



## **Training Package for PE Teachers**

Methodologies and activities to foster entrepreneurship through sport  
based on the "European Entrepreneurship Competence Framework"

## The Project

ENTOS is an EU-funded project under the Erasmus+ programme (2020). The aim of this project is to empower sport teachers to foster an entrepreneurial attitude by developing innovative sport activities for their students. The project's contribution is aligned with the main goal of the European Commission to include Entrepreneurship Competences in the ongoing education reforms. To do so, ENTOS is divided into four key outputs, the first one being dedicated to research (IO1), the second one being this training package (IO2), the third one being an evaluation system (IO3), and the fourth one being a set of recommendations for teachers and trainers (IO4). The project is the result of a collaboration between five partners. To learn more about the project, visit [www.entos.eu](http://www.entos.eu)



UNIVERSITY OF  
THESSALY



## The Training Package

This training package is designed to provide PE teachers with a set of methodologies, activities and worksheets, that highlight the entrepreneurial competencies developed through sport activities. The training package is intended to be used by PE teachers within their school curriculum as a guideline to foster essential social, entrepreneurial, and life skills for their students. The competences addressed in this training package are on the European Entrepreneurship Competence Framework, also called EntreComp, five of which have been selected based on research made during the phase one of the project (IO1).

<b>Learning through experience</b>	<b>Coping with uncertainty, ambiguity and risk</b>	<b>Creativity</b>	<b>Taking the initiative</b>	<b>Self-awareness and self-efficacy</b>
------------------------------------	--	-------------------	------------------------------	---



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, & the Commission cannot be held responsible for any use which may be made of the information contained therein.



## Training Methodology

The training activities proposed in this training package are based on non-formal learning methods that aim to develop the teachers' aptitude at "facilitating the acquisition of entrepreneurial skills through sport". The package gives an innovative and dynamic approach to the topic of entrepreneurship and guides PE teachers in the development of an entrepreneurial mindset through information that raises awareness on the crucial role of educators as pro-active facilitators for their students. The training is a blended-learning process: it is composed of a training package in the form of a pdf document, and of a learning platform from which all training material can be accessed online.

## Training Pathway

The training pathway follows three learning dimensions through a Competence Based Learning.

Knowledge	Skills	Attitude
In this dimension, the teachers are presented with the kind of knowledge, thinking, and information the students can gain through the described competence.	In this dimension, the teachers are presented with the different physical and psychological skills students can develop through the described competence.	In this dimension, the teachers are presented with the different values, appreciations, feelings and motivations students can foster through the described competence.

## Training Package Structure

This training package is composed of **five modules**. For each module you will find:

- An **introduction** to the competence and **three theoretical parts** explaining what knowledge, skills, and attitudes the students can gain through that competence;
- A set of two to four **activities** per dimension. Each activity starts with an explanatory video of a specific skill that is part of the module's competence, and ends with a reflection time;
- One post-activity self-reflection **worksheet** for each activity. These worksheets can be found in the document "ENTOS WORKSHEETS - Training Package". They should be handed over by the teacher to each student and serve as an individual assessment.

# INDEX

● What is EntreComp?	5
● Sharing Time	6
● Module 1	7
- Introduction to the competence	
- Knowledge	10
- Skills	22
- Attitude	47
● Module 2	51
- Introduction to the competence	
- Knowledge	54
- Skills	59
- Attitude	65
● Module 3	69
- Introduction to the competence	
- Knowledge	72
- Skills	77
- Attitude	83
● Module 4	88
- Introduction to the competence	
- Knowledge	90
- Skills	96
- Attitude	101
● Module 5	107
- Introduction to the competence	
- Knowledge	110
- Skills	114
- Attitude	121

## What is EntreComp?

The **European Entrepreneurship Competence Framework**, also known as EntreComp, was developed by the European Commission as a reference framework to explain what is meant by an entrepreneurial mindset. The development of entrepreneurial competences has been a confirmed priority at European level for many years as part of the needs for a knowledge-based society.

EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others. The framework identifies 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes for all levels of education and training. Each learning outcome progressively built on previous ones creates a Life-Long-Learning sequence (Foundation, Intermediate, Advanced, Expert).

The framework approaches entrepreneurship as a transversal mindset that can be found across different sectors, activities, and methodologies, including sports. It is used in:

- supporting policy and practice to develop entrepreneurial skills
- assessing entrepreneurial skills
- supporting training of educators, trainers and teachers to deliver entrepreneurial skills
- to design programmes and learning opportunities
- to recognise and certify skills

The framework has been recognized by the European Commission as being a key support for collaboration and development work by educators, trainers, employers, professional bodies and policy-makers, and is especially useful for teachers of the formal and non-formal sector who are looking to develop entrepreneurial competences among their students. It has been used all over Europe as a tool to provide a common curriculum and set of competences across the EU.

Find out more about EntreComp at [www.entrecompeurope.eu](http://www.entrecompeurope.eu)

## Sharing time

The sharing time should be done after each activity. It is strongly connected to the “post-activity self reflection” worksheet that the teacher should give to each student, however the worksheet is an individual reflection time, while the sharing time is a moment in group between the PE teacher and the students. The PE teacher’s role is to facilitate the sharing time and to guide the students in the debriefing of the activity in relation with the skill approached. This reflection time is an important part of the learning process as it helps both students and teachers to recognise the connection between the sports activity and entrepreneurial skills. For this moment to be successful, we recommend following these guidelines:

### **The setting**

The teacher should gather the students in a quiet place where there aren’t any visual or noise distractions. The students can be placed in a circle so that each of them can be heard and seen.

### **The questions**

It is the teacher’s role to facilitate the sharing time by selecting different students to share and making sure different students are being heard at each session. The teacher points the students towards the reflection on the skill and on how it can be connected to physical and other daily life activities.

First, the teacher encourages the students to recall **what** they did during the activity, what were the important aspects of it and what strategies were used. Knowing **why** creates a better understanding of the concept of the activity. By thinking about why it improves specific skills, their understanding of the sport in general can develop and help them apply these skills to other situations. Ultimately, the teacher should ask **how** this activity is related with the skill discovered in the video, and how this skill contributes to the development of the competence of the module.

### **The feedback from the students**

The teacher should be looking for two types of feedback from the students.

The first one is the technical feeling: did a specific movement or exercise feel right?

The second one is emotional: did you enjoy the exercise? Was it fun?

It’s important for you to understand how the students felt during the exercise, both physically and emotionally, in order to adapt in the future the activities and make them the most enjoyable possible for the students. Making sure that the reaction is positive can be vital to whether they will attempt the skill again and if they continue to try and improve it.

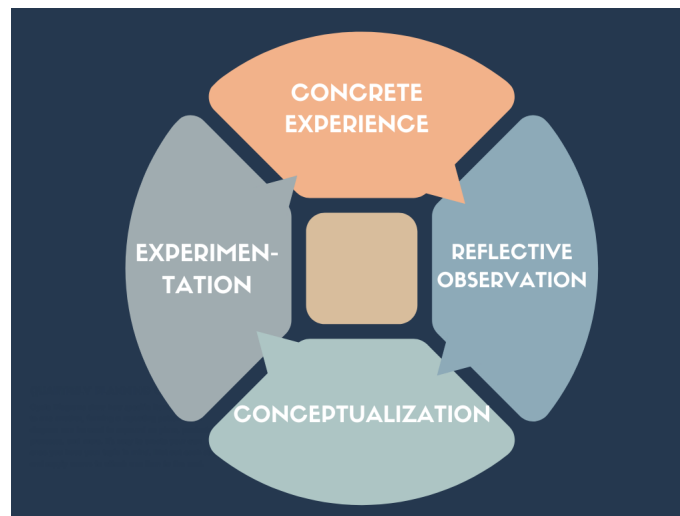
### **Concluding the sharing time session**

To conclude a debriefing session properly it is important to explicitly summarise the skills learned or improved in the session, and consider how the main learning points can be incorporated into future practices. Ask questions such as “What did you do well? What did you find difficult and why?” to reinforce learning points. Finally, determine how the participants can improve on these points.

# Module 1: Learning Through Experience

## Introduction to the competence

Learning through experience is the competence thanks to which we create knowledge by transforming our own experience; it's an engaged learning process where the students learn by doing and by reflecting on their experience. It is not a set of tools and techniques to provide students with a range of experiences; instead, it sees learning as a continuous process in which students bring their own knowledge, ideas, and practices to understand new information. Here the learning process is influenced by experiences, cognition, environmental factors and emotions. The learning process therefore is a cycle (as shown in the image below): starting from concrete experience that provides information, this is the basis for reflection. It's thanks to the reflective process that we assimilate the information and form abstract concepts. Then, as we test our new ideas, we gather new information and start again the learning cycle.



Experiences bring a learning potential; they provide opportunities for students to practice and explore their skills, and learn from both mistakes and successes. The student is encouraged to actively engage in the learning process by posing questions, experimenting, being creative, and constructing meaning. Therefore, the learners are engaged intellectually, emotionally, socially, and physically, producing a perception that the learning task is authentic.



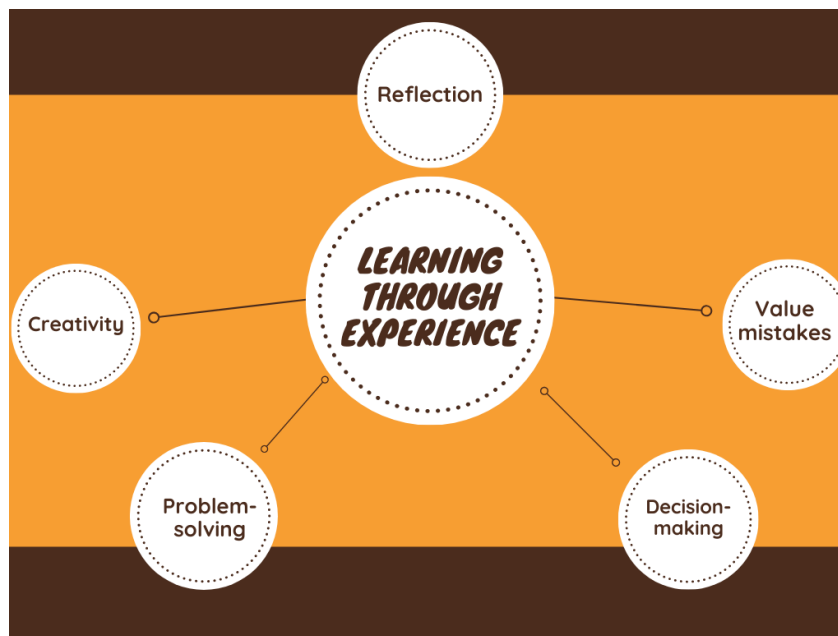
In sports, this competence is often applied, especially when learning a new movement. The coach explains the theory behind it, how to correctly execute it, and proceeds to demonstrate it. The athlete observes, and then tries to replicate the activity; by doing so, he can immediately know if the movements he is doing are right or wrong, and thanks to the constant and fast feedback from the coach, he knows what he has to change in his technique. Then, after a discussion with the coach about the performance, he knows what he needs to improve. In sports especially there is an emphasis on self-improvement and practising to learn on one's own, that inculcates a habit of self-learning, for which mastering the ability of learning through experience is necessary.

## Benefits

The most important is the space for **reflection** that this type of learning provides, since reflection is considered a fundamental part of the learning process. Thanks to the reflection the learner can incorporate concrete experiences with abstract concepts, and then reflect on the outcome, engaging their intellectual abilities actively and making personal connections with the material. In addition, not only they analyse how their actions affect the outcome, but also how their outcome differs from those of other students; by doing so, they can better understand how the concepts they've learned can be applied to other circumstances.

In this phase of the learning process, students that reflect and ask the right questions have better information retention, compared to when they read the answer in the textbook.

Learning through experience provides an opportunity for **creativity**, as it enables the student to engage the creative portions of their brain and seek their own unique solution to the problem or task, enriching the possibilities of solutions for each student. In a classroom, for example, it will be easily spotted how each student approaches a problem from a different angle, bringing out creativity and a solution-orientated approach to learning. This exercise of creative thinking benefits the students and their development in situations that exceed the school limits, and enriches the classroom experience at the moment.



A high use of creativity leads to learning through trial and error, in order to apply the solutions created and immediately verify them, testing different factors along the way to ensure better success and sharpen their thought process. In doing so, students learn not to fear their mistakes but see the potential value in them. Therefore, this type of learning teaches students also the **value of mistakes** and how to capitalise on them. As students engage in hands-on tasks, they find that some approaches work better than others. They discard the methods that don't work, but the act of trying something and then abandoning it actually becomes a valuable part of the learning process. Students learn not to fear mistakes, but to benefit from them.

The importance of feeling emotions whilst learning from experience has been recognized as a key factor to accelerating and retaining knowledge. It is all about encouraging students to directly involve themselves in the experience. Hands-on activities require practice, **problem-solving** and **decision-making**. As student engagement increases through these processes, learning accelerates and retention improves. As a direct result, the attitudes towards the idea of learning also become more positive.

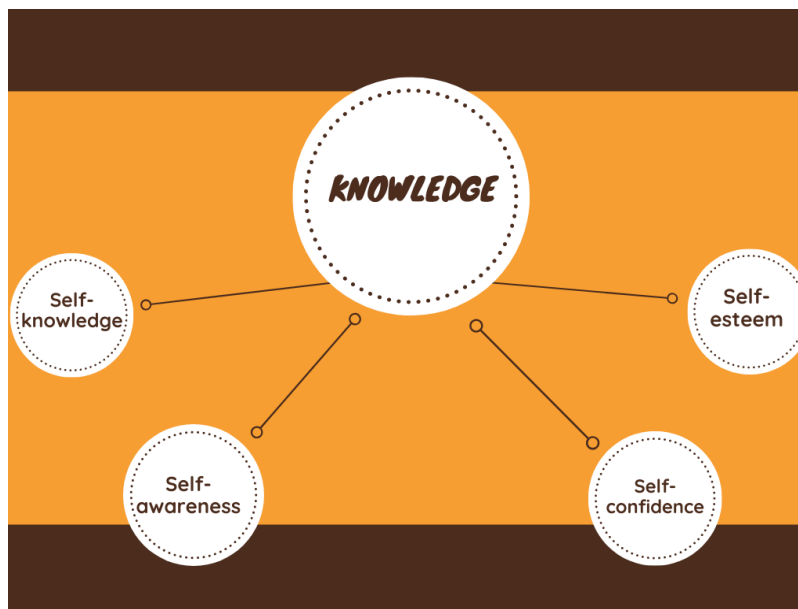
By learning through experience, the students **learn to learn**, gaining the ability to organise one's own learning, effectively organising both time and information. By being aware of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles, the students learn how to gain, process and assimilate new knowledge and skills, and learn how to make use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. The students also develop a positive attitude towards learning, that includes the motivation and confidence to pursue and succeed at learning throughout one's life.

Learning to learn requires an individual to know and understand his own preferred learning strategies, the strengths and weaknesses of his own skills and qualifications, and to be able to search for the education and training opportunities and guidance and support available.

## Knowledge

Learning through experience can positively influence the improvement of **self-knowledge** and **self-awareness** of the learners. Thanks to activities where “creative thinking” is central, it is possible to give students the chance to live experiences that enable them to build their **self-confidence**/esteem. In this process it should be possible to empower them in order to develop their skills and competences through further learning. Through communication and interaction, participants who use their experiences are encouraged to cultivate critical thinking, develop skills and are led to self-awareness and emotional maturity.

This all improves the learners’ confidence and relational communication abilities, which have a potential impact on their trust in work and life. Students who are confident in their potential are more ready to challenge themselves and look for new learning chances, even if their work exceeds their comfort or their perceived already possessed skills. A bigger awareness of the self can also strengthen the **self-esteem** of the learners, and the elevated self-esteem can effectively improve the outcomes of the learning experiences for the students in their reaction, learning,



behaviour and organisational results.

Learning through experience is also useful for the students to understand which learning style suits them the most. It is important that students experiment with different ways of learning, in order to find the most comfortable and convenient way that enhances their learning. Gaining information on this too has an impact on the self-knowledge and self-awareness of the students, as knowing how one can best learn from new experiences means that the person is more aware of his own potentialities and therefore more aware of how to apply them and in which situations.



## Activity for Knowledge Development -n1 : Experiential Learning: How We All Learn Naturally

<b>Type of activity</b>
Video watching
<b>Purpose/goal</b>
To enhance the self-knowledge and self-awareness by reflecting on the content of the video
<b>Group size / individual</b>
Individual
<b>Material/s needed</b>
Projector + speakers
<b>Estimated duration</b>
30 minutes (video + discussion)
<b>Instructions</b>
The teacher is going to show the video to the students in the classroom. <a href="https://www.youtube.com/watch?v=5d71xhEbjDg">https://www.youtube.com/watch?v=5d71xhEbjDg</a> Then, also thanks to the help of the worksheet that you can download, he will ask questions to the students to make sure they have understood the content of the video. Then, also thanks to the help of the worksheet that you can download, he will ask questions to the students to make sure they have understood the content of the video.
<b>Extra tips, options or adaptations, checklists and so on.</b>
This exercise can be done also with subjects learnt in school, instead of personal skills. Can you think of something learnt at school through experiential learning?

## Activity for Knowledge Development - n°2: The Tree Position

<b>Type of activity</b>
Physical activity
<b>Purpose/goal</b>
To know and empower your body balance by developing Self-knowledge and Self-awareness.
<b>Group size / individual</b>
Individuals + teacher
<b>Material/s needed</b>
None
<b>Estimated duration</b>
10 minutes
<b>Instructions</b>
<b>Phase 1:</b> show them the video below, to explain to the students that the focus of the exercise is going to be on self-awareness.

<https://www.youtube.com/watch?v=HlhEMk7CZ-A>

**Phase 2:** This is a sequence of exercises that aims to help the students in finding their body balance. The suggestion is to start from Exercise nr.1 and go on with nr.2 and nr.3.

**Exercise nr. 1:**

In the standing position, bring one foot in front of the other and keep the position for 15 seconds. Return in the standing position and repeat the exercise with the other foot.



**Exercise nr. 2:** In the standing position, bring one leg across the other; both feet must be laying completely on the floor. Keep the position for 15 seconds, then return to the standing position and repeat the exercise with the other foot.



**Exercise nr. 3:** In the standing position bend a leg upwards, feet on the other leg (but not the knee). Place the hands on the hips and then in the prayer position on your chest. Finally, raise your hands overhead. The flex, abduct and rotate the hip of the bent leg.





Pay attention to the muscles you activate during the exercise. It's a movement that requires concentration, equilibrium and strength to be correctly executed, therefore the student needs to focus on his own body to find the right equilibrium. In doing this exercise, the students enhance their self-knowledge and self-awareness, both needed to be able to execute it. This exercise is particularly useful to improve the balance and endurance of a person; it also has a good impact on strengthening the muscles of the legs and the hips.

**Phase 3:** start a discussion with the class, linking the exercise with the video they have watched at the start of the lesson; in particular, focus on how the exercise made them focus on their own body to find the right balance, and how thanks to this they had to develop their self-awareness in order to execute it.

You can use the worksheet below to help yourself guide the discussion.

**Extra tips, options or adaptations, checklists and so on.**

To help with the balance, students can focus on a point and don't look anywhere else.

If the students have troubles with finding stability, they can use a chair or the wall for balance.

## Activity for Knowledge Development - n°3: Headstand Yoga Pose

**Type of activity**

Physical exercise

**Purpose/goal**

Learn the foundation of the headstand pose, useful to relieve anxiety, remove stress energy and increase focus and self confidence. This exercise is focused on developing the Self-confidence and Self-esteem.

**Group size / individual**

In pairs

**Material/s needed**

Yoga mat

**Estimated duration**

20-30 minute

**Instructions**

**Phase 1:** Show to your students this video about self-esteem before at the start of the lesson: this is an introduction to what self-esteem is and what its importance is, and it introduces the activity of the headstand as an exercise that helps the students develop it.

<https://www.youtube.com/watch?v=OLIFu9Xfnh4>

**Phase 2:** This exercise has to be done in pairs: one student does the exercise of the headstand, and the other takes care of him/her. This second student is also called "the spotter". The spotter is a fundamental role in order to safely execute some yoga positions, as he guarantees the safety of the other person. He is also in charge of observing and guiding the execution of the yoga position, and the bigger the risk of the position is, the bigger his own importance is.

Every student can be the spotter, but it is recommended to have 2 spotters, when the person executing the yoga position is much taller or weighs more. It is important to practice yoga playing also the role of the spotter, because it helps understanding the technique and the functioning of yoga, and brings an enhancement of empathy; you can't ask your spotter to pay attention if you didn't pay attention when you were the spotter.

The position of the spotter is the Goddess Pose: start in a wide standing stance, and turn your toes out and your heels in, with your feet at about a 45-degree angle. Bend your knees in the same direction as your toes, and lower your hips down toward the height of your knees. Reach your arms out at shoulder height and bend your elbows so that your fingertips point skyward. Spread your fingertips wide and activate the muscles across your back.

It's important that the spotter uses this pose, as it ensures safety throughout all the exercise for both himself and the other student.

Since this exercise is intended to be realised in pairs, there are two levels of learning:

- 1: the student doing the headstand observes himself and reflects on his own movements to correct and adjust them.
- 2: the student-spotter observes the movements of the other student of the pair and supports him in the activity (with the support of the explanations of the teacher); this way, he can both correct the mistakes of the other and reflect on his own mistakes when doing the exercise, improving his own technique.

