balloons. Switch to team 2, and only students on team 2 should tap the balloons. Continue switching on a 20-30 second interval. Students will really have to listen for the auditory cue to signify that it's their team's turn to tap.
Debriefing / evaluation	What's your motivation during the game? Was it hard to wait for your turn?
Tips for facilitators	You can use multicolored balloons. Call out the "off-limits color" and no one should tap any balloon of that color.

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Title	Garbage truck
Theme / Objectives	Enhancing collaborative behavior Working for a joint award
Time	30 mins
Preparation	
Materials	Various objects (balls, pens, leaves etc.)
Instructions	<p>Students divide into groups of 10 and line up and hold each other by their waist. Students at the end of the groups have a bag Various objects are randomly distributed on the playing field When the signal is given, all groups take an object without leaving each other and try to put the object back to the back using their left hand and put it in the bag.</p> <p>The game continues until all objects on the field are collected. The group that collects the most items without breaking away wins the game.</p>
Debriefing / evaluation	<p>"All parts must work properly for a machine to work. It doesn't matter whether the piece is big or small. The important thing is that it does not disturb the working order."</p> <p>What kind of internal division of labor should we do in our own work? Which is more important, group interests or individual interests?</p>
Tips for facilitators	In this event, environmental cleaning can be achieved by using the surrounding garbage as a game tool.

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Title	Deadlock
Theme / Objectives	Awareness of the problem in accordance with their age level Creating hypotheses, testing and reaching conclusions
Time	30 mins
Preparation	
Materials	
Instructions	<p>Students are divided into groups of 8 They form a circle with their shoulders touching and facing each other Students first extend their right hand to the centre of the circle and hold the hand of someone other than the students on their right and left. Then they stretch their left hand to the centre of the circle and hold the hand of another friend, except for their right and left friends. They are then asked to unravel without leaving their hands on.</p>
Debriefing / evaluation	<p>What kind of preparations should be made when starting a business or project? What should be done first when faced with new situations? How important is goal setting and planning to success?</p>
Tips for facilitators	-

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Title	Body part mixed up
Theme / Objectives	Making the student think, before reacting Ensuring to control immediate reactions.
Time	25 mins
Preparation	
Materials	
Instructions	<p>The leader will call out the body parts for the children to touch For example, the leader calls out “knees” and the children touch their knees. Create one rule to start. Each time the leader says “head” touch your toes instead of your head.</p> <p>The leader calls out “knees, head, elbow”. The children should touch their knees, TOES and elbow.</p> <p>Continue practicing and adding other rules to change body parts.</p>
Debriefing / evaluation	<p>What do you feel when something goes wrong? What happens when you act impulsively?</p>
Tips for facilitators	<p>Start out slow moving from action to action and check if the students are performing the motions correctly. After they practice it a few times, try to go a little faster.</p>

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