To do the headstand, you can show the students this video first, so that they can see all the sequence of movements:

<https://youtu.be/yE7K89gAo1A>

And then you can guide them with these instructions:

- 1- Get on your hands and knees with your wrists under your shoulders and your knees under your hips.
- 2 - Bring your forearms to the floor, keeping your elbows directly under your shoulders.
- 3 - Clasp each hand around the opposite elbow. Adjust as needed to ensure your elbows are the right distance apart.
- 4 - Release your hands from your elbows.
- 5 - Clasp your hands together on the floor, interlacing your fingers.
- 6 - Place the crown of your head on the floor. The very top of your head should be down—neither too far forward nor back. The back of your head will rest at the bases of your thumbs rather than your hands holding your skull.
- 7 - Lift your hips and straighten your legs. Carefully walk your feet toward your head until your hips are as close to over your shoulders as possible.

The headstand is a useful exercise to strengthen the upper body and the spine; in particular, the abdominal strength is much improved, as well as the stability and balance of the person.

Realising this exercise requires previous work on self-knowledge; only mastering it the student can know his body enough to execute a headstand. Being able to do this exercise results in an enhancement of self-esteem and self-confidence, considering the difficulty of the activity.

## Links / references



<https://www.youtube.com/watch?v=OLIFu9Xfnh4>  
<https://youtu.be/yE7K89gAo1A>

**Extra tips, options or adaptations, checklists and so on.**

It's important to build enough strength in the shoulders and in the body before actually doing the headstand. Take all the time you need to ensure that your students are ready, with pauses and exercises to stretch the muscles especially if they are beginners, in order not to create unnecessary soreness and strain.

Especially if the students are beginners, they can do this exercise with the support of a wall, in addition to the support of the other members of the pair. This will make the exercise safer, and easier for them.

## Activity for Knowledge Development - n°4: Breathing Exercise

**Type of activity**

Physical activity

**Purpose/goal**

To use a breathing exercise to decrease stress and enhance focus and calm.

**Group size / individual**

Individuals + teacher

**Material/s needed**

None

**Estimated duration**

Approximately 60 seconds for each breathing round

**Instructions**

**Introduction:** The air we breathe is the passport to our lives and breathing correctly improves the quality of life in general. By doing sports, the human body acquires more oxygen and that reinforces the cardiovascular system and empowers mental and physical health. But it's also possible to improve your oxygenation through breath exercises at the end of a simple day. This method is called "*Pranayama*", that is a science to control the respiration with consciousness with the aim to allow your body to get more life-giving oxygen by breathing.

Breathing practice, also known as "diaphragmatic breathing" or "deep breathing," is defined as an efficient integrative body-mind training for dealing with stress and psychosomatic conditions. Diaphragmatic breathing involves contraction of the diaphragm, expansion of the belly, and deepening of inhalation and exhalation, which consequently decreases the respiration frequency and maximises the amount of blood gases. Benefits of diaphragmatic breathing have been investigated in association with meditation and ancient eastern religions (such as Buddhism) and martial arts . It is considered to be a core component of yoga and Tai Chi Chuan (TCC) and contributes to emotional balance and social adaptation, as well as special rhythmic movements and positions.

**Phase 1:** Start the lesson by showing the students this video about self-knowledge, and how they can develop it. This video will introduce them to the topic of self-knowledge, that can be developed through the breathing exercises proposed.

<https://www.youtube.com/watch?v=4ITbWQ8zD3w>

**Phase 2:** To become aware of your respiration is a fundamental step to carry out a healthier life-style.

Put a relaxing music and ask your students to close their eyes and observe their natural way of breathing asking themselves the following questions:

- A) Am I breathing through my nose or my mouth?
- B) When I breathe, are my chest and stomach expanding or contracting?
- C) When I breathe, is the air reaching my abdomen or is it blocked at my chest?
- D) What do you feel when the oxygen enters your body?

Now that you have observed your natural respiration, evaluate if some process has to be changed or reinforced.

A) Am I breathing through my nose or my mouth?

If you are breathing through your mouth, it doesn't allow your body to filter and purify the air naturally, and pollution and other external elements arrive directly to your lungs. That is not healthy!

B) When I breathe, are my chest and stomach expanding or contracting?

If your chest and stomach are contracted instead of being expanded, you are breathing in a no-natural way. Try to control it by expanding them. Doing it more times, it will become natural to breathe in the correct way.

C) When I breathe, is the air reaching my abdomen or is it blocked at my chest?

The air should reach the abdomen in order to take a deep breath. Deep breaths are more efficient: they allow your body to fully exchange incoming oxygen with outgoing carbon dioxide. They have also been shown to slow the heartbeat, lower or stabilize blood pressure and lower stress. To experience deep breathing, find a comfortable place to sit or lie down.

Through these exercises the students focus on their own breathing and analyze their actions. To do better and learn how to correctly breathe, they need to listen to their body and develop their self-knowledge. Start a discussion with the class.

**Phase 3: According to your teaching objectives you can choose one or more of the following exercises about "Breathing exercises to energise". Not all are compulsory.**



### **Exercise 1: Basic breathing to reinforce energy.**

Sit down with your back straight. Rotate the neck once, to relieve yourself from any kind of tension. Close your eyes and concentrate on your respiration scheme for a few seconds. Focus on every breath coming through your nose, how it reaches your lungs while your stomach expands. Recognize how respiration is the key to your life, that respiration is the gift that makes everything work. Think of how breathing is what mixes yourself with the essence of life. After having observed your respiration, take a big breath through your mouth, and when your lungs are full, breathe it out immediately, always through your mouth. Then, repeat the same operation three or four times before returning to the natural breathing through the nose. Feel how your body revitalises instantly through the fast respiration.

After a few seconds of exercise, take this exercise on another level. Take a very big breath through your mouth, and let this breath enlarge your chest. Breathe in as much air as possible. When your lungs are full with air, close your mouth and hold it for a few seconds (2-3), feeling your power. Then, slowly breathe out through your mouth, and keep going until your lungs are completely empty.

If you have never done exercises on breathing control, you will feel like there is still a bit of air in your lungs. Normally, this air isn't noticed, but when you start doing breathing exercise, you acquire a lot of awareness about your breathing system. To breathe also this out, you need to contract the superior abdominal muscles. When you do this, not only you expel the dirty air from pollution from your body, but you also start training your body to inspire and expire fully. When you have breathed out all the air, feel its absence in your lungs. Feel the lightness of your body when your lungs are completely empty. After some seconds of reflection, repeat the exercise.

Repeat this exercise 3 or 4 times. When you have done it for the last time, open your eyes and observe the world now that you have revitalised the body with a bigger quantity of oxygen.

<https://www.youtube.com/watch?v=DWW-AfWfRKs>

### **Exercise 2: Kapalabhati - Shining Skull**

This exercise improves physical and mental energy, other than giving a feeling of mental and spiritual awareness.

Sit down, close your eyes, straighten your back and focus on the pause in your natural respiration. While you do it, focus your mind on the energy that every breath gives you. When you are ready, close the right nostril with the thumb of your right hand. Inspire deep through your left nostril, mentally counting from 1 to 6.

As soon as you have finished breathing in, start immediately breathing out through the same nostril, and while you do it count again from 1 to 6. Be sure to expel all the air that is in your lungs.

When you don't have any more air left, feel your empty lungs while counting from 1 to 12. When you have finished counting, repeat the exercise on the side, closing your left nostril with your left thumb.

It's very important that you don't force your body. At first, you have to do 3 sets for each nostril but you can reduce the times if you feel that they are too much. If you keep practising this exercise, you can reach 20 sets.

<https://www.youtube.com/watch?v=vdwEf7Skeoc>

### **Exercise 3: Bhastrika - Bellows breathing**

This exercise benefits the revitalization of energy and the increase of blood circulation, other than warming the body.

Sit down in a comfortable position with your back straight. Close your eyes for some seconds and focus on your natural respiration. When you're sufficiently concentrated, close your mouth, inhale and exhale through your nose 10 times, fast; the breaths aren't deep, but have to be short and fast. The focus in this exercise is on the exhalation; every inspiration has to be exhaled rapidly.

When you have finished the tenth respiration, take a deep breath through your nose, and let the air flow through your body. Now, bend your neck until your chin touches your chest to maintain the air in your body. Keep this position and the respiration in for all the time you are comfortable with. Then, raise your head and breathe it all out in the air. Repeat the exercise immediately after, starting with the short and fast breaths.

Start the practice of this exercise slowly and gradually, focusing on how your body reacts to it. At the start, you have to do this exercise 3 times, and if your body reacts well, you can add more sets. You can feel light-headed if you do this exercise too many times for your body. Already after one set, though, you will notice the increase of energy in your body.

<https://www.youtube.com/watch?v=-W35tXQaVoA>

### **Exercise 4: Murcha - The retained breath**

This exercise reinforces mental energy and brings a little sensation of euphoria.

Sit down in a comfortable position, close your eyes and very carefully take some big breaths through your nose. Don't hold your breath; just let it flow into your body and have a natural pause. This way, your energy level will quickly increase and your lungs will be purified.

When you will feel mentally ready, start again by taking a deep breath through your nose and directing the air to the edges of your body. This time, hold it in. Bend your neck until your chin touches your chest. Hold the breath and the position for how much time you are comfortable with, then raise your head and breathe the air out through your nose. When you have finished breathing out, repeat the exercise starting from breathing deep through your nose.

It's very important that you never force your body. You can do 1 to 5 sets of this respiration. Don't hold your breath for more time than you're comfortable with. The more you do this exercise, the better your capacity of holding your breath will be.

<https://www.youtube.com/watch?v=P73lOsXPSlO>

### **Exercise 5: Kumbhaka - Pure respiration**

This exercise improves physical and mental energy, other than giving a feeling of mental and spiritual awareness.

Sit down, close your eyes, straighten your back and focus on the pause in your natural respiration. While you do it, focus your mind on the energy that every breath gives you. When you are ready, close the right nostril with the thumb of your right hand. Inspire deep through your left nostril, mentally counting from 1 to 6.

As soon as you have finished breathing in, start immediately breathing out through the same nostril, and while you do it count again from 1 to 6. Be sure to expel all the air that is in your lungs.

When you don't have any more air left, feel your empty lungs while counting from 1 to 12. When you have finished counting, repeat the exercise on the side, closing your left nostril with your left thumb.

It's very important that you don't force your body. At first, you have to do 3 sets for each nostril but you can reduce the times if you feel that they are too much. If you keep practising this exercise, you can reach 20 sets.

<https://www.youtube.com/watch?v=HoGKhHwHS-Q>

#### **Exercise 6: Ujjayi - The hissing respiration**

This exercise improves your energy level and makes you feel stronger and more mentally focused. It can also be used against asthma and bronchitis.

Sit down, close your eyes and straighten your back, and for some seconds focus on your natural respiration. When you feel ready, take a deep breath through your nose and focus on it.

Let the air flood your body. While you breathe in, mentally block the air in the space between your chest and your throat.

Hold your breath for how much time you are comfortable with. When you have to breathe out, do it only through your left nostril, closing the right one with the right thumb. When you have finished, do the exercise again, but this time breathe out through your right nostril, closing the left one with your left thumb.

The first time you have to do this exercise between 10 and 20 times. When you are comfortable with it, you can do it 50 and more times. This is a good exercise for the morning in which you feel that your energy is low.

<https://www.youtube.com/watch?v=tqR5G7DNpSA>

**Phase 4:** Start the "Sharing Time" using the worksheet.

#### **Links / references**

<https://www.youtube.com/watch?v=4ITbWQ8zD3w>

<https://www.youtube.com/watch?v=DWW-AfWfRKs>

<https://www.youtube.com/watch?v=-W35tXQaVoA>

<https://www.youtube.com/watch?v=vdwEf7Skeoc>

<https://www.youtube.com/watch?v=P73l0sXPSl0>

<https://www.youtube.com/watch?v=HoGKhHwHS-Q>

<https://www.youtube.com/watch?v=tqR5G7DNpSA>



### Extra tips, options or adaptations, checklists and so on.

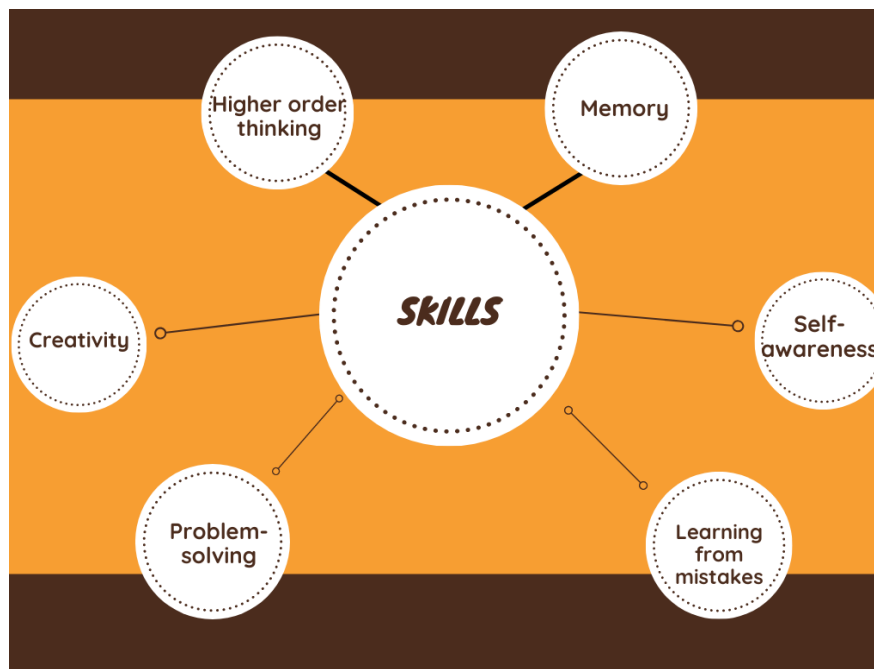
Adding some meditation exercises can support your students to become more reflective and to discover inner sources that can motivate them to learn further and better.

## Skills

The skills that learning through experience can improve can be enhanced by a variety of physical activities; through physical exercises, the students can learn to improve some mental skills too, such as the ones listed here. Learning through experience leads to the development of skills by assisting in the acquisition of physical skills and encouraging the students to reflect, conceptualise, and plan for next steps.

In particular:

- 1) Learning through experience enhances **higher order thinking**, or the ability to prioritise among information, analyse them with logical reasoning and pose useful questions, and go beyond the simple information through discovering, reasoning, organising and argumenting.
- 2) **Memory** is improved by making the learning relatable: students are given the opportunity to apply ideas and are encouraged to play an active role. As the student interacts with the information, it becomes real to them. By building strong relationships between feelings and thinking processes, this experience helps with memory retention: students have the capacity to learn successfully when the information is associated with values and feelings. The importance of feeling emotions whilst learning from experience has been recognized as a key factor to accelerating and retaining knowledge.
- 3) **Problem solving** abilities therefore are improved, strictly linked to **creativity**. Students are encouraged to approach a problem from different angles, bringing out creativity and a solution-orientated approach to learning.
- 4) The reflection space can also enhance **self-awareness**. By incorporating concrete experiences and abstract concepts, and then reflecting on the final outcome, students are encouraged to analyse how their actions affected the issue, and how their outcome may have varied from other students'. This analysis helps them better understand the processes that brought to the final outcome, the strong and weak points of their methodologies, and therefore how the concepts learned can be applied to other and different contexts and experiences.
- 5) Learning through experience means that also wrong experiences have a teaching value: students learn the importance of **learning from mistakes**, and to not be afraid of committing them. As they engage in the tasks, they will test different approaches and find which ones work better than the others. They discard the methods that don't work, and the mistake committed in choosing one method that proved to be not correct becomes a valuable part of the learning process.



## Activity for Skills Development - n°1: Surya Namaskara (Sun Salutation)

<b>Type of activity</b>	Physical exercise
<b>Purpose/goal</b>	Exercise the memory by learning how to do the Sun Salutation
<b>Group size / individual</b>	Individual + teacher
<b>Material/s needed</b>	Yoga mats
<b>Estimated duration</b>	30 minutes
<b>Instructions</b>	<p><b>Phase 1:</b> show your students this first video. The aim is to explain to them the 4 different learning styles and to support them to discover their own one. The learning process is strictly connected with the memorising process, of course, that is why being aware of your own learning style can give you effective tips to empower the memorisation process that everyone needs to learn something new.</p> <p><a href="https://www.youtube.com/watch?v= lopcOwfsoU">https://www.youtube.com/watch?v= lopcOwfsoU</a></p> <p>After having shown the first video, ask them to tell you which learning style they think to have. Now show them this second video that contains interesting tips to empower the learning process according to the learning style.</p> <p>Explain to your students that they can use these tips while doing the next physical exercise that is focused on memorisation.</p>





<https://www.youtube.com/watch?v=qcCtPgZlGTs>

**Phase 2:** Now it's time to start with the physical activity "Surya Namaskara" (Sun Salutation)". The Sun Salutation is composed of several positions that have to be executed one after the other, like a unique flow. Watch the video to learn the whole sequence of "Surya Namaskara" (Sun Salutation).

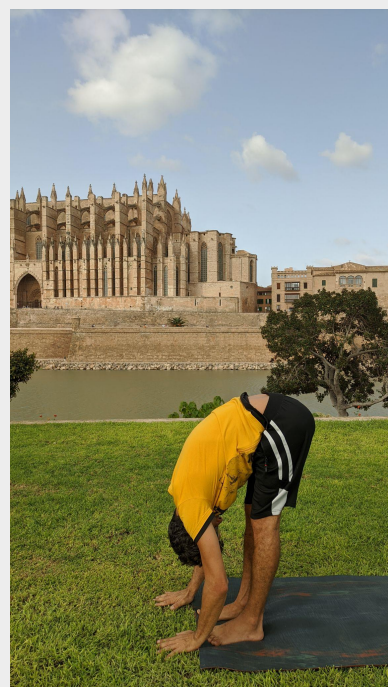
<https://youtu.be/qkqn1NRga4Y>

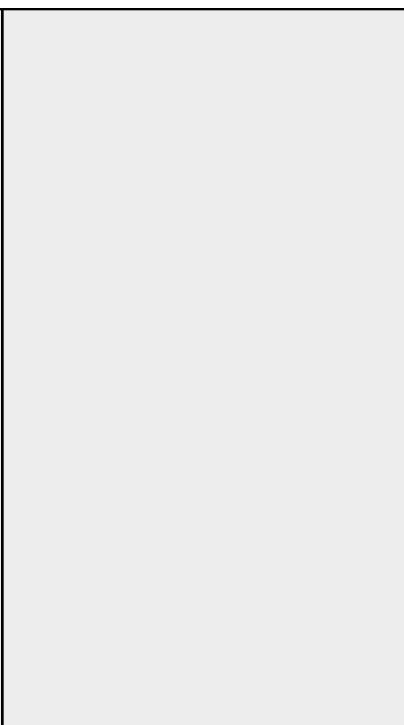
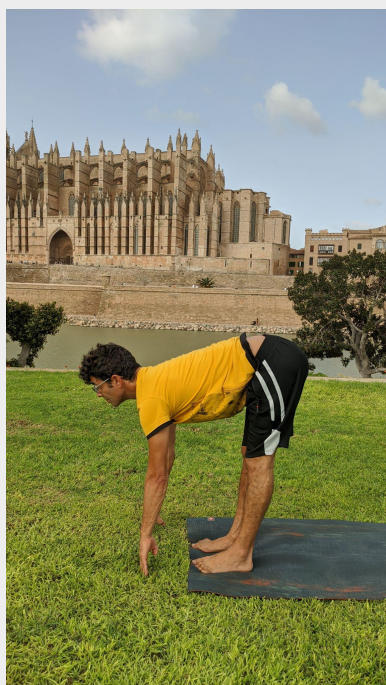
The objective of this exercise is to empower students' memory by realising it. So, instead of teaching them the whole sequence in a row, we suggest creating a learning path using the yoga mats.

Position 4 yoga mats on the floor and teach just one sequence on each yoga mat (i.e. on the 1st yoga mat, teach the 1st sequence, and so on) . To facilitate the activity, print the sequences and position them in front of each mat.

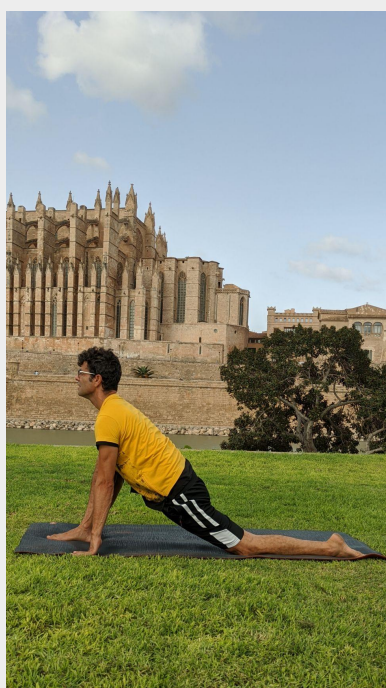
Ask the students to stand in a single line and to replicate the sequences on each yoga mat, taking turns one after the other on each mat. You can ask them to repeat this exercise as long as you want with the aim to memorise it.

#### First sequence

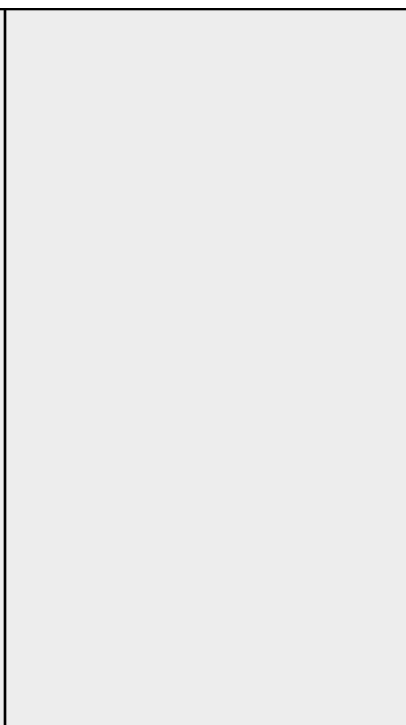




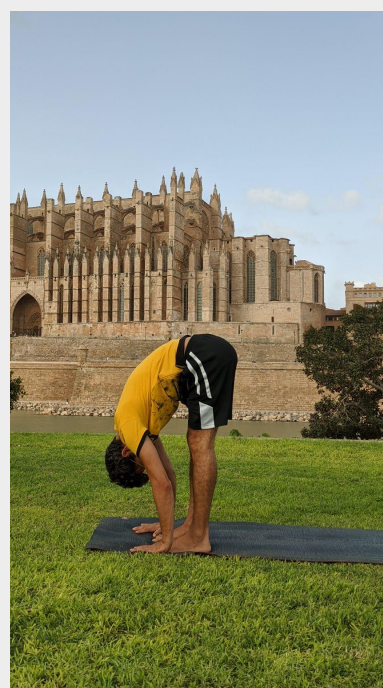
## Second sequence



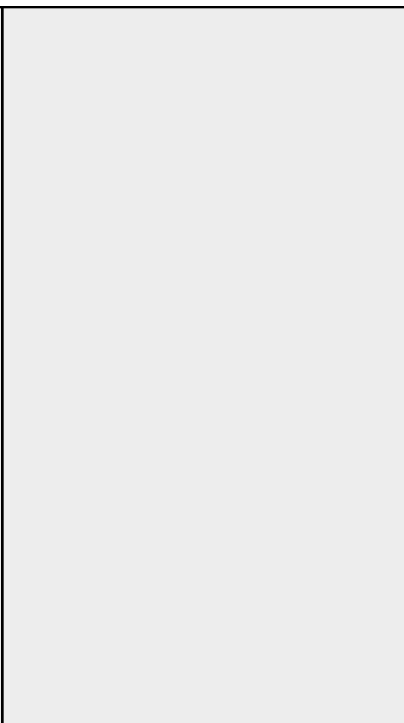




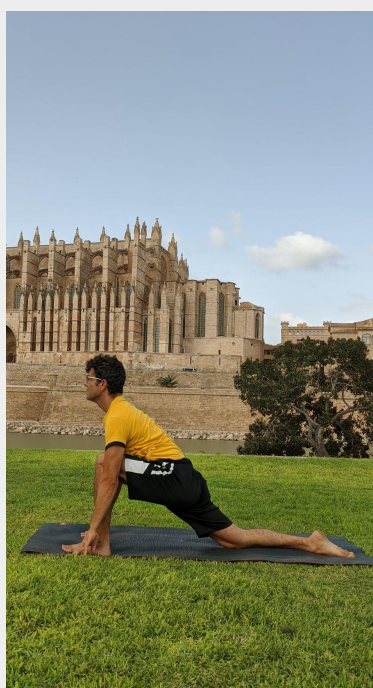
### Third sequence





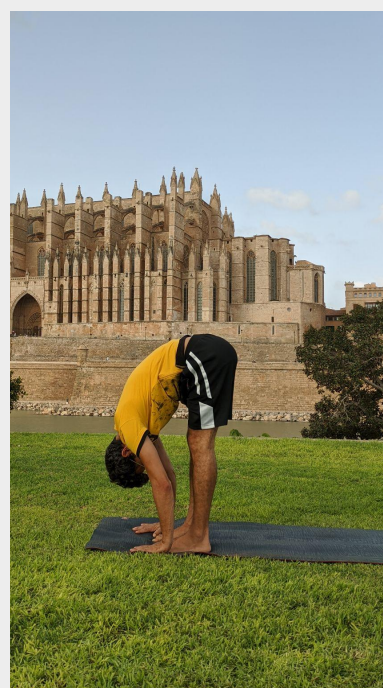


#### Fourth sequence

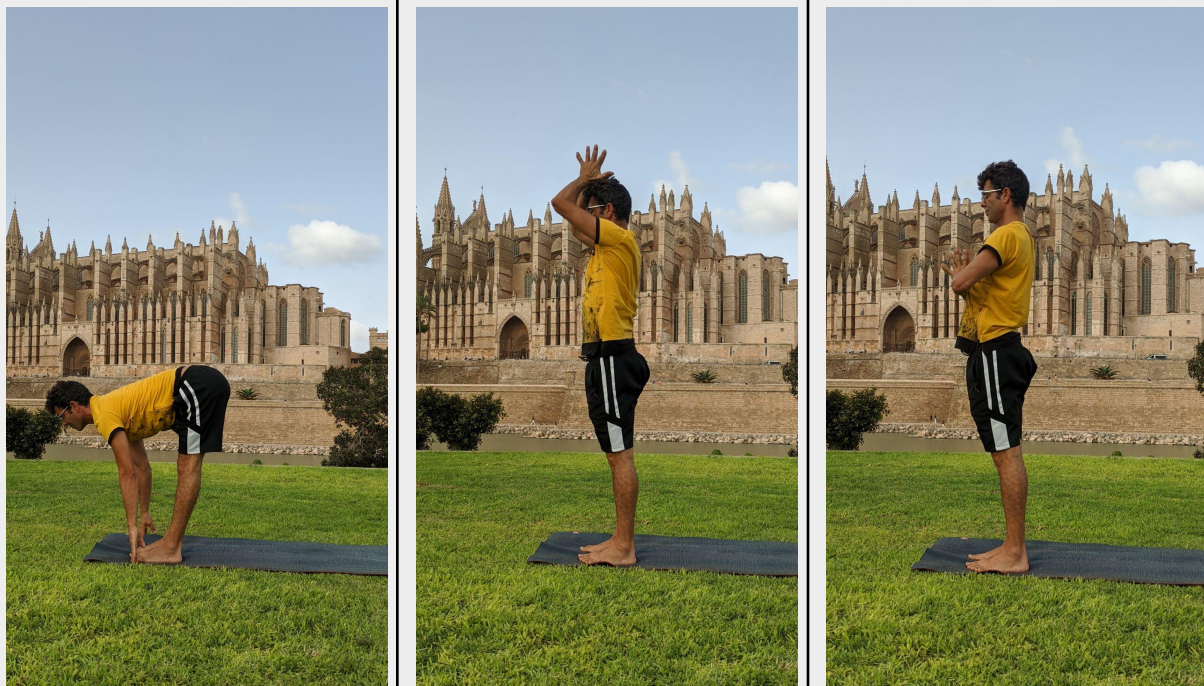




### Fifth sequence







Being the Sun Salutation made of just one sequence (as you have learnt watching the video), once you think they have memorised it enough, show them the whole sequence and ask them to execute it.

This exercise requires a memory effort to be completed, and has therefore a beneficial impact on the memory skills of the students. The use of physical movements has already been proved as positive for the enhancement of memory.

Furthermore, from a physical point of view, the Sun Salutation has multiple physical benefits: in particular, it helps with improving the body balance, correcting a wrong walking and sitting position, the flexibility and the general coordination of the body.

**Phase 3:** Show again the video “How Your Memory Works” to students and start a discussion with them, linking the exercise with the video contents. That allows your students to reflect on their own memory process and tricks they have executed through the “Sun Salutation” exercise. This reflection moment helps them to recognize the importance of memory and to learn how to exercise it.

### Links / references

<https://www.youtube.com/watch?v= lopcOwfsolU>

<https://youtu.be/qkqn1NRga4Y>

<https://youtu.be/qkqn1NRga4Y>

### Extra tips, options or adaptations, checklists and so on.

You can then practice the Sun Salutation in sets ( e.g. 4 with the right leg, 4 with the left leg).

## Activity for Skills Development - n°2: Basic Acro Yoga positions

<b>Type of activity</b>
Physical activity
<b>Purpose/goal</b>
learning through mistakes
<b>Group size / individual</b>
Group (3 persons minimum)
<b>Material/s needed</b>
None
<b>Estimated duration</b>
4 hours
<b>Instructions</b>
<p>This activity is addressed to teach what "Learning through mistake" is. Before starting with the physical activity, allow your students to look at this video. That will make them aware of the expected learning outcomes.</p> <p><a href="https://www.youtube.com/watch?v=MQx39z99_Js">https://www.youtube.com/watch?v=MQx39z99_Js</a></p> <p>Acroyoga is a group practice, as it needs at least 3 people: <i>the base, the flyer, and the spotter</i>.</p> <ul style="list-style-type: none"> <li>• <i>The base</i> is the fundamental pillar of the positions. He usually lays with the back of the body on the floor, and with feet and arms he supports the flyer. The base needs to show confidence in the other, so that he can "fly".</li> <li>• <i>The flyer</i> is the person on the feet and hands of the base, and he needs to maintain an integrated body position. Indeed, a lot of stability and confidence to realise and stay in the position is required. So he needs to learn to trust the other.</li> <li>• <i>The spotter</i> is the most important part of acroyoga. The spotter needs to get into the Goddess posture to be stable and have the strength to take care of the flyer, protecting the waist with one arm above and the other below between the arms and feet of the base (the position is explained in 2.3 Activity 3: Headstand Yoga Position). He/She assures that the activities are safe and fun. He helps the flyer in his movements, with stability and the correct execution of the positions, and facilitates the communication in the group. The spotter is undoubtedly the most important of the 3 roles since it helps not to get hurt, he also helps in the communication between base and flyer since many times they do not get to hear each other, the caregiver also helps to find the lines when the base can't get to it.</li> </ul> <p>COMMON MISTAKE is that the spotter strays too far without putting in the proper posture.</p> <p><b>Phase 1: Exercises in pairs</b></p> <p><b>A) Pair calibration exercise</b></p> <p><a href="https://www.youtube.com/watch?v=cuwh37LsRiY">https://www.youtube.com/watch?v=cuwh37LsRiY</a></p>



They have to do the pairs according to the similar height and weight, or in each case, who will be the base in the following exercise has to weigh less than the other.

The two stand facing each other (30cm of distance) and shake hands with the butterfly grip.



At this point, they extend their arms with the body fully integrated (it means, the body totally stretched and with a straight back) so that they can feel that the bodies are helped by the counterweight of the partner, who creates greater stability when lowering.



Once each one feels that he is helping and that he is being helped by the counterweight effect of the other person, one of them can start to bend his knees to bring the buttocks to the floor near the heels. Once there, the helper must take 3 steps to finish the first part of the exercise, that is, to help the partner to place their back on the floor.

COMMON MISTAKE is that the person lowering does so without using the partner's counterweight.

### ***B) Calibration exercise (preparation for the bird position)***

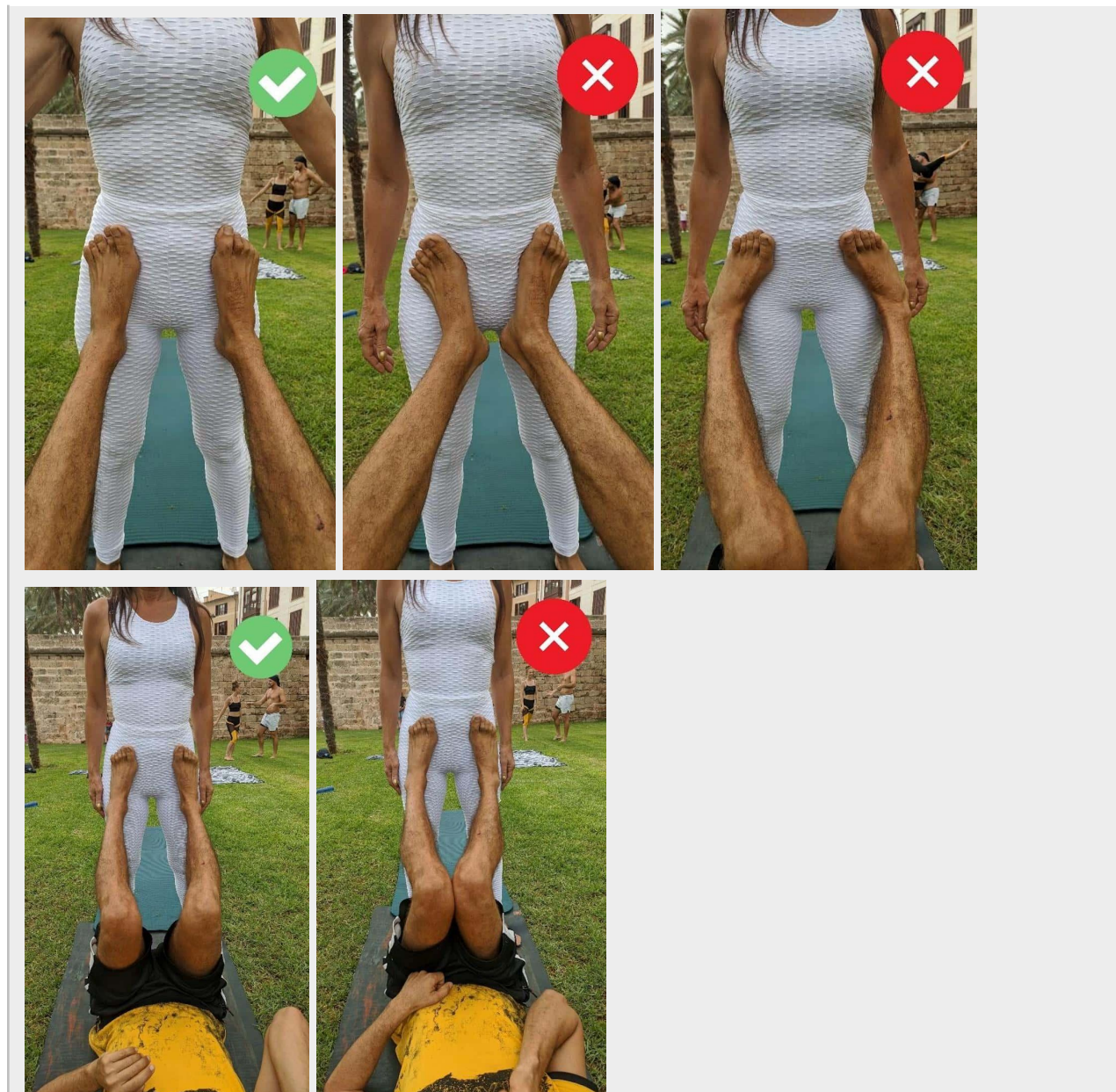
As we explained at the beginning of the instructions, the 3 figures, the base, the flyer, and the spotter, are necessary for this exercise.

Using the method from the previous exercise (Exercise A), the flyer helps the base to lie down on the mat. Now the base extends the arms to the ground next to his hips. This is the exact place where the flyer has to place his feet. For this, the flyer has to join the beginning of the toes with the beginning of the fingers of the base.



Then the base lifts the feet by bending the knees. The point of support of the feet is located at the level of the metatarsal, or more precisely in the space between the big toe and the second toe, above the hip bone of the flyer. The heels go over the quadriceps of the flyer so that the feet of the base are parallel.





Once the feet are placed, the flyer needs to have an integrated body supporting his hips on the base's feet to carry out the exercise. With the feet in position and the body integrated, it is necessary that both of them inhale when going down and exhale when going up. We will repeat this exercise 10 times.

<https://www.youtube.com/watch?v=UIK9L8rQLiU>

### **C) Execution of the bird position**

Also for this exercise the presence of the spotter is required to guarantee the safety of the exercise. Its position will be at the height of the flyer's hips to prevent it from falling to the sides and taking care to keep its balance.

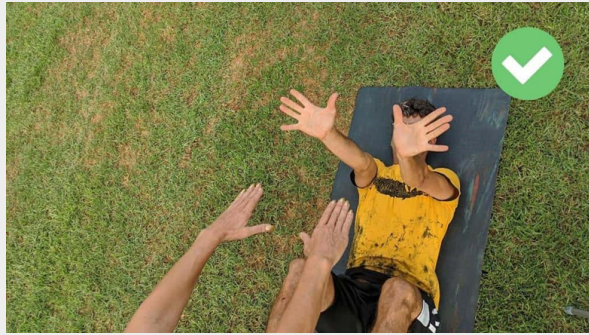


Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, & the Commission cannot be held responsible for any use which may be made of the information contained therein.



According to Exercise A, we help the base to lie down and we position ourselves according to Exercise B, but this time the base and the flyer will have their arms extended. The base needs to bring his shoulder as close to his spine as possible to support his shoulders on the ground with his wrists at 90 degrees and his fingers pointing to the sides. The flyer will extend his arms towards the base's hands, keeping his body fully integrated without bending the torso.



Now the base bends the knees while inhaling and at this point the hands of the two meet. At the time of exhaling, the base extends the legs allowing the flyer to rise to the bird position.



Once we have this posture, the flyer can try to remove one hand, then the other, and to finish both hands. Before the flyer removes both hands, the base needs to point his feet, that is, to bend the ankle and not bend the toes. Now the flyer can lift his chest and be stable.

**IMPORTANT:**

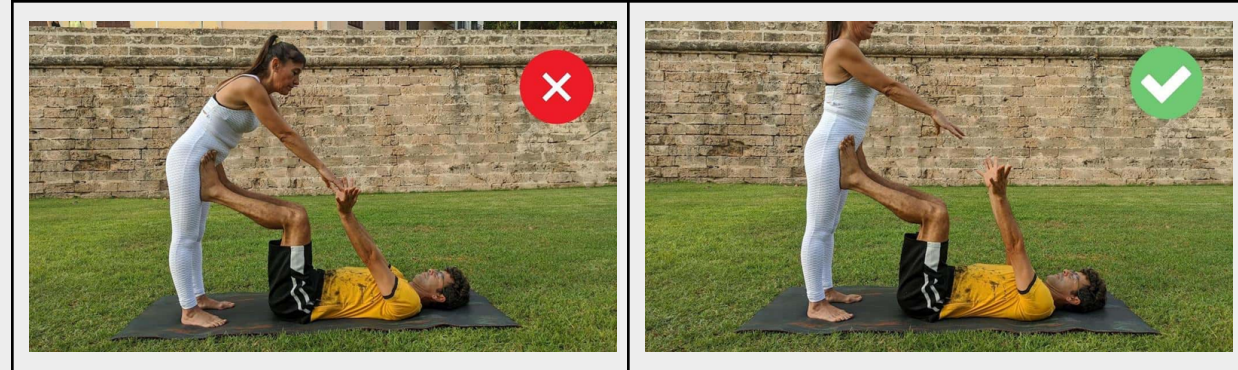
1. Maintain a line from hip to hip and from man to man, preventing the hands from opening. This allows us to use the gravity of our body towards the ground.



2. The sacral bone at the base has to touch the ground. If this is not achieved for flexibility reasons, you will need a cushion under the sacrum to facilitate the exercise.
3. If the point guard cannot stretch his legs, it can be done with his knees bent but it is important that his heels and buttocks are at 90 degrees.
4. If the guard has hypermobility of the knees, he will have to do a small flexion of the knees, preventing them from coming together, to avoid injuries.

#### COMMON MISTAKES:

1. The base tends to lift the shoulders off the ground, which leads to losing balance.
2. The flyer wants to find the base's hands ahead of time and bends his torso for them.



3. That the base wants to push the flyer before receiving it. You need to inhale to receive and exhale to go up in order to get into the pose.

#### **Exercise D: Flag Pose**

<https://www.youtube.com/watch?v=asVQKbZvNmc>

##### *Preparation for the Flag Pose.*

The two stand facing each other, bending the forearms in such a way that the shoulders and elbows of the flyer are at 90 degrees. The base will have to grab the flyer's elbows and the flyer has to grab the base's forearm from above.



Once we have grasped, we inhale opening the elbows outwards and when exhaling the elbows of the flyer are again at 90 degrees from their shoulders. This serves so that the base can push the elbows and use the force of the movement to facilitate the execution in the jump.

#### Counterbalance for the Flag Pose

Once the preparation is understood, the base will bring his knees together so that the flyer can put his open foot in external rotation, on top of the quadriceps of the base.



Once the arms are grasped as in the preparation, we inhale opening the elbows and when exhaling the flyer must rise above the quadriceps of the base with the integrated body. The base helps you rise with the force of the movement.

#### *Execution of the Flag Pose*

For this exercise, the presence of the spotter is required to guarantee the safety of the exercise. Its position will be behind the back of the flyer to prevent it from falling.

Having understood the previous ones, now the flyer will have to carry a flexed foot behind the neck of the base thus creating a grip that will give it stability. The base helps by closing the shoulder next to his neck to give more stability. Once stability is created, then, it will be possible for the flyer to release his hands.

### **Phase 2: Group exercises**

#### **A) Posture 100 hands**

Participants: minimum 6 people

Students sit behind each other on the floor in a row, putting their feet in the buttocks of the front.



Now, counting to 3, the whole group turns to the left, putting their hands on the ground. Now, who was in front stands behind in downward facing dog posture (Adho Mukha Svanasana). The others will find their insteps above the buttocks of the partner. Now the group can walk in a coordinated way starting to move by choosing right or left.

[https://www.youtube.com/watch?v=WQvJ\\_S0N26Y](https://www.youtube.com/watch?v=WQvJ_S0N26Y)

### ***B) Group pyramids***

In acroyoga, to make figures we need to use the lines of the body. Most are 90-degree lines that allow us to use the body's gravity to achieve stability, rather than force. These lines can be:

- from heels to knees
- from heels to hips
- from hands to elbows
- from shoulders to wrists
- from sacrum to knees or feet
- other...

From these lines, you can make many pyramids and it is very fun, as in the photos.

#### ***B.1) Group pyramid in the position of the Goddess - EASY LEVEL***

Participants: minimum 7 (4 bases, 3 flyers)

The group of students is divided between bases and flyers. The flyers will line up or in a circle in the goddess posture. Once they are next to each other, we ask the fliers to place their foot on top of the quadriceps of the bases near the insertion of the hip.





COMMON MISTAKE is that bases do not have flexibility and cannot get their quadriceps parallel to the ground so that flyers feel stable.





**B.2) Group pyramid - MODERATE LEVEL**

<https://www.youtube.com/watch?v=bZPOYWgao0M>

To be able to perform the pyramids, students have to step only on the aforementioned lines, and never on the joints of the elbows or knees so as not to get hurt.



**B.3) Group pyramid - HARD LEVEL**

<https://www.youtube.com/watch?v=bRzCVfpgJ-8>

Variation:



### Links / references

<https://www.youtube.com/watch?v=MQx39z99 Js>  
<https://www.youtube.com/watch?v=cuwh37LsRiY>  
<https://www.youtube.com/watch?v=UIK9L8rQLiU>  
<https://www.youtube.com/watch?v=asVQKbZvNmc>  
<https://www.youtube.com/watch?v=bZPOYWgao0M>  
<https://www.youtube.com/watch?v=bRzCVfpgJ-8>

## Activity for Skills Development - n°3: Back-bends with objects

### Type of activity

Physical exercise

### Purpose/goal

Work on problem solving abilities by using the help of different objects to practise back-bends .

### Group size / individual

Individual + teacher

### Material/s needed

Chairs, blocks, yoga mats

### Estimated duration

1 hour

### Instructions

**Phase 1:** show to the students the video linked below; this video is focused on problem solving, and it is an introduction to the exercise of the back-bends with objects.

<https://www.youtube.com/watch?v=E5ENFnMqsHQ>

**Phase 2:** Doing back-bends without the support of an object can be hard for students. Instead here they can use a chair and other objects as leverage to press against, and not just passively

use to lie over. This way, the students find, through the use of another object, a way to overcome the problem, defining their problem solving skills.

This exercise improves the posture of the person, the spine flexibility and their mobility. It's also a very useful exercise to improve abdominal strength, and to stretch the quads.

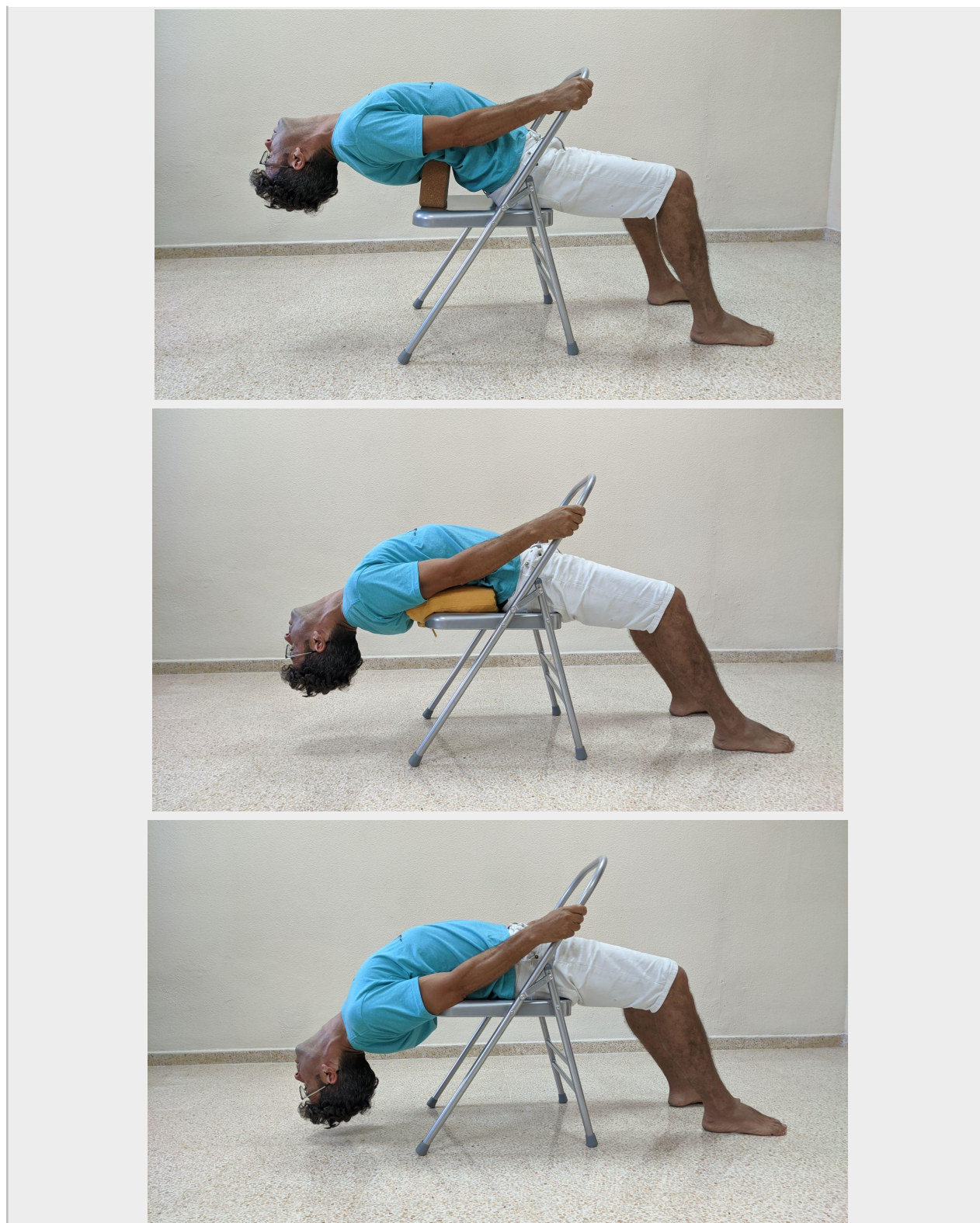
First, ask the students to try and do back-bends without any support, so that they can experience first-hand the difficulties of it, and will better notice the difference when they will use some objects. When they encounter difficulties, suggest they look for solutions to help themselves, and look around in the gym to find objects that can help them do the back-bends, without giving them a solution at first. This way, they will have to use their problem solving skills to find the right objects.

Then, after having given them time to think and look around, if they haven't found a solution already, as the first object suggests they use a chair.

Start by sitting down on the chair with the legs through the back of the chair, and scoot the hips through the chair as much as you can. Lie over the chair seat, keeping the thighs at a right angle. They can use several objects between their back and the chair for better support, and then pull them away one by one, to make the exercise more difficult and to practice their back to become more flexible.











Then, they can do the exercise using the wall as support.



To make the exercise less difficult they can use the locks against a wall as leverage, or a towel before reaching the floor completely.



**Phase 3:** start a discussion with the class, linking the exercise with the video they have watched at the start of the lesson and focus them on the fact that everything around us can be used and re-used to solve problems. Creative thinking is required to empower problem solving skills; how have they used it, when they have encountered difficulties in doing the back-bends?

#### Links / references

<https://www.youtube.com/watch?v=E5ENFnMqsHQ>

#### Extra tips, options or adaptations, checklists and so on.

This exercise can be done also with other objects (yoga balls, etc.)

### Activity for Skills Development - n°4: Penalty Points

#### Type of activity

Physical exercise

#### Purpose/goal

To improve higher order thinking by choosing the best shot for one's own abilities



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, & the Commission cannot be held responsible for any use which may be made of the information contained therein.

<b>Group size / individual</b>
Individual + teacher
<b>Material/s needed</b>
Football goal, ball
<b>Estimated duration</b>
5 minutes per player
<b>Instructions</b>
<p>A main goal of teachers today is to teach students the skills they need to be critical thinkers. Instead of simply memorising facts and ideas, children need to engage in higher levels of thinking to reach their fullest potential. Practising Higher Order Thinking (HOT) skills will give students the tools that they need to understand, infer, connect, categorise, synthesis (create), evaluate, and apply the information they have with the aim to solve existing problems and to create new solutions. The game Penalty Points is a physical activity, that is why some HOTs steps cannot be executed, more in details Applying, Understanding, Remembering. Then activity will be focused on Analysing, Evaluating and Creating. As resource for you as teacher, you can have a look to this explanation also to better facilitate the following physical activity with your students:</p> <p><a href="https://drive.google.com/drive/folders/1WUF1vX3NrJbD0W4zOb-qkXFpNRuPLL5-">https://drive.google.com/drive/folders/1WUF1vX3NrJbD0W4zOb-qkXFpNRuPLL5-</a></p> <p>In the Penalty Points game the HOTs are suggested to be realised by working on two decision making processes: as individual and as group. That is suggested because, being a physical education class, the activities required to be executed "by doing", and not by reading and writing. The decision making process will require your students to adopt the HOTs approach in a more restricted way, but relevant for the elements that each student needs to 1) Analyze, 2) Evaluate and 3) Create. To know more about the difference between individual and group decision making, and to better facilitate your class, you can read more this resource:</p> <p><b>Phase 1:</b> at the start of the lesson show the students the video below about higher order thinking skills; this video is an introduction to the exercise of the Penalty Points, that improve the higher order thinking skills of the students.</p> <p><a href="https://www.youtube.com/watch?time_continue=5&amp;v=dSTy2y0LfTw&amp;feature=emb_title">https://www.youtube.com/watch?time_continue=5&amp;v=dSTy2y0LfTw&amp;feature=emb_title</a></p> <p><b>Phase 2:</b> Divide the space of the football goal into 6 areas, each of them giving a different number of points that you are going to assign. Every student has 6 attempts to shoot from the penalty spot to make the biggest amount of points he can.</p> <p>The aim of the game is that each player can decide if he wants to score into a difficult sector in order to get more points or if he tries to score in an easier sector in order to get the points nearly safe, but in a minor amount. The student is going to make this decision evaluating his own shooting abilities, applying them to the current exercise and while doing his/her 6 shots, he/she can analyse the situation and constantly evaluate his choices, and better decide how to take the next shot.</p> <p>As the first step of the game, divide your students into groups that represent teams, but for the first 3 penalties they will act as individuals without discussing the single strategy to the rest of the team-members.</p>



Now each student can shoot his/her own 3 penalties. When all of them did it, ask them to discuss with their team-members the group scores result by following these questions:

**1. Analysing - Exploring connections and relationships**

- Why did we get this result as a team? What happened?
- What is the relationship between our individual performance and the team result?
- What were the advantages of student x to get more points?
- What were the disadvantages of the student getting less points?
- What was the crossroad of our performance as a team turning point?
- What were the causes that brought us to this result?
- What were the effects of our team performance?

**Phase 3:** Now the students can start again shooting other 3 penalties as individuals, but they can discuss their actions first with the rest of the team members. When all of them did it, ask them to discuss with their team-members the new group scores result by following these questions:

**2. Evaluating - Defending or justifying opinions and beliefs**

- Why was it important that we could discuss our actions as a team before?
- Do you think that discussing in a team was a good thing?
- Do you agree/disagree with that...?
- What is your opinion on x?
- What is the best solution to play better as a team and to get more scores?

**Phase 4:** Say to your students you will propose this game again in two weeks and that the teams will be the same.

Now give them 2 weeks time for discussing and agreeing about the best strategy to adopt for the next time and to plan it by following the questions below:

**3. Creating - Generating new ideas and alternatives**

- How can we improve our team performance?
- What changes can we make to empower student x performance?
- How do you think student x would feel?
- What outcome do you predict?
- Can you think about their effective practice you can adopt to empower your team performance? Propose it to the group.
- How would you end this?

**Phase 5:** Propose the physical activity again. After the execution, ask each group to explain to the whole class the strategy they have adopted and if it was successful or not, and in any case how they can improve their performance.

**Links / references**

[https://www.youtube.com/watch?time\\_continue=5&v=dSTy2y0LfTw&feature=emb\\_title](https://www.youtube.com/watch?time_continue=5&v=dSTy2y0LfTw&feature=emb_title)

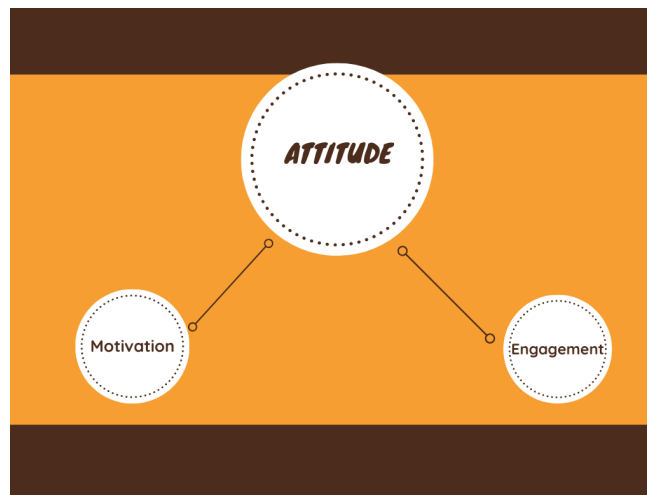
**Extra tips, options or adaptations, checklists and so on.**

Depending on the age and capability of the player you can vary the distance of the shoots. If you do not have a goal, you can paint the target goal on a wall.



## Attitude

Learning through experience is a powerful training tool that doesn't only teach new skills, but also encourages students to change their attitude, and has therefore an impact on improving their attitudes towards learning in general, and not only in the field where this learning has taken place.



The students that experience this kind of learning are instantly able to feel the results of their actions, since they are actively and directly involved in every step of the experience, engaging their emotions too, as well as their knowledge and skills. During the reflection phase, in particular, they get to realise the steps that brought them to the final result and the difference that can be made by a change in applying this process again in real life. By applying changes and observing the new results, the learner obtains different outcomes and is able to select the best one to improve his own experience: this brings to an heightenment of **motivation** and **engagement** towards learning.

As written in the precedent sections, learning through experience is an energetic process in which the individual exploits pre-existing knowledge, perceptions and skills in order to understand his own experiences, and organise the product of his processing into structured knowledge. When people learn by doing, they become energised, they stick with the content, and they learn more. They engage with new ideas and concepts much more readily when they also feed into their emotions. Emotional and personal content allows the learner to connect with the subject matter on a deeper, more intrinsic level: where emotion is involved, the effect upon learning is intensified. Therefore, the outcomes of learning through experience are linked with the immediate understanding and feedback on activities, which helps the students by heightening their motivation towards their learning goals.

## Activity for Attitude Development - n°1: Small Olympic Games

<b>Type of activity</b>
Physical activity
<b>Purpose/goal</b>
Improve the engagement of the group
<b>Group size / individual</b>
Group
<b>Material/s needed</b>
Discus/javelin, tennis balls and racquets, wood, cloth
<b>Estimated duration</b>
1 hour (15 minutes for each activity)
<b>Instructions</b>
<p><b>Phase 1:</b> for starting the lesson, show the students the video you find below about engagement. This video is an introduction to the activity that helps the student focus on the topic of the entire exercise, which is engagement.</p> <p>▶ Schlechty's Levels of Engagement</p> <p><b>Phase 2:</b> Choose one student per each team, who is going to be the leader (here you can find the activity based on a classroom of 16 students).</p> <p>Now explain to them that you are going to play a "Small Olympic Games" in teams and each leader is responsible to choose their team-members according to their abilities. Show them the list of games they are going to play and start forming the teams.</p> <p>The leaders have to focus on choosing their team-members looking at the capabilities and skills they have, according to the games proposed by you (teacher).</p> <p>Once the teams are ready, the students have to appoint who will be the student, who is going to face the others of the other team. Each team member has been included because the goal of this activity is to encourage the engagement of the students.</p> <p>The main difficulty will be understanding the strengths of each member for each task.</p> <p>Now you can start playing the different tournaments (here you can find 4 different activities because 16 students will be divided into 4 teams composed of 4 team-members. Like that no one will be excluded):</p> <ol style="list-style-type: none"> <li>1 - jumps (i.e.: long jump, triple jump, high jump)</li> <li>2 - throws (i.e.: discus, javelin)</li> <li>3 - course obstacle</li> <li>4 - tennis</li> </ol> <p>For each physical activity above mentioned, the scores will be assigned as follows:</p> <ul style="list-style-type: none"> <li>- 4 scores will be assigned to the best team (1st ranked team);</li> <li>- 3 scores will be assigned to the second best team (2nd ranked team);</li> <li>- 2 scores will be assigned to the third best team (3rd ranked team);</li> <li>- 1 score will be assigned to the last team (4th ranked team).</li> </ul>

According to that, once completed all the 4 activities above mentioned, the maximum score that the team can achieve is 16 points and the minimum is 4 points.

**Phase 3:** Before finishing the lesson, ask your students to prepare a game for the next time you will have class together. The students will play the 4 games again that will be part of the final ranking. Explain to them that whoever will propose a new activity will get 4 extra points; who will propose an activity already proposed by you as teacher, will get only 1 point; who won't propose any activity will get 0 points.

Therefore, for the next class follow the same score ranking as above mentioned.

At this point, the maximum score for one team can be: 36 points (16 + 16 + 4); the minimum score can be 8 (4 + 4 + 0).

**Phase 4:** start a discussion with the class, linking the exercise with the video they have watched at the beginning of the lesson. Ask them how their engagement has been improved and why. Now ask them how the engagement can be important also into professional life (at job). After having obtained some points of view from your students, show them the video below, where the importance of engagement is connected to the business world. It's important to explain to them again why developing this attitude by doing sport can help them to have the same attitude in their daily-life (at school and work included).

▶ Why employee engagement matters

#### Links / references

<https://youtu.be/256hluHbp2o>

[https://www.youtube.com/watch?v=dSfDROxCuxI&feature=emb\\_title](https://www.youtube.com/watch?v=dSfDROxCuxI&feature=emb_title)

#### Extra tips, options or adaptations, checklists and so on.

We suggest creating the size of teams according to the physical activities you are going to propose. In our example we have set teams composed of 4 students.

Consider the age and the abilities of your students to propose the physical activities.

Change the activities considering also the possibilities of the spaces you can use (e.g. if you can use a swimming pool, you can introduce water polo or a swimming race).

## Activity for Attitude Development - n°2: Be a teacher and facilitator

#### Type of activity

Physical exercise

#### Purpose/goal

To enhance motivation by giving responsibilities to the students

#### Group size / individual

Group (4 persons per group)

#### Material/s needed

None/depending on the activity chosen

#### Estimated duration

1 hour



## Instructions

**Phase 1:** At the start of the lesson, show the students the video you find below; this video is an introduction to the theme of motivation, which is the focus of the entire exercise.

▶ The Science Of Motivation

**Phase 2:** Divide the class into groups of 4. Each group must choose a team sport that they will teach to the rest of the class (i.e. Volleyball, Soccer, Basketball, etc...).

Each student will have a different role:

- 1) Facilitator: explains the rules of the game to all the other teams.
- 2) Referee of the game.
- 3) 2 Coaches (1 for each team).

Once the games will be finished, the students who will have participated in the games, will start the evaluation of the performing teams. The best team will receive a prize.

The evaluation will be done according to the following skills with a score-ranges from 1 to 5, where 1 is the lowest score and 5 the maximum.

**Communication Skills:** Students must rate whether the communication meets six basic characteristics: it must be clear, concise, direct, complete, polite, and constructive. Having good communication skills will help both the student who plays and the student who teaches improve their relationship

**Cognitive Skills:** Students who have participated in the game should evaluate if their coordination, perceptual and representational skills related to space, time, and the body have improved over the course of the game by developing greater knowledge and awareness.

**Methodological Skills:** Students should evaluate if their ability to find solutions, including creative solutions, to problems increased during the game.

**Social and Relational Skills:** The students will have to evaluate if their participation in the game has taken place in a conscious and effective way with the rest of the group, in accordance with their own and others' attitudes and characteristics.

**Phase 3:** start a discussion with the class, linking the exercise with the video they have watched at the beginning of the lesson. In particular focus on how having had the responsibility of organising the activity for all the classroom has improved their motivation towards the participation.

## Links / references

[https://www.youtube.com/watch?v=pZT-FZqfxZA&feature=emb\\_title](https://www.youtube.com/watch?v=pZT-FZqfxZA&feature=emb_title)

## Extra tips, options or adaptations, checklists and so on.

Considering the complexity of the entire activity, it might be useful to plan a calendar in advance, so that the students have enough time to prepare their lesson.

## Module 2: Coping with uncertainty, ambiguity and risk

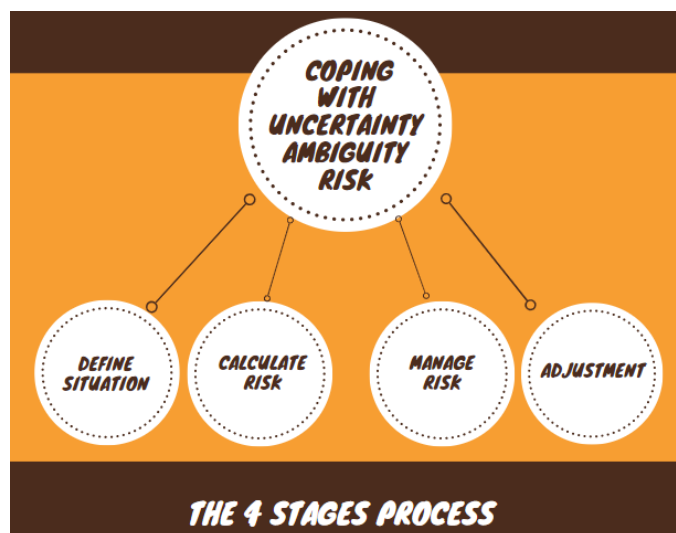
### Introduction to the competence

One of the biggest challenges for today's leaders and teachers is dealing with increasing uncertainty, and facing ambiguity as a normal part of life. Worries about uncertainty can be hard to manage, particularly if we feel that we are physically or emotionally unsafe. When that happens, uncertainty can trigger stress, fear and panic, ambiguity and risk in their jobs. The competence 'Coping with uncertainty, ambiguity, and risk', means handling fast-moving situations promptly and flexibly despite the unstable environment.

Regarding separately the three terms; and thriving to explain them: 'Uncertainty; refers in Cambridge Dictionary as: 'a situation in which something is not known or something that is not known or certain. Following, Wikipedia defines ambiguity as "a type of meaning in which a phrase, statement or resolution is not explicitly defined, making several interpretations plausible. A common aspect of ambiguity is uncertainty". In addition, the English Oxford dictionary defines risk as 'the possibility of loss, injury, or other adverse or unwelcome circumstance'. Risk involves uncertainty about the effects/implications of an activity with respect to something that humans value (such as health, well-being, wealth, property or the environment), often focusing on negative, undesirable consequences. The difference between risk and uncertainty is that the outcomes of risks are known while ambiguity is unknown.

Finally, the concept of **coping** presumes the existence of a condition of adversity or stress. A person who must deal with adversity is engaged in coping. Coping is generally defined as efforts to prevent or diminish threat, harm, and loss, or to reduce the distress that is often associated with those experiences. The process of coping with a situation characterised by uncertainty, ambiguity, and risk could be divided in four phases. First comes the ability to **define the real situation** and look for relative elements, and information. In the following phase as awareness for the incident rises, a **risk calculation** process is taken towards the separation of acceptable and unacceptable risks. The next phase is important towards using **strategies to reduce the risks** that may arise during the value-creating process. Finally, do not be afraid of making mistakes while trying new things, of handling fast-moving situations promptly and flexibly, of making decisions, and of **adjusting** to new situations.

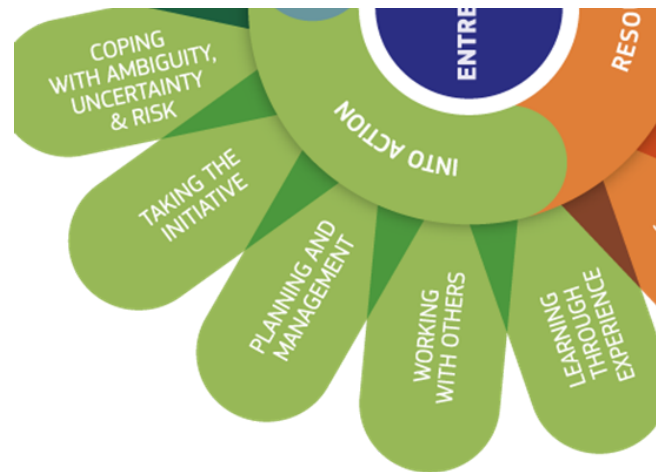
Being able to cope with uncertainty, ambiguity and risk also means, identify examples of risks in your own surroundings, explore personal ways to achieve things, describe effectively risks related to as simple value-creating activity in which you take part. It also means to acquire the ability to discuss the role that information plays in reducing uncertainty, ambiguity and risk as well as to find ways of making decisions when the information is incomplete, by weighing up both the risks and the expected benefits of a value-creating activity. Finally, assess the risks in your venture as conditions change, and evaluate high-risk long-term investments using a structured approach.



## Entrecomp Definition

Coping with uncertainty, ambiguity, and risk' is one of the fifteen competences of the EntreComp framework. It is described by EntreComp as *'make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes'*. Within the value creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing. Handle fast-moving situations promptly and flexibly'. The framework identifies different levels to the competence that can reflect the learners' engagement degree, look for, compare and contrast different sources of information that help individuals or group members to reduce ambiguity, uncertainty, and risks in making decisions. It is placed under the category **'into action'** since coping with uncertainty, ambiguity, and risk is represented through making the decision to act, and is interconnected with the other competences of the category. Indeed, coping with ambiguity, uncertainty and risks involves, taking the initiatives, learning through experiences, work with others, planning and management. Coping with uncertainty, ambiguity, and risk' is based on one's own decision, but it also refers to a group citation.





## Benefits

As a competence, coping with uncertainty, ambiguity, and risk is seen to foster many benefits in people's lives. Indeed creating the habit of coping with volatility supports the need to seize opportunities, at home, at work or in society. However, it is not only useful for adults; it is also beneficial to children as a foundation for more specific skills and knowledge. In a sports setting, having the ability to cope with uncertainty, ambiguity, and risk during the sport or recreational process helps people, independently of the age group, to be prepared for the unexpected. In team sports, the score differentiates all the time, and the spectators get in front of the possibility of being the loser or the winner in the next few minutes. Unlike problems to be solved, dilemmas in sport settings are those unsolvable, unanticipated, messy – yet potentially positive – issues and challenges that athletes, players, and coaches face.

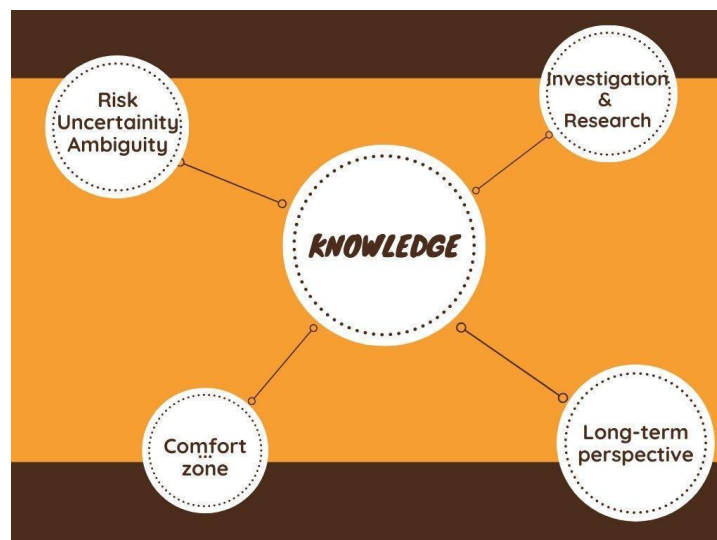
Coping with uncertainty, ambiguity, and risk is best fostered in an environment that contains challenges, innovation, and surprises. Managing your stress well can help you feel better physically and psychologically and it can affect your ability to perform your best. Therefore, sports environments represent the perfect setting to develop this competence.

Coping with uncertainty, ambiguity, and risk is applied through different actions such as:

1. **Embracing change**, anticipating and preparing for change
2. **Developing new procedures** in response to change
3. **Handling risks** and uncertainty comfortably
4. **Using ingenuity** to compensate not having the total picture
5. **Concentrating on the challenge**, accepting risks and uncertainty as the norm
6. **Maintaining productivity** when implementing new, altered or incomplete procedures
7. **Remaining calm** and focused during time of change

## Knowledge

Today, uncertainty influences various areas in our life such as health, economy, work, relationships with other people. As human beings, most times we want to feel safe and have a sense of control over our lives. However, this is rather impossible. Thus when a person experiences fear and uncertainty about tomorrow, the person feels anxious, stressed and ultimately powerless to react to future changes. All people have different definite degrees of tolerance for uncertainty. Some people seem to even enjoy taking risks and living unpredictable situations in their life, while others find the randomness of life deeply distressing. Nevertheless, all people have a limit. The moments we feel that we are overwhelmed by uncertainty and anxiety, there are steps we can take to deal with or reduce risk, stress, and the unknown with more confidence.



Many things in our lives create stress, such as whether we can keep our present job, or whether we will have good health. These issues certainly stress us but there is nothing to do to stop an uncertain perspective. It is more important to be concerned with things that we have **the power to control by ourselves**. When circumstances are out of control, it is easy to get overwhelmed by fear and negative emotions. However, when we can do nothing, it is better to compromise with the conditions we are experiencing and to try to **find a sense of calm**. We must deal with our emotions actively - even if they are the most negative or frightening. It is not healthy to live under constant worry about everything. It is not constructive to be constantly vigilant and try to anticipate virtual situations or prepare to deal with them. We ought to **learn to live with the prospect of any tomorrow's changes in our lives**. Instead of being exhausted through continuous mystery thoughts, prepare to mature as individuals, as entrepreneurs, and understand that nothing is eternal, become wiser people and be ready to act in real-time

events. Finally, in order to **reduce our overall stress**, and negative thoughts we should involve in our daily life, a physical exercise program, get plenty of sleep, acquire a healthy diet and find time for relaxation. It is now scientifically acceptable that physical exercise is a natural and effective stress-reliever and anti-anxiety treatment.

## Activity for Knowledge Development - n°1: What is Risk, Ambiguity, and Uncertainty?

<b>Type of activity</b>
Physical activity
<b>Purpose/goal</b>
This activity teaches students the differences between Risk, Ambiguity, and Uncertainty by playing 3 different games.
<b>Group size / individual</b>
20 students or more
<b>Material/s needed</b>
The game requires: <b>Phase 1:</b> Each student has in his hands 2 pieces of A4 paper (each one represents a step of a potential stair) <b>Phase 2:</b> We create a number of 5 min and 10 max independent cards (a card has the dimensions of 40 cm x 40 cm). Each card represents a particular sport or recreational activity such as: ball sports (basketball, volleyball, football, polo, etc.), individual or team sports (swimming, athletics, rhythmic gymnastics, etc.), sports equipment's (golf, baseball, tennis, ping-pong, rugby, etc.), or recreational sport activities (yoga, bodybuilding, martial arts, etc.) <b>Phase 3:</b> We need a small collection of equipment from different sports.
<b>Estimated duration</b>
2 hours
<b>Instructions</b>
<a href="https://www.youtube.com/watch?v=JHMMwMC42M8">https://www.youtube.com/watch?v=JHMMwMC42M8</a> Theoretical introduction and focus to the differences between Risk, Ambiguity, and Uncertainty, before starting to play the threefold game you can find below. Now you can start to play! <b>Phase 1: to know what is Risk.</b> A school is on fire. The teacher divides the students into two teams and describes that a huge fire has started in the school building. The students in groups should leave the building immediately in the next shortest possible time. This activity is focused on students' capability to react immediately and confront risk situations with a prompt reaction. Students must create



an escalator in order to escape from the school building. The first student of each team in order to create the first two steps of an emergency stair, must place the 2 pieces of paper on the ground and move his body on them. The next student gives his own pieces of paper to the first student in order to go on and create a new base and to be promoted. Subsequently, the second student goes up the steps of the first one. The chain after the next movement begins to form... The next students continue to follow the same strategy contributing with their own 'steps' (pieces of paper). The two students' teams are in competition. Students during the process try not to panic by following the instructions correctly. The game requires the students to adapt to the teacher's instructions.

**Phase 2: to know what is Uncertainty.**

The teacher draws a number of different sports (running, tennis, basketball, etc.). on cards /papers and then he puts them all into a dark bag, without showing anything to the students. Then he explains to students that they must be divided into teams according to the sport that each card represents and in addition students can perform accurately the specific sport by movements of their choice. Consequently, the teacher asks one person from each group to choose a piece of paper from the dark bag.

Variation: Each group has to decide who is going to perform the concrete tasks according to the student's competencies in the different sports.

**Phase 3: to know what Ambiguity is.**

The teacher proposes a treasure hunt game creating ambiguous phrases that drive them from one station to another. Each station is located in a different part of the school. At each station, the students are asked to perform by relative movements a different sport. To prove to the teacher they have passed from all the stations, they have to record it.

**Example of Stations:**

Station #1 Basketball! Every member of your team must shoot free throws to achieve 5 scores. During that period, the other teammates must rebound in order to catch the ball and return it back to the thrower player.

Station #2 Relay Tree Jog. One at a time every team member must cover an accurate distance by running, then he must tag the next person in order to cover the same run.

Station #3 Soccer! Each teammate must dribble the soccer ball through 10 pylons and score a goal at the end.

Running through those stations the team members do not know earlier which will be the next target, and consequently, they do not manage effectively or calculate with accuracy the team's forces

## Links / references

[https://www.streetfootballworld.org/sites/default/files/Scoring%20for%20the%20Future\\_Empoyability%20Toolkit\\_ENG.pdf](https://www.streetfootballworld.org/sites/default/files/Scoring%20for%20the%20Future_Empoyability%20Toolkit_ENG.pdf)

## Extra tips, options or adaptations, checklists and so on.



## Activity for Knowledge Development - n°2: Banana, Monkey and Tiger

### Type of activity

Group physical activity

### Purpose/goal

The activity requires participants to solve a problem and think about the "Long Term Perspective" of the game. Students must learn to think in a way to predict the next moves and the consequences of the previous moves on the next ones.

### Group size / individual

The class is divided into groups of five students

### Material/s needed

Cones to mark the "islands".

Bibs or other symbols to mark who is Banana, Monkey, Tiger

### Estimated duration

10-20 minutes

### Instructions

- First set up the playing field with a starting point and an "island" (e.g. marked by a cone" for each team. Both points should be approx. 15-20 m apart.
- Then build teams of five and ask teams to assign the following roles within their team (Captain, Sailor, Tiger, Monkey and Banana)
- Then call all players together and explain them the task:



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, & the Commission cannot be held responsible for any use which may be made of the information contained therein.

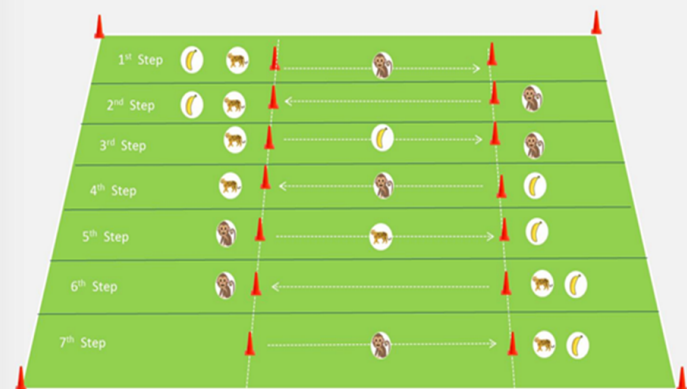
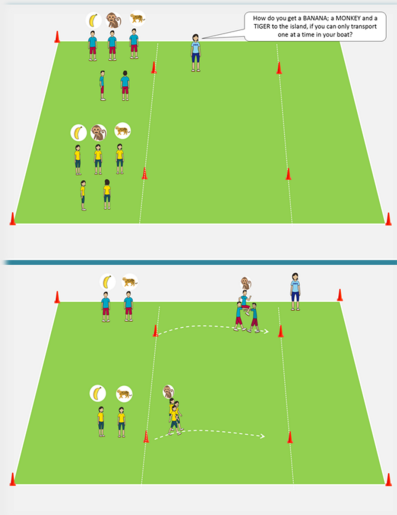
- ✓ The Captain and the Sailor must bring the Banana, the Monkey and the Tiger to the Island (by carrying the respective player to the other side).
- ✓ Be as fast as possible to bring the banana, monkey, and tiger to the island, so that the students have to run.
- ✓ Unfortunately, their boat can only carry one piece of freight at the same time.
- ✓ And of course, their freight needs constant observation. When they would for example leave the Monkey and the Banana back while bringing the Tiger to the Island, the Monkey would eat the Banana.

▪ As soon as you've explained the task, give each group 5 minutes to discuss the strategy among them. Ask all teams to get to their starting points and solve the challenge.  
The fastest team that solves the problem wins the game.

#### Links / references

<https://www.sport-for-development.com/tools?id=34#cat34>

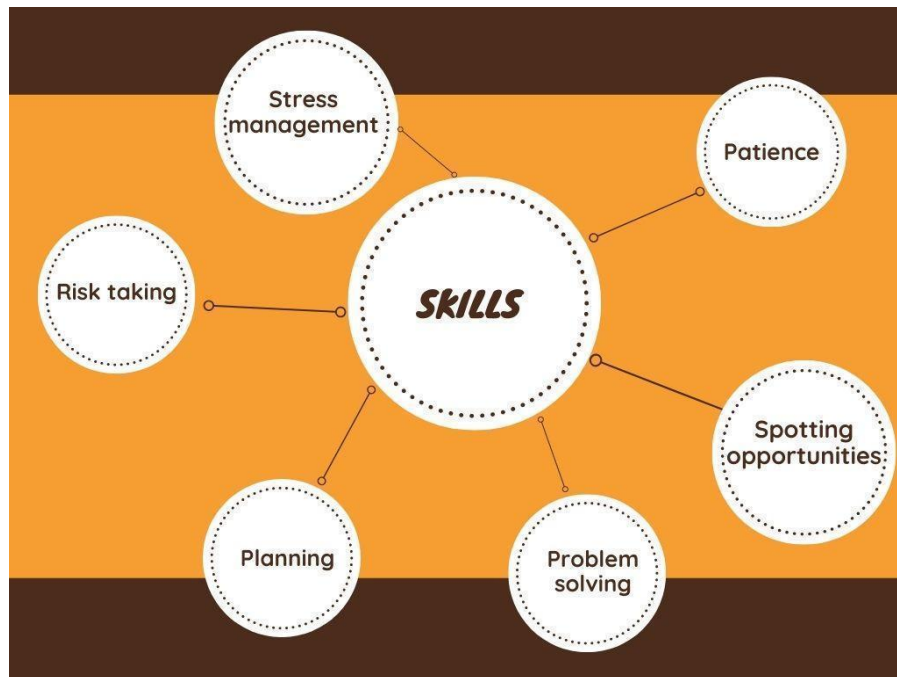
#### Extra tips, options or adaptations, checklists and so on.





## Skills

Managing uncertainty as a person is a difficult and arduous process for which the outcome is not known in advance. But beware when you are the leader/manager/teacher of a team that confronts a risk situation. In this case, you have to take responsibility and lead the whole team. The team is dependent on you. You must follow particular steps to reach the result. In this way, you ought to stay close to your partners and increase their understanding of their problems. First, approach the concept of 'unknown', giving the team the impression that everything could get over under successful management. Top tip: **focus on what is known**. Then **encourage exploration for new solutions**, collaboration, and experimentation as a team. Include the views of all team members in the solution process.



All members ought to continue to communicate, express opinions, and discuss suggestions under your leadership. Keep the team's cohesiveness. Give opportunities even for disagreements between members, but keep the team members together. **Build trust**. Avoid the polarisation created by uncertainty and as a consequence could lead members to split into smaller groups. Help members feel safe and motivated to share their experiences with others. Trust the members and accept that everyone does the best he could. A leader introduces the concept of commitment to the common good. Take time to reduce team stress and avoid becoming 'tough', 'abrupt', 'and degrading to others. Think about how your emotions directly affect the behaviour of others in the group. Always be polite. Finally, show those around you

that you are acting consciously with your heart and all your strength. You must act with selflessness, courage towards the unknown wholeheartedly and with enthusiasm. Finally **be willing to fail, recover and try again** and encourage others to do the same. Team leaders/managers in difficult times of uncertainty and danger seek to define the situation and to understand and support the members of their entire team. Certainty creates an opportunity to improve the status quo. Encourages deeper connection and understanding. Leaders can be developed. Groups can be aligned. When people are heard, understood, and valued, their commitment to the group and the cause increases.

### Activity for SKILLS Development - n°1: Movements to create space

<b>Type of activity</b>
Group activity. 16+ years
<b>Purpose/goal</b>
The problem solving ability requires from the leader and this attitude can be transferred in other areas of life, like at the workplace or during everyday situations. Through the present activity, students will be able to manage different problem solving approaches and styles. In addition, to apply different solutions to different tasks.
<b>Group size / individual</b>
minimum of 8 players
<b>Material/s needed</b>
Phase 1: Sheet of papers and pencils Phase2: 2- to 5-a-side sized goal, Training bibs, Balls, Cones
<b>Estimated duration</b>
30 minutes
<b>Instructions</b>
<p><b>Phase 1:</b> Let's learn what Problem Solving is using a specific Work-sheet.</p> <p>Teacher support before making the physical activity with the students. That helps the teacher to explain to the students how to deal with their Problem Solving situation that in the next phase they will face doing the exercise. Work-sheet steps for Problem Solving:</p> <ol style="list-style-type: none"> <li>1. Write down the main problem that worries you at a specific time. Identify the reasons. What is the problem or the specific goal to achieve? Write down in detail what you think the main problem or goal is. Be as specific as you can.</li> <li>2. List all the possible solutions. Brainstorming potential solutions. At this step, it does not matter how good or bad the solutions could be, just write down as many as you can. Be creative and ask other students for suggestions. Reflect on what has been effective in the past. Consider what you would recommend to a friend in a similar situation.</li> <li>3. Divide the list into two. One list is for the things that you are able and you can do something about, and the other list is for the things you cannot do anything about. Sometimes there may not be a 'perfect' solution. The key is to figure out what you can do on your own.</li> </ol>

4. Choose the most practical solution and make a plan. Choose the solution or a combination of solutions that is achievable for you with your current resources (time, finances, skills, support etc.). Consider what information and resources you need to prepare, and what problems may arise in your new movement (and how you would overcome them). Make a plan to carry out your chosen solution by breaking it down into small steps. Create as many steps as you need to.

5. Review. Carry out your plan. What was the outcome? Reflect on what worked well and what did not. Consider what you may do differently next time. Depending on the outcome, you may need to revisit your solutions list and try again with a different approach. Continue the structured problem-solving process until you have resolved your problem or achieved your goal.

### **Phase 2. Activity**

**1<sup>st</sup> STEP:** Create a playing field with goals nine metres away from the centre. Ask four players to play on the inside. Three players will be on defence against one player on offence. Four players on offence will be on the sides of the playing field.

**2<sup>nd</sup> STEP:** The four on the sides will start with the ball and try to pass it to the inside player who will try to pass to another on the outside. When the one player on offence is not open, the players on the outside remain in possession of the ball. When the team on defence steals the ball, they should attack one of the goals to score. The other team, including those on the outside, should try to defend and prevent them from scoring. The team on offence gets a point when the player on offence manages to get the ball and is able to pass to another player on the outside. Instruct the players that the goal is to keep possession of the ball for the longest time and to get points.

**3<sup>rd</sup> STEP:** Allow the teams to play without any other rules and rotate the offence player in the middle and the three defence players. Pay close attention to the one offence player's movement to see how they are able to get open. Remind the offence player that when they receive the ball from an outside player, they are allowed to play it back immediately to this player. Play the round for ten minutes, rotating the players' and team's positions.

### **Links / references**

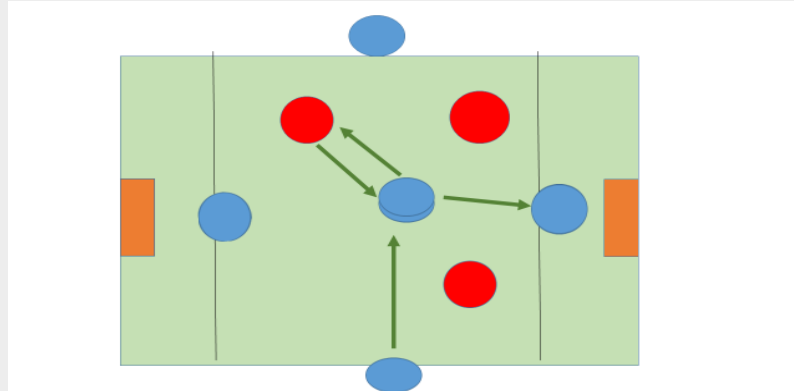
[https://www.streetfootballworld.org/sites/default/files/Scoring%20for%20the%20Future\\_Empoyability%20Toolkit\\_ENG.pdf](https://www.streetfootballworld.org/sites/default/files/Scoring%20for%20the%20Future_Empoyability%20Toolkit_ENG.pdf) \_ page 61

### **Extra tips, options or adaptations, checklists and so on.**

Possible variations



- Use hands instead of feet in the beginning.
- Offence players on the outside of the box must play only two touch football.
- The midfielder can play one touch passes back to the player who passed them the football in



order to get a point.

## Activity for Skills Development - n°2: Risk-Taking game

### Type of activity

Group activity with personal and team scores and achievements

### Purpose/goal

The objective of the risk taking activity is to enable learners to demonstrate the skills needed to take calculated risks.

### Group size / individual

8-16 students

### Material/s needed

To demonstrate the skills you need a basketball court, balls, a masking tape, a marking pen

### Estimated duration

30 minutes

### Instructions

#### Preparation phase

From the basketball hoop, take two steps away. Use masking tape to indicate the shooting point. Continue to mark 14 more intervals about the length of a step. Its interval is numbered by using a marking pen. The interval line closest to the basketball hoop is mark No1, and the furthest interval line to the basketball hook is marked No15. Next, 15 students are divided into teams of five members each. Each team can name itself according to animals found in Africa for example the lions, the elephants etc. As part of a practice run, allow each student three opportunities to throw the ball into the basket hook to develop a feel of the game. A student is defined to play the role of referee to ensure that participants do not over step an interval line while throwing. Another student is defined as a scorekeeper to write the scores of each participant and team on the blackboard.





### *Play the activity/game*

The risk-taking game is played as follows: each member of a particular team is now given three opportunities to take position behind and into the line and then to try to throw a ball successfully into the basket hook. Each student decides for him or herself the distance or interval line from where he or she wants to attempt a throw. Students may vary the distances or interval lines from where they throw. For example a student may start off close to the basket hook and then move further away after a successful throw or he or she may use all three opportunities from exactly the same position. This decision is entirely up to the individual student.

### *Scoring*

Scoring in the risk-taking game is done as follows:

- a successful throw from an interval line close to the basket hook obtains a low score
- a successful throw from an interval line further away from the basket hook receives a highest score
- an unsuccessful throw receives the score of zero.
- The score of a successful throw simply corresponds with the interval line number from where the student threw.

For example, a successful throw from interval line 3 will obtain a score of 3 ( $3 = 3$ ).

A successful throw from interval line 9 will obtain a score of 9 ( $9 = 9$ ).

Those successful throws incorporating higher risk taking because they have to cover a longer distance to the basket hook are rewarded with highest scores.

Throughout the game the individual scores of all team members are recorded on the blackboard. It could be like this: when the individual score of a team member for a particular throw is indicated the first number refers to the interval line from where he or she has thrown, while the second number reveals the actual score obtained. When all the members of a particular team have completed the opportunity to throw, the individual scores of the members are added to obtain an overall score for the team as a whole. The team with the highest overall score wins the risk-taking game. For example

TEAM MEMBER	LIONS	ELEPHANTS
1	5-5	4-4
	6-0	6-6
	4-4	7-0
2	7-0	4-4
	6-0	3-3
	4-4	6-0
3	5-5	4-4
	5-5	4-0
	7-0	4-4
Overall score	23	25

### **Links / references**



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, & the Commission cannot be held responsible for any use which may be made of the information contained therein.

<https://www.youtube.com/watch?v=rz1kzGdron0>

**Extra tips, options or adaptations, checklists and so on.**

Teachers can add running a distance in the basketball field before or after throwing the ball.  
Teachers can add dribbling a distance with the basketball in the field before or after throwing the ball.

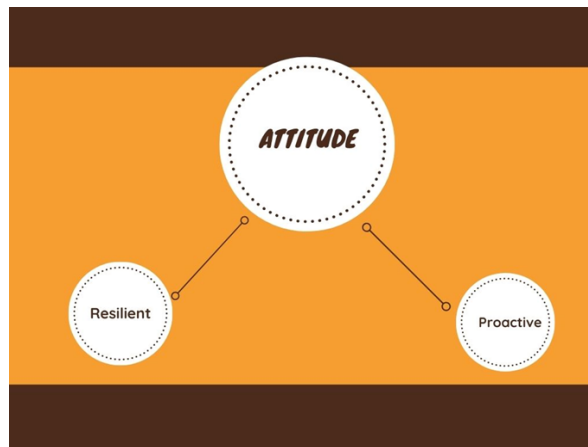
## Activity for Skills Development - n°3: Two games – One result

<b>Type of activity</b>	Group activity. Indoor or outdoor settings
<b>Purpose/goal</b>	Planning and Strategy making. To reach an aim (winning the match in whole) sometimes it is necessary to develop a strategy, because the other team wants to reach the same aim. (Competition in the job.)
<b>Group size / individual</b>	Two groups of 9 players.
<b>Material/s needed</b>	Two football fields (one big field, one small field, sizes depending on number of players)
<b>Estimated duration</b>	Playing time is about 3–5 minutes per game. 3 minutes breaks to form new teams.
<b>Instructions</b>	<p>The coach divides the players into two even teams (blue and red) . Each of these teams get divided again into a big (6–8 players) and a small team (3–4 players) . The big teams compete in one game and the small teams in a second game.</p> <p>The results of both games get added together.</p> <p>Now the blue and the red team decide independently which players play in the big team on the big pitch and which players play in the small team on the small field to achieve together the best possible results</p> <p>If there isn't sufficient space for two parallel games, one match can be played after the other. Pausing teams should be kept active through alternative exercises (coordination, sprints, etc.) or used as wall players (players move along the side lines and return the passes from the team they received the ball from).</p>
<b>Links / references</b>	<a href="https://www.sport-for-development.com/tools?id=34#cat34">https://www.sport-for-development.com/tools?id=34#cat34</a> page 41
<b>Extra tips, options or adaptations, checklists and so on.</b>	<p>Variations. Each players is only allowed to touch the ball twice/three times at a time</p> <ul style="list-style-type: none"> <li>• Goals count only as one-timers (after a long ball, one-two, etc .)</li> <li>• Each round another player has to divide the teams</li> </ul>

- The player responsible for the division has to give tactical instructions (ex . a small team starts defending 10 metres in front of their own goal and runs quick counterattacks, big teams plays pressing, line-up and positions, etc .)

## Attitude

Although there are ultimately several strategies for managing uncertainty, some attitudes and values are important to get results. It is of paramount importance to avoid confronting uncertain situations without adequate information. It is important to reconsider what brings up worry in unstable situations. Think again about what scares you the most. **Go back and re-organize your thinking** and make good use of any information. A theory that can be the basis for your next thinking or behaviour is the adoption of **the Pareto principle**. It is a way of



thinking when faced with ambiguity. The Pareto principle is linked to uncertainty, arguing that 20% of causes lead to 80% of results. If you deeply understand this principle and feel comfortable with it, your ability to deal with ambiguity will increase many times over.

One of the surest ways to avoid worrying about the future is to focus on the present. You can learn to purposely focus your attention on the present. Thus continuity belongs to the development of mindfulness, a mental state achieved by focusing one's awareness on the present moment. **Mindfulness** practices can help us increase our ability to regulate emotions, reduce stress, anxiety, and depression. Another step is to **plan** how we will operate toward the uncertain situation. You should not be stuck in one scenario, which is usually what worries you the most. Having a holistic thought and developing values and attitudes to keep your cool and use all your individual skills, abilities, and qualifications, believe in yourself, and be sure that everything volatile will be overcome. **Resilience**, in its most basic form, refers to the ability of a substance to regain its shape following deformation (Geller et al., 2003). Resilience in relation to humans refers to either a trait or a process. Despite different conceptions of the term, it is

generally agreed that for resilience to be demonstrated, both adversity and positive adaptation must be evident (Fletcher & Sarkar, 2013).

As mentioned above, resilience can also apply to more complex work environments. In such cases, it is defined as a complex multi-dimensional and dynamic ability embedded in an individual or complex system that emerges in times of shock, stress and trauma. Coaches have focused on the development of resilience in students as well as in teams because adversity in sports is inevitable and must be managed in a balanced way. When young people are able to develop resilience in the sports domain, they are more capable of: viewing change as a challenge or opportunity for personal development, taking an action-oriented approach, engaging the support of others, positively reacting to tough situations or challenging learning processes, learning from previous unsuccessful experiences to come back stronger and coping with ups and downs in performance.

### Activity for Attitude Development - n°1: Resilience \_ STATION TO STATION

<b>Type of activity</b>
Group activity. Outdoor or indoor settings
<b>Purpose/goal</b>
Students will learn to recognise that making mistakes helps them also to make improvements. Students will learn that when somebody stays committed to a task and continues to practise it, only improvements can be made. Students will test out their own personal limits.
<b>Group size / individual</b>
Minimum of 4 students
<b>Material/s needed</b>
Rebounder, Goalposts, Cones, Footballs, Coordination ladder
<b>Estimated duration</b>
20 minutes
<b>Instructions</b>
<p>FIRST HALF: INTRODUCTION - LIFE SKILL RELEVANCE</p> <p>Coaches focus on the development of resilience in students as well as in teams because adversity in sports is inevitable and it has to be managed in a balanced way. When young students are able to develop resilience in the sports domain, they are more capable of: Viewing change as a challenge or opportunity for personal development, taking an action-oriented approach, engaging the support of others, positively reacting to tough situations or challenging learning processes, learning from previous unsuccessful experiences to come back stronger, coping with the ups and downs in performance</p> <p>HOW TO PLAY</p> <p>1<sup>st</sup> STEP: Set up four stations, each with a separate exercise. You can use the diagram to build the stations. Remember that the level of difficulty should increase from the first to the fourth.</p>



2<sup>nd</sup> STEP: Demonstrate each station to the students and explain that everyone has to start at the first one and only after completing the station, can they move to the next station. In order to move on, the student will have to get confirmation from one of the coaches that they completed the exercise of a station correctly.

3<sup>rd</sup> STEP: Start the exercise and support the students as they move from the first to fourth station.

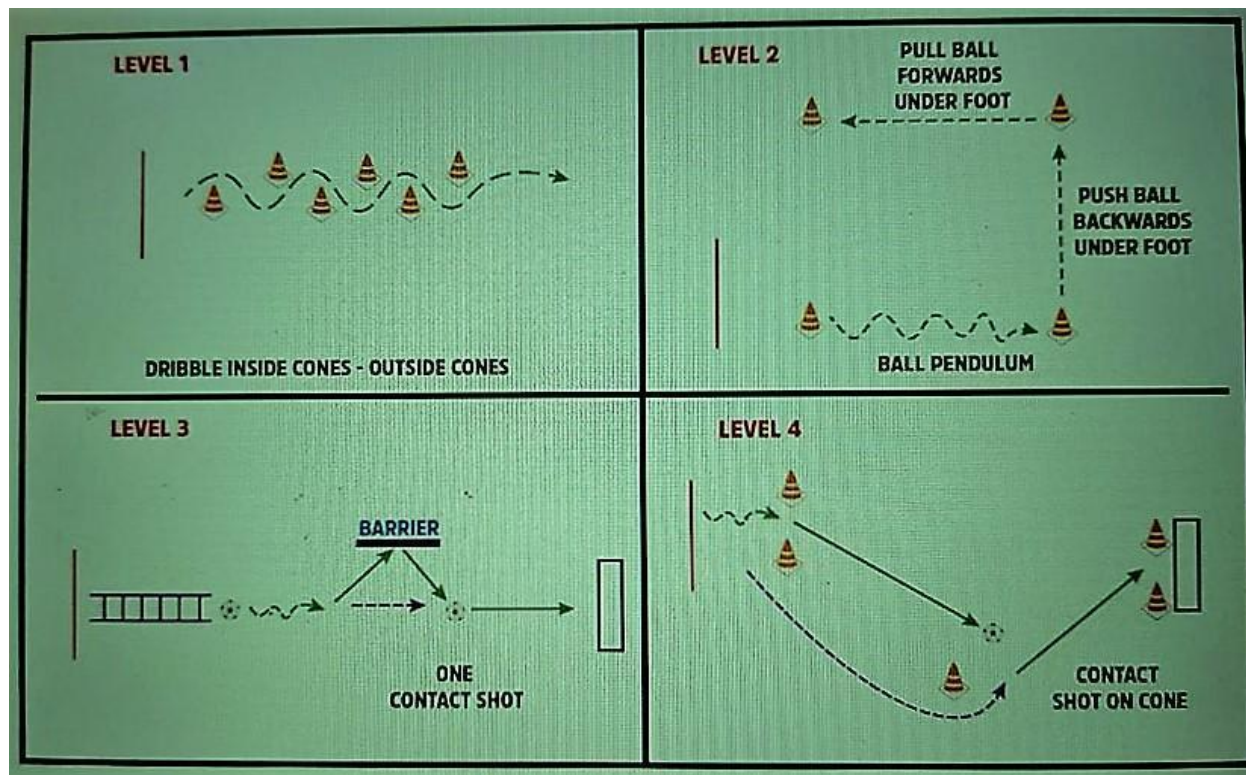
### Links / references

[https://www.streetfootballworld.org/sites/default/files/Scoring%20for%20the%20Future\\_Empoyability%20Toolkit\\_ENG.pdf](https://www.streetfootballworld.org/sites/default/files/Scoring%20for%20the%20Future_Empoyability%20Toolkit_ENG.pdf) page 142

### Extra tips, options or adaptations, checklists and so on.

#### POSSIBLE VARIATIONS:

Once students have gone through the four stations, the second round can be more complex but using the same set up of cones and stations. Students can work in pairs with students confirming to each other whether the exercise has been completed correctly.



## Activity for Attitude Development - n°2: Proactive\_ CHANGING RULES



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, & the Commission cannot be held responsible for any use which may be made of the information contained therein.

<b>Type of activity</b>
Activity for 2 groups. 15 years up. Outdoor or indoor settings
<b>Purpose/goal</b>
In life, there will be situations where students must be flexible. Students have to adapt to the new situation, because the circumstances change very fast and the environment is unstable, unpredictable, or even risky.
<b>Group size / individual</b>
8-20 students,
<b>Material/s needed</b>
1 balls, 4 cones, 2 goalposts.
<b>Estimated duration</b>
10 minutes
<b>Instructions</b>
<p>2 teams play against each other. The field size depends on the number of students from 30 m x 20 m (4 on 4) to 50 m x 30 m (7 on 7)</p> <p>The coach gives one special rule on how to score to one of the teams.</p> <p>The other team has to find out this special rule.</p> <p>In the second half of the match, the other team will get a special rule.</p> <p>Special rules could be:</p> <ul style="list-style-type: none"> <li>• Maximum/minimum 3 ball contacts for each student</li> <li>• Shooting distance minimum 11 metres, maximum 5 metres</li> <li>• Goals only by headers</li> <li>• Goals only by direct shots</li> <li>• Only the two players who scored the first goals, are allowed to score more</li> </ul> <p>The coach immediately declares whether the goal is one or not.</p> <p>Put the goals close together, so that many possibilities for scoring are given.</p>
<b>Links / references</b>
<a href="https://www.sport-for-development.com/tools?id=34#cat34">https://www.sport-for-development.com/tools?id=34#cat34</a> Palestina Manual "Palestina: Kicking Youth Competences" starting from page. 23
<b>Extra tips, options or adaptations, checklists and so on.</b>
<b>VARIATIONS</b> <ul style="list-style-type: none"> <li>• To make it easier: Both teams know the 4–6 rules before the match is starting.</li> <li>• The winning team can determine the next rule on its own.</li> <li>• The coach changes the rules very quickly (Every 5 minutes.)</li> </ul>

## Module 3: Creativity

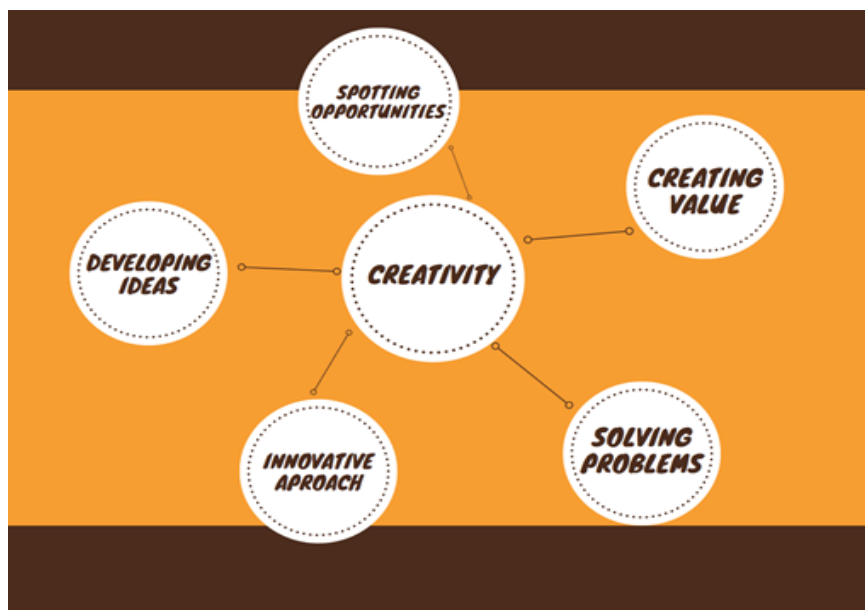
### Introduction

J. G. Young (1985) understands creativity as an ability to change our thoughts into realised actions. He can see it as self-expression, asking right questions and finding right answers. Some other authors say that every man has an ability of creativity but it depends if the person is able to use it the right way. A very similar view on creativity is seen in The Entrepreneurship Competence Framework (EntreComp) published by the European Commission. They see creativity as a skill “to develop several ideas and opportunities to create value, including better solutions to existing and new challenges, to explore and experiment with innovative approaches and to combine knowledge and resources to achieve valuable effects.

Today creativity has an irreplaceable position among life skills. It is necessary for a practical side of life as it is a tool developing prosocial behaviour. It can be observed in any activity- scientific, artistic, technical, even in interpersonal relations. The good thing is that creativity can be developed from early childhood to any age even though it is a hard work. A child can be creative on its own knowledge level, thinking and personality.

Creativity in personal development means a mixture of personal experience with gained internal information. This creates an individual and independent personality, able to innovate and search for new solutions. Creativity offers a chance for success to everyone and it makes our lives more interesting and entertaining. If a young person wants to keep up with today's dynamic world, he has to change the world and to change the world around him. This is not possible without creativity having significant marks of fluent, flexible and original thinking, redefinition, elaboration, courage, challenge, will, imagination.

Creativity goes hand in hand with thinking. Creative thinking is a complex process beginning with problem analysis and ending with realising solutions. This needs a complex of knowledge, skills and competences. It requires „open tasks“ as they make students use their own imaginations and ideas. Open tasks can be defined as those having more solutions, often with no right answer. These tasks cannot be simply answered as „yes or no“ questions, but they need more points of view. To proceed the task in a creative way, students need enough information and knowledge. They need some skills/experience to choose the right solution and they also need right attitude to implement a product of creative thinking into practical life. An important role on the way of creativity is also played by an environment that should be stimulating enough. Creativity is a base for problem solutions. Many problems cannot be solved using





existing schemes or patterns. Creativity needs its own space for development and to solve problems or keep chances we need to think creatively, we need to find useful and original ideas.

## Benefits

Modern education is focused on developing life-long skills. Pedagogy searches for methods and work forms to support such development. It has become essential to implement these methods into interdisciplinary relations. With some creativity it is obvious that this can be done within physical education lessons as well, although it brings some unusual aspects into sports and games. There exist many strategies to do so, usually teachers have free hands to choose the right one, considering all internal and external circumstances aiming at motivation of students. The most often used strategies include:

- Compare- Distinguish- the strategy is focused on comparing and researching two objects/actions,
- Cooperative Learning- students work in teams, they are supposed to understand, proceed and solve the task, presenting solutions to other teams,
- PAR Strategy within which students are expected to present new knowledge, apply new knowledge and finally, to give their own reflection,
- Innovative Methods that are not usually used but they make the process of education more attractive,
- Activating Methods that use planning, organising and managing the process of education. These may include problem solving, games, discussions, simulations, role-plays, brainstorming, demonstrations, excursions and special methods.

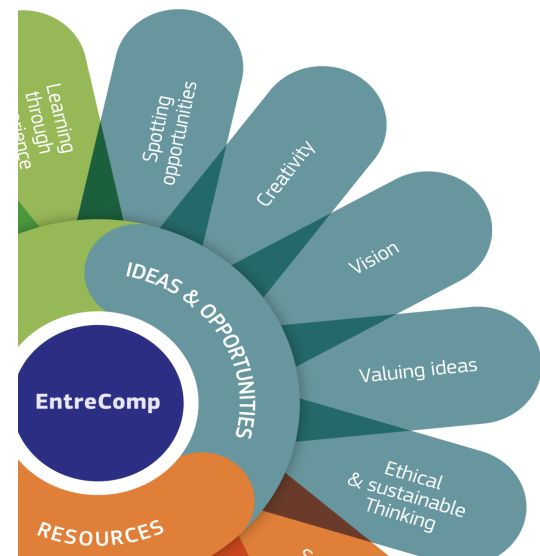
Digital times offer teachers a lot of graphics and tables. These are other efficient tools to develop creativity. The role of teachers is to explain their context, whilst students can interpret facts using their own level of creativity. To sum it up, creativity is one of the most important entrepreneurial skills with life-long and social impact and teachers should make much effort to develop it constantly with as many actions as possible. Finally, it is rather easy to identify a creative person. They do things in a different way:

- they dream with open eyes,
- they observe everything,
- they can stay on their own and can enjoy loneliness,
- they can get over life obstacles easily,
- they search for new adventures,

- they can accept fails,
- they ask a lot,
- they can risk,
- they consider their life as an opportunity to self-expression,
- they can observe their passions,
- they can connect points,
- they can explore beauty,
- they can spend time with an open mind.

## Entrecomp Definition

According to the 'EntreComp' framework, creativity is one of the 15 skills that every student can develop to become an entrepreneur. In EntreComp creativity is presented as one of the key competences in the area called 'Ideas and opportunities', although the creative process involves both the use of resources and the ability to act on ideas to shape and exploit their value.



According to EntreComp, it is the act of turning new and imaginative ideas into reality. Creativity is characterised by the ability to perceive the world around us in new and different ways in order to make connections among apparently unrelated phenomena and to generate innovative solutions. Creativity is the ability to produce new solutions without using a logical process, but establishing distant relationships among facts. Creativity enables us to solve complex problems or find interesting ways to approach tasks. If we are creative, we look at things from a different unique perspective. We can find patterns and make connections to find opportunities.

## Knowledge

According to Webster's Dictionary, knowledge is "the fact or condition of knowing something with familiarity gained through experience or association". In practice, though, there are many possible, equally plausible definitions of knowledge. A frequently used definition of knowledge is "the ideas or understandings which an entity possesses that are used to take effective action to achieve the entity's goal."

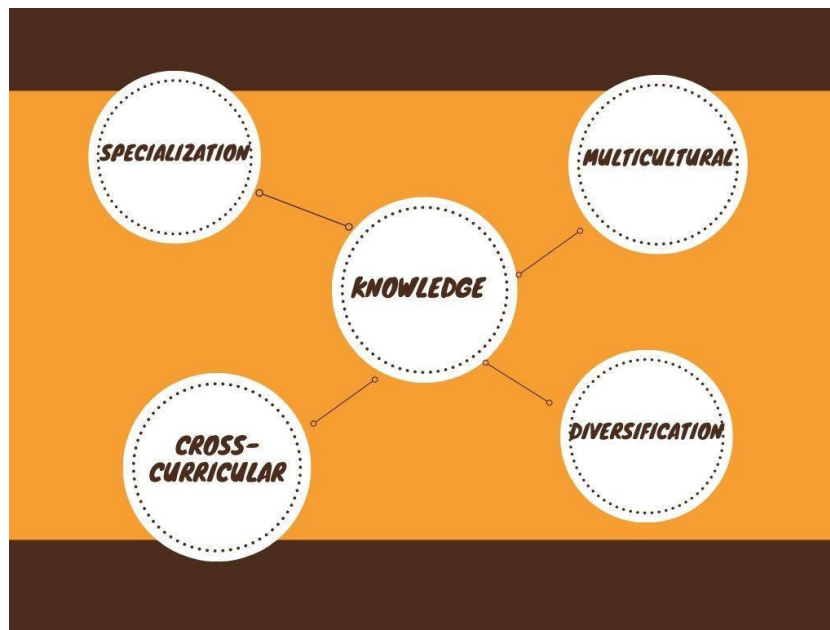
Knowledge can have many forms, such as rules, concepts, theorems, laws, patterns to signs etc. It can be acquired in a process of school education, self-studies but also in an unfocused unaware learning. Knowledge is a prerequisite we need in order to create skills or habits and it

is a tool for thinking and shaping a student's personality and his preparation for real life. It represents the cognitive, therefore theoretical side of the educational process while skills and habits represent the practical side. Knowledge is the theoretical and practical understanding of a subject. Creativity is the use of imagination or original ideas to create something. Knowledge is information that we have through the experiences of our predecessors and our own at present. Information of all things discovered or experienced is knowledge. But, creativity is needed to put that information together to come up with new results and solutions. Creativity finds a way to solve problems. It harnesses curiosity and acts like a magnet to learning new things. Knowledge comes from learning. However, knowledge is useless, if we cannot make connections between what we know.

Creativity stimulates imaginative thinking capability in students. Through creativity students can gain knowledge about their own abilities and skills. Creativity allows them to form different situations allowing students to act in different ways. Such situations enable us to uncover and learn about hidden potentials leading to finding out our own abilities and skills. In terms of PE this means that students can get into unexpected situations that allow them to use their own potential. Maybe surprisingly they might find out they are better at games than they expected or they can do sports better. This usually has a very positive impact on their self-confidence. Using creativity in everyday life brings a lot of challenges that also uncover hidden abilities and skills. We can often experience a situation when a person discovers himself acting in an unexpected way. People often say they “could not recognize themselves acting in a special way”. So creative thinking helps reveal what is hidden inside and seeing the better part of personality increases our self-confidence.

Knowledge, no doubt, has a role to play. Without knowledge, creativity does not have any substance to work with. Creativity puts together already available information in a manner to come up with new solutions to new problems. Without the 2 working in tandem, nothing new could have been created.

Combining seemingly non-overlapping ideas from different cultures is an example of creative conceptual expansion (Ward, Smith, & Vaid, 1997). Creativity can be increased by **multicultural knowledge** by providing people both opportunities and intellectual materials for creative conceptual expansion. Multicultural knowledge also liberates people from their set boundaries and allows them to think in the “bigger picture”. Experience of combining seemingly non-



related concepts also fosters recurrent tendency to perform substantial memory for unorthodox solutions when solving problems. As a result, people become more fluent in generating new creative ideas.

Cross curricular approach is often used in learning. In this field it means to establish patterns of information between different academic subjects. It offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics. The same approach can be used to foster creativity. Sometimes, explicit



connections can be made between different disciplines. Whenever we use such a connection to foster our creative idea, we make use of **cross curricular knowledge**.

People's ability to generate new and innovative ideas varies across their careers because of two core types of knowledge that may be alternately developed and sustained or neglected as people advance professionally. The first type is specialised knowledge, and the second is diverse knowledge, which broadens a person's knowledge base (Mannucci, 2016). **Specialised knowledge** is more essential when it comes to generating ideas. This knowledge acts as a discriminating lens which helps to recognize better ideas from many and also figuring out how to carry it through to a productive end. Specialised knowledge helps people to build on their capacity for complexity. However, too much specialised knowledge could lead to cognitive rigidity over time. In short, specialisation is a requisite for creativity, but it must be prevented from fostering narrow-mindedness. Therefore, to prevent our mind from becoming inflexible, people also have to take interest in something else. Focusing on areas outside of your specific field or activity helps to keep your cognitive processes flexible, therefore it's important to foster your **diverse knowledge** too.

### Activity for Knowledge Development - n°1: Warm up your body

<b>Type of activity</b>
Physical activity; role play where a student turns himself into the role of a teacher in the beginning of the class to perform warm up.
<b>Purpose/goal</b>
Goal of this activity is to develop cross curricular thinking. Secondly it also develops the ability to make connections between seemingly different and distant subjects.
<b>Group size / individual</b>
Individual activity
<b>Material/s needed</b>
We can use various equipment depending on the school's possibilities
<b>Estimated duration</b>
5 – 10 minutes in the beginning of the PE class.
<b>Instructions</b>
<b>Phase 1:</b> Show them the video you find in the links /reference section
<b>Phase 2:</b> At the end of the PE class the teacher picks a student who will perform warm up in the beginning of next class. Student's task is to prepare a warm up which will consist of general exercises and elements of their favourite sport. For this purpose we may use elements from various sports (examples are given in the link).

**Phase 3:** Start a discussion with the class, linking the exercise with the video they have watched at the start of the lesson. How did they feel during warm up? Was it natural to merge exercises from different sports for them or did they feel strange?

#### Links / references

Video about making connections: <https://www.youtube.com/watch?v=cYhgllTy4yY&t=9s>

Examples of warm ups:

1. [https://www.youtube.com/watch?v=Bb\\_1UpkM7Fk](https://www.youtube.com/watch?v=Bb_1UpkM7Fk) (Classic stretching routine)
2. <https://www.youtube.com/watch?v=JcnM26EesXM> (dance warm up)
3. <https://www.youtube.com/watch?v=e7BeXoBIH0g> (archery warm up)
4. <https://www.youtube.com/watch?v=rST26Sbm4SA> (volleyball warm up)
5. <https://www.youtube.com/watch?v=dB5W4LZf0JU> (athletics warm up)

#### Extra tips, options or adaptations, checklists and so on.

- Teacher recommends students to use particularly dynamic exercises as the object of the warm up is to raise the pulse and warm the body. Static exercises should be used as little as possible.

## Activity for Knowledge Development - n° 2: Dance challenge

<b>Type of activity</b>
Physical activity
<b>Purpose/goal</b>
The goal of this activity is to develop multicultural knowledge by combining two different dance cultures and styles.
<b>Group size / individual</b>
Smaller groups or individual activity
<b>Material/s needed</b>
Music and sound equipment
<b>Estimated duration</b>
It depends on the number of students.
<b>Instructions</b>
<p><b>Phase 1:</b> Show them the presentation you find in the links /reference section</p> <p><b>Phase 2:</b> A teacher divides class into groups of 2 (or more) people. Each group gets 10 minutes to come up with a short 30- second unique dance choreography which combines two or more kinds of dances from different cultures. Students also pick their music, otherwise music is picked by the teacher. After preparation they start performing their prepared choreography.</p> <p><b>Phase 3:</b> Start a discussion with the class. Encourage students to speak about how they felt combining dances from different backgrounds and how difficult it was to come up with</p>

choreography. Was it easier to be creative when they had the opportunity to use different dance styles or was it more difficult?

#### **Links / references**

[Multiculturalism and creativity.pdf](#)

#### **Extra tips, options or adaptations, checklists and so on.**

- Students can perform choreography without music as well, it's up to them
- Students can combine any dance styles.
- Everyone is the judge and at the end of the class they can vote for the best choreography which can be rewarded.
- The most important element to be judged is a level of creativity of each choreography and not a dance performance.

### **Activity for Knowledge Development - n°3: Kick or hit**

#### **Type of activity**

Sport game – combination of elements of footnet (football tennis) and volleyball

#### **Purpose/goal**

Purpose of the game is to develop diverse thinking in our students which is an important ingredient of creativity.

#### **Group size / individual**

It's up to the teacher to decide a group size according to the number of students. We advise to play 3 vs. 3 to have more playing space and higher engagement.

#### **Material/s needed**

Volleyball, net.

#### **Estimated duration**

5 minutes per match

#### **Instructions**

**Phase 1:** Show them the video you find in the links /reference section

**Phase 2:** This game is a combination of football and volleyball. This means that players are allowed to play the ball both with hands and legs. It's up to them to decide which part of their body they will use to strike the ball. Students should be already familiar with basic volleyball and football skills and in this game they should try to use diverse knowledge to make the best from each situation. When the time is right they should think about creative ways to strike the ball to get a point or at least to create more difficult situations for the other team.

Rules: We follow volleyball rules. However, the net is put lower so it is easier to strike the ball with your legs. Whenever the ball is in one half, it may hit the floor up to twice. It is allowed to have two passes. The third touch of the ball must be an offensive strike, so the ball goes over the net. (Any of three touches can be an offensive strike). The teacher is

allowed to make modifications so he can either make a game easier or more difficult. It depends on the skills of students.

**Phase 3:** Start a discussion with the class, linking the exercise with the video they have watched at the start of the lesson. How did they perceive the option to strike the ball with hands or legs? Was it more difficult for them or did it raise a chance for creative action?

#### **Links / references**

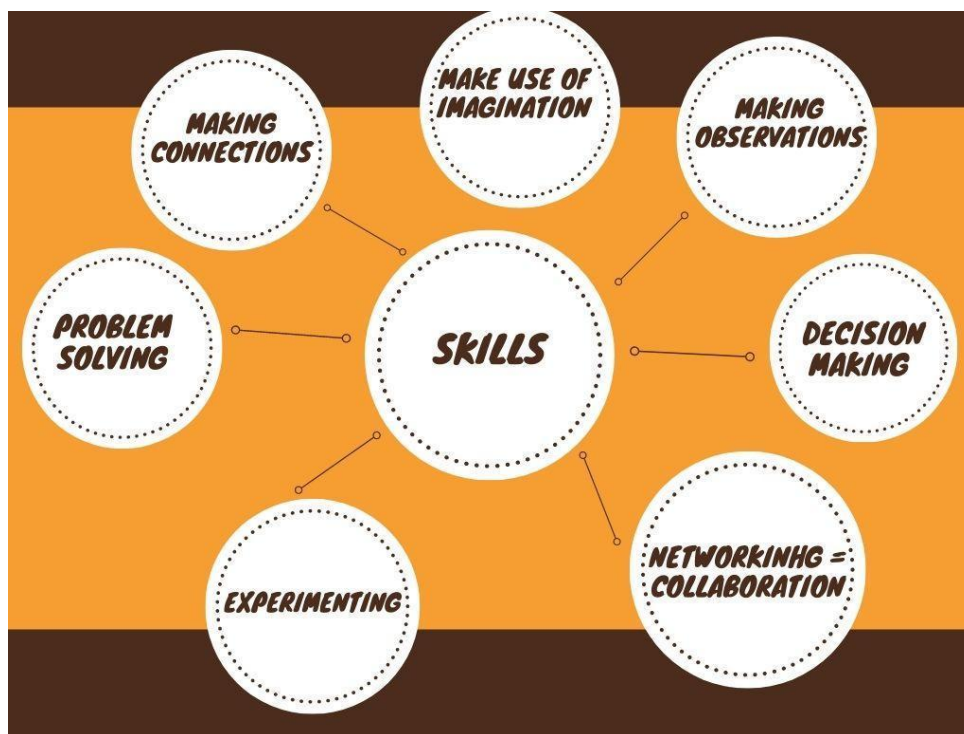
[Why real creativity is based on knowledge | Tim Leunig | TEDxWhitehall](#)

#### **Extra tips, options or adaptations, checklists and so on.**

- Teacher can adjust the rules of the game based on the skill of his students.

## Skills

Thanks to the Entrecomp Framework, creativity is not considered as a rare gift given to lucky students or elected people but it is a competence that can be developed and trained by everyone. There are several kinds of creative skills that we can practice to become more creative in any environment. Used in combination, they can be effective in helping us to think differently about given tasks or problems.





When we are creative, we can find connections between different subjects and ideas and use those **connections** to solve problems. To create connections the main ingredients are knowledge and experience. The more we have to draw upon, the higher the likelihood of finding that unique combination to spark an idea. In other words, we are able to connect our experience and knowledge and synthesise them into new things. Many times these connections happen when we are not even thinking about them actively. They happen spontaneously, for example when we experience something for the first time or just being in a new unusual environment.

**Experimenting** is also a very important part of creativity. No matter how unusual or crazy a new idea might be, a creative person is inclined to try it. We shouldn't fear failure because it's an opportunity to improve and learn from it. To develop this skill we have to keep working on a problem. We have to readjust, rethink ideas, use different angles, principles and we keep doing that until we find a solution.

Being around people from different backgrounds can also stimulate our creativity. Their different opinions and ideas can expose us to new ideas and inspire our creative thinking. Talking and working with people who view the world differently can help you gain new perspectives when approaching your work. **Networking** is an interesting skill which helps us to gain new perspectives. Networking goes hand in hand with collaboration which involves “working with” and implies joint action and interaction with others. The quality and extent of cooperation will depend on every individual in the group which means that we shouldn't hesitate to give it our best so best possible outcomes may be produced.

Creative ideas do not suddenly appear in people's minds for no apparent reason. Rather, they are the result of trying to solve a specific problem or to achieve a particular goal. When traditional and conventional ways of thinking aren't enough to solve the problem, there is a right time to be more creative. **Creative problem solving** encourages us to find fresh perspectives and come up with innovative solutions so we can formulate a plan to overcome obstacles and reach our goals. This approach has been formalised as Creative Problem Solving (CPS). CPS is a simple process that involves breaking down a problem to understand it, generating ideas to solve the problem and evaluating those ideas to find the most effective solutions. Highly creative people tend to follow this process in their heads, without thinking about it. Less naturally creative people simply have to learn to use this very simple process.

Another important “ingredient” of creativity is **making observations**. It’s a process which begins with observing the current situation and paying close attention to how problems and challenges are being solved. By observing how we and other people do things, we will spot opportunities for improvements. The more we observe, the more opportunities we will find. Making observations involves gathering both “soft and hard” data, and allowing that data to “incubate” and mature. Remember that ideas spring from other ideas. The more you observe, the more senses you use, the greater the potential for creative insights. We can then work to provide solutions for some of the problems.

Creativity is the act of creating something in the real world, while imagination deals with ‘unreal’ thoughts that are free from the confines of reality. **Imagination** refers to the act of imagining things, i.e. the ability to form new images and sensations in the mind that are not perceived through senses such as sight, hearing, or other senses. It helps to apply knowledge in solving problems, hence allowing us to come up with innovative solutions. It also helps to integrate experience with the learning process, hence assisting in the furthering of ideas. Imagination is necessary for creativity but not the other way around. Basically, the main difference between imagination and creativity is the fact that imagination is the act of imagining, or thinking things that don’t exist, whereas, creativity is the act of using the imagination to create something.

**Creative decision-making** is the ability to consider all perspectives and solve a problem in a new way. In other words, creative decision makers seem to have an ability to sift through the massive amounts of information that can be reviewed when making a decision, and decide what information is and isn’t relevant. Still, they listen to all sources to understand where problems are emerging. When the alternatives are not obvious, they need to take a more creative approach and push the boundaries a bit. And when they’re ready, they present a solution that’s bold and well informed.

In terms of everyday situations, using creativity and creative thinking leads to gaining a skill of problem solving, attention to details or even better communication. Playing with multiple options in mind develops critical thinking, imagination and collaboration. It can even teach you to be patient. Having enough time to think and to be creative can help us concentrate better on expected goals and achieve more. However, it is important to be able to accept new ideas. To judge whether the idea is good or not, we can develop critical thinking.

## Activity for Skills Development - n°1: Caterpillar race

<b>Type of activity</b>
Physical activity
<b>Purpose/goal</b>
Activity is focused to develop student's imaginative and innovative thinking. It also develops collaboration and communication skills.
<b>Group size / individual</b>
Two or more students per group.
<b>Material/s needed</b>
Fit balls
<b>Estimated duration</b>
20 -25 minutes
<b>Instructions</b>
<p><b>Phase 1:</b> Show them the video you find in the links /reference section</p> <p><b>Phase 2:</b> The goal of each exercise is to get as many fitballs as possible from point "A" to point "B" using any part of the body. One important rule to follow. Students in the same group have to be in contact either by their bodies or by fitballs during crossing.</p> <p>Exercise nr. 1: Divide students into groups of two/three /four (dependable on the size of the whole group and quantity of fitballs). In this exercise students are allowed to use any part of their body. Tell them about the task and give them 5 minutes to come up with ideas to meet the goal. Students have to start carrying fitballs from point A (line). How many fitballs they choose to carry is up to them and their creativity. If a fitball falls and touches the ground and full control is lost they are not allowed to pick it up and have to continue in the race without it. Students have to carry fitballs all the way to the point B (line). Team which transfers more fitballs within one crossing is the winning team.</p> <p>Exercise nr. 2: Divide students into groups of two/three /four. The goal of the activity is the same as before. However, this time students are not allowed to use their hands. Hands can only be used in the beginning of the exercise to handle and set the fitballs into desired position.</p> <p>Some rules to follow:</p> <ul style="list-style-type: none"> <li>- Kicking is not allowed</li> <li>- Fitballs cannot hit the ground during the race</li> </ul> <p><b>Phase 3:</b> Start a discussion with the class, linking the exercise with the video they have watched at the start of the lesson. How did they feel when they got a task? Was it easy to come up with solutions? Did it help to work in groups and share ideas or would they rather work on a solution alone?</p>
<b>Links / references</b>
<a href="#">Creativity and Innovation</a>
<b>Extra tips, options or adaptations, checklists and so on.</b>
<ul style="list-style-type: none"> <li>- We may use different objects to carry and make exercise more difficult and challenging.</li> </ul>



## Activity for Skills Development - n°2: Fisher's net

<b>Type of activity</b>	Physical activity
<b>Purpose/goal</b>	The goal of this activity is to develop observation skills. Secondly, as in the previous exercise, it also develops cooperation and communication skills.
<b>Group size / individual</b>	Group activity, whole class might be involved
<b>Material/s needed</b>	No material needed
<b>Estimated duration</b>	10 minutes
<b>Instructions</b>	<p><b>Phase 1:</b> Show them the video you find in the links /reference section</p> <p><b>Phase 2:</b> The teacher chooses 3 (or more) students. Their goal is to tag as many students as possible in a given time. During the whole time tagging students hold their hands and cannot split apart. They have to cooperate and communicate accordingly. Before the beginning of the game the teacher states the size of a playing field. Playing space depends on the number of students and possibilities of school (size of the gym or playground). A game takes 1 minute. After one minute the teacher changes a tagging team and the game begins again. By making observations and creative thinking the tagging team tries to improve their positioning so they catch as many students as possible.</p> <p><b>Phase 3:</b> Start a discussion with the class, linking the exercise with the video they have watched at the start of the lesson. Do they pay attention and observe things happening</p>





around them in everyday life? Did they pay attention to a movement of students and created strategy accordingly or did they just blindly try to tag?

#### Links / references

[Learning To Observe/Seeing What Others Don't](#) | [Berklee Online](#) | [Creativity & Entrepreneurship](#)

#### Extra tips, options or adaptations, checklists and so on.

- Teachers can change the number of tagging students at any given time.

## Activity for Skills Development - n°3: Mat race

#### Type of activity

Physical activity

#### Purpose/goal

The purpose of the game is to develop problem solving skills in our students. Secondly it also develops cooperation and communication skills.

#### Group size / individual

6 students per group

#### Material/s needed

Gymnastics mat

#### Estimated duration

10 minutes

#### Instructions

**Phase 1:** Show the students the video you find in the links /reference section

**Phase 2:** Teacher divides students into groups of at least 6 students. Every group gets one gymnastic mat. The goal of each group is to carry their mat from a starting point to a finish line without using their hands and support it only with their legs. Hands can only be used before the beginning of the race to put and adjust the mat into a desired position. When the race starts and the gymnastic mat falls to the ground, a team has to carry the mat to a starting line and start again. A teacher states the starting and finishing lines before the race. He also gives each team 3 minutes to think about the best solution to get the mat behind the finish line. When the time for preparation runs out, each team takes a position and prepares for a start. Teacher starts the race with a sound signal and watches students not to break the rules.

**Phase 3:** Start a discussion with the class, linking the exercise with the video they have watched at the start of the lesson. Was it easy to come up with ideas? Did working in groups help to build on ideas?

#### Links / references

[What is Creative Problem Solving?](#)



#### Extra tips, options or adaptations, checklists and so on.

- One of the solutions to how to carry a mat is lying on your back and supporting it with your legs. Last two members of the team constantly change their positions and go to the front to move the mat forward.

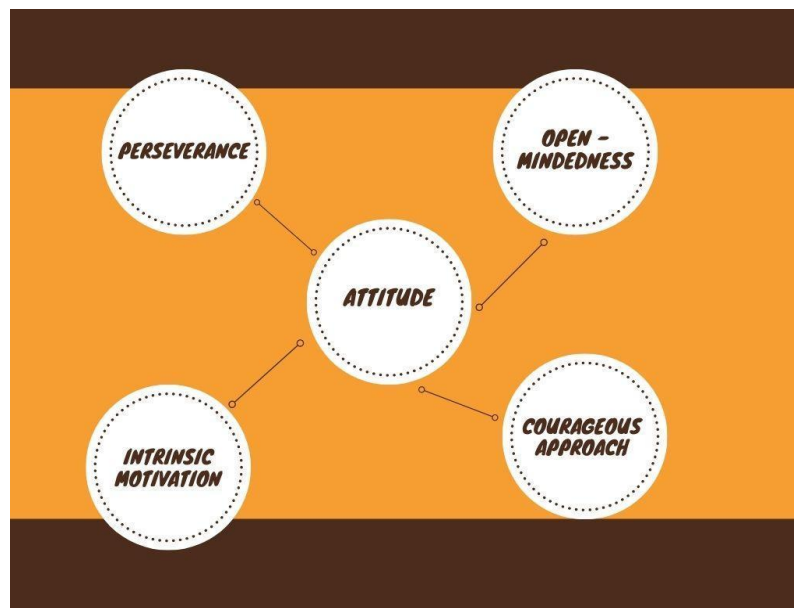
## Attitude

Attitude or attitudinal upbringing of an individual is a very important part of education. In a process of acquiring knowledge, practices, attitudes we also develop personal traits, such as emotions, power of will but also traits related to physical and mental development. In attitude we distinguish 3 components. The first component is cognitive and it represents all your beliefs and thoughts about the subject. The second component is called affective and represents our feeling towards an object, person, issue, event etc. Finally, the third component is behavioural and represents how attitude influences our behaviour.

In psychology, an attitude refers to a set of emotions, beliefs, and behaviours towards a particular object, person, thing, or event. Attitudes are often a result of experience or upbringing, and they can have a powerful influence over behaviour. While attitudes are enduring, they can also be changed. It means that the educational system has a powerful impact on an individual's development and all teachers and participating sides should bear that in mind.

Education might be characterised as a system of knowledge, habits, attitudes, opinions and beliefs, which gives basic orientation in various fields. It also contributes to all-round personality formations and creates necessary preconditions for acquiring qualification and individual's integration into social and work life. Under its influence every man forms relationships, attitudes towards the world, nature, society and himself, too.

Creativity plays a crucial role in acquiring some very important attitudes. Creative people usually ask a lot of questions, they want to know all answers and want to know what is behind decisions, problems or solutions. Curiosity prevents seeing a negative or destructive attitude to life and forms a positive attitude. Creative people can easily identify problems and challenges. They love testing their own limits and they are willing to work hard. They understand challenges to be the opportunities to improve their lives. They can think about a problem even



if it was already solved and they try to resolve it. They prefer seeing things to be possible rather than impossible. A belief that all problems can be solved is developed via creativity. Moreover, they also have a special attitude- they can see some good in bad things and find something useful in everything. With some creativity, problems can be seen as interesting opportunities, life is on an optimistic side and the will to give up disappears.

**Intrinsic motivation** refers to behaviour that is driven by internal rewards. In other words, the motivation to engage in behaviour arises from within the individual because it is naturally satisfying to you. This contrasts with extrinsic motivation, which involves engaging in behaviour in order to earn external rewards or avoid punishment. The higher the creator's intrinsic motivation, the more creative and original a person will be. Challenge, interest, learning, meaning, purpose and creative flow are elements which help engage our intrinsic motivation the most. In other words, intrinsic motivation means that the motivation to do things comes from within. We don't do something because we get paid for it or because we get punished if we don't do it. Rather, we do things because we think they are interesting, we like the challenge, we want to get recognized by others or because we could learn new things.

Famously quoted, Socrates states "True knowledge exists in knowing that you know nothing." It is through this thought that his philosophy was born. Being more **open minded** means being more open to different ideas, cultures, points of views, modes of expression and styles, and most importantly realising that our viewpoint may not always be right. It is the willingness to search for evidence against one's favoured beliefs, plans and to weigh such evidence fairly when it is available. In essence, it is consuming a lot of information and then creatively connecting this information to solve the problem at hand.

"Creativity takes **courage**." These words were said by Henri Matisse and he was right. Creativity and courage are closely connected. Creativity - changing status quo, thinking independently and going against conventions - demands courage. It takes courage to express the things we are

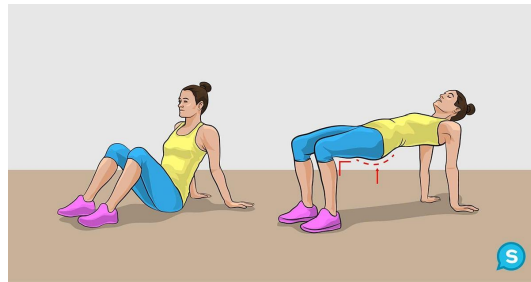
passionate about and to transcend the limits of our comfort zone or the limits of our irrational fears. It takes courage to put our creativity out into the world – to open ourselves up to be valued, loved, appreciated and, at the same time, to potentially be criticised, rejected, and devalued. In conclusion, having the courage to make tough choices and take a step towards potential failure or rejection is the key.

One of the most important creative attitudes is **perseverance**. It is defined as continuously striving and committing to goals regardless of immediate rewards. What separates truly creative greats from those who are less creative is the aspect of persistence. The most creative persons are passionate about and committed to their goals, which compels them to persist physically and mentally. They never quit, continuing even when they experience challenges, setbacks, or failures. Because of the amount of time they spend on the problem and their overwhelming persistence, their subconscious mind continuously works the problem even while their conscious mind is taking a break and relaxing. They are willing to do it until the very end, until success.

### Activity for Attitude Development - n°1: Catch & throw and risk!

<b>Type of activity</b>
Warm up game
<b>Purpose/goal</b>
The goal of the activity is to develop a venturesome approach in our students, so they aren't afraid to take calculated risks when the situation allows it.
<b>Group size / individual</b>
We advise to play the 3 vs. 3 but it's up to the teacher to decide according to the possibilities of their school.
<b>Material/s needed</b>
Volleyball and net.
<b>Estimated duration</b>
A game may last up to 5 minutes, after 5 minutes we change playing teams
<b>Instructions</b>
<b>Phase 1:</b> Show the students a video you find in the links /reference section.
<b>Phase 2:</b> At the beginning of exercises a teacher divides his class into teams of 3. The teacher states the rules which are basically the same as rules for volleyball. There are just a few differences. The most important one is that a ball must be caught into hands instead of hitting it. When holding the ball, a player can make up to 3 steps. Points earning system is





the same as in volleyball. Playing space for 3 vs. 3 is 9 x 5 metres. And finally, to support our students' venturesome approach while playing, we add one rule. Whenever they try to gain a point using their non-dominant hand and are successful, they gain 2 points instead of one. However, when they fail and a ball is caught by an opponent or it hits the floor outside playing space, they lose 2 points. The aim of this rule is to make students think more creatively while playing. They should bear in mind the opportunity to score 2 points and make the throws accordingly. By precisely aimed throws they can change the placement of opponents with a purpose to get a tactical advantage and take a calculated risk to make an attempt to score a 2 point throw.

**Phase 3:** Start a discussion with the class, linking the exercise with the video they have watched at the start of the lesson. How did they feel playing the game? Did they bear in mind the option to score a 2 points throw or did they rather go for a safer throw with a dominant hand? Did they perceive the positioning of opponents and acted accordingly? Did they communicate with other team members to create tactical advantage?

#### Links / references

[Creativity and Taking Risks](#)

#### Extra tips, options or adaptations, checklists and so on.

- A teacher should be active and she should encourage students to take calculated risk when a situation allows it
- Number of members in teams and playing space may vary
- Teacher pays attention and balance teams accordingly based on their skill level

## Activity for Attitude Development - n°2: Crab relay

#### Type of activity

Physical activity

#### Purpose/goal

Team activities are a perfect tool to increase engagement in students. In this activity we aim to increase their intrinsic motivation by playing team relay. Secondly, it also develops creative problem solving skills.

#### Group size / individual

4 – 5 students per group.

#### Material/s needed

Basketball, cons

#### Estimated duration

15 minutes

#### Instructions

**Phase 1:** Show the students a video you find in the links /reference section.

**Phase 2:** Teacher divides students into groups. He prepares routes using cons according to a number of groups. Length and layout of the route is up to the teacher but they have to be the same for each group. We mark a starting line where each member of the team begins



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, & the Commission cannot be held responsible for any use which may be made of the information contained therein.

the race and it is also a place for handoffs. A starting position of each active player (carrying the ball) is a reverse plank with bent legs and hands (if necessary). This position has to be held during the whole duration of the relay. Each team gets one basketball which serves as a baton. Basketball must be placed on the belly and cannot be touched by hands. It is held by legs (upper thighs) and active engagement of the torso. Hands can only be used to get a ball back to proper position when it falls down and touches the floor. The goal of each team member is to finish his route as quickly as possible. To engage creative thinking in our students we add an extra simple rule. During handoff, a ball cannot be touched by hands by any team member. They can use any part of their body but hands and all of them may assist. It's up to them to come up with the best and fastest solution.

**Phase 3:** Start a discussion with the class, linking the exercise with the video they have watched at the start of the lesson. Did working in a team increase their level of engagement? Did they feel motivated to win a race and share the win with their teammates? If it was individual exercise, would they be motivated more or less?

#### Links / references

[What is Intrinsic Motivation | Explained in 2 min](#)

#### Extra tips, options or adaptations, checklists and so on.

- Use legs of other teammates to handoff the ball
- Teacher should try to balance teams based on their skill level
- Teacher can change the routes and make them more challenging
- Different obstacles may be part of routes

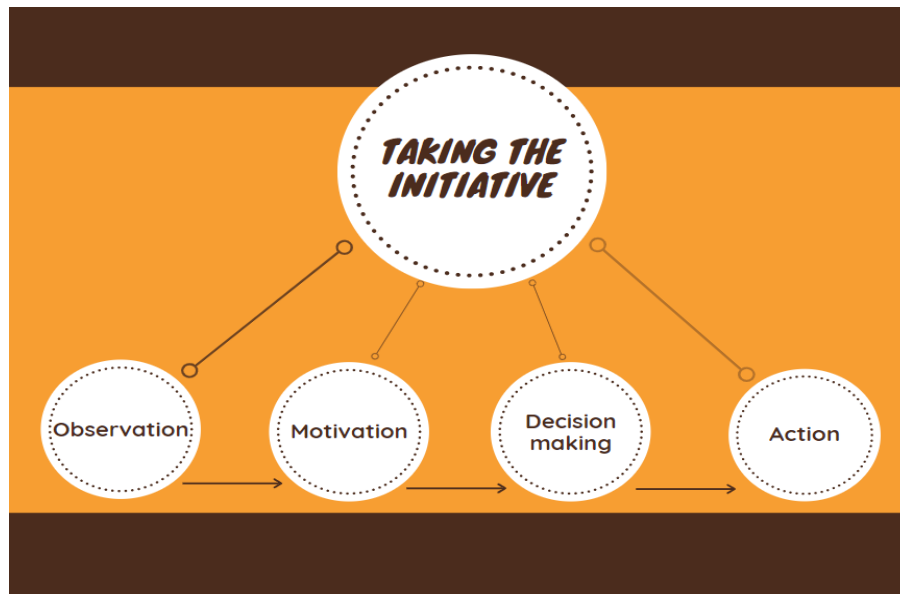
## Module 4: Taking the Initiative

### Introduction

Taking the initiative means making things happen based on our own judgement. Therefore, it is defined by Elbert Hubbard (..) as **'doing the right things without being told'**. It is about being proactive. Indeed, the word 'to initiate' meaning 'to start', indicates that notion of acting first, in anticipation of commands. The reasons for making things happen come from a result of observation of a situation and of finding opportunities in it. This ability to see opportunities where others might see problems and to figure out what to do before being asked is described by Frese and Fay (2001) as a **'work behaviour characterised by its self-starter nature, its proactive approach, and by being persistent in overcoming difficulties that arise in pursuit of a goal.'**

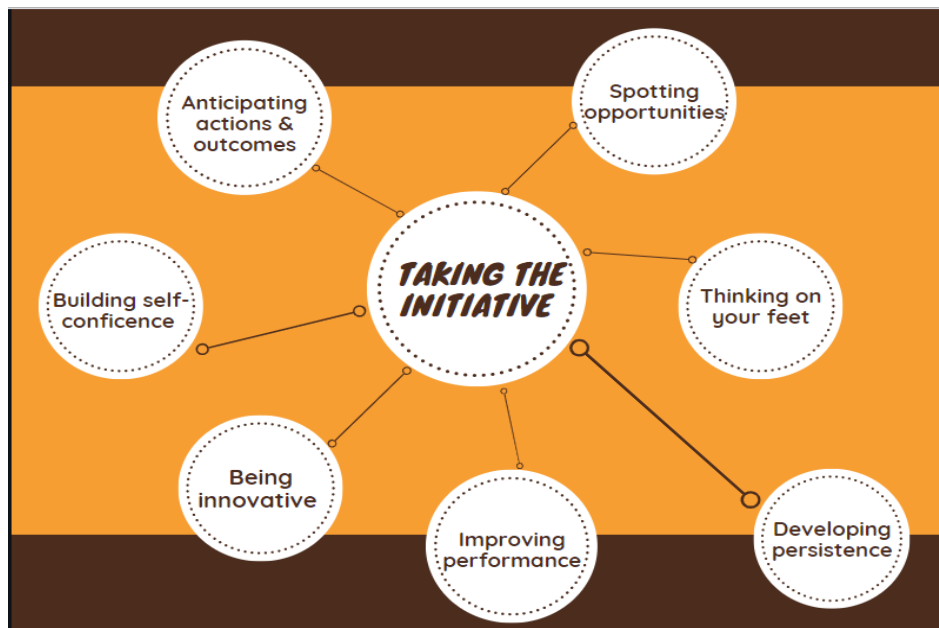
The process of taking initiatives can be divided in four phases. First comes the observation phase, where the problem or opportunity is identified. From the awareness of the situation rises the desire to do something about it, driven by motivation. The next step is crucial as the motivation, which is a feeling, is turned into a rational thought. This is when the decision of acting is being made, leading to the last phase, which is to take actions.

Being able to take initiatives also means being able to work independently to achieve goals and to take responsibilities for the choices made. It involves being resourceful as it requires resilience and determination, and demonstrates the ability to think for ourselves. Taking the initiative implies turning ideas into actions. Hence, it involves creativity, innovation, and risk-taking, the ability to plan and manage projects in order to achieve objectives. It is considered as a self-management skill, since it comes from within, but it is also about doing things for others, such as solving a problem or making improvements that others wouldn't identify or notice, which is a strong asset in the personal sphere, and can be of an advantage in the professional and entrepreneurial spheres.



## Entrecomp Definition

Taking the initiative is also one of the fifteen competences of the EntreComp framework. It is described by EntreComp as **'initiating a process that creates value by taking up challenges, acting and working independently to achieve goals, sticking to intentions and carrying out planned tasks'**. The framework identifies different levels to the competence that can reflect the learners' engagement degree, from the willingness to try solving problems that affect their communities, to involving and inspiring others in value-creating activities. It is placed under the category **'into action'** since taking the initiative is represented through making the decision to



act, and is interconnected with the other competences of the category. Indeed, taking initiatives involves coping with ambiguity, uncertainty or risks, since the initiative is based on one's own decision, but is also influenced on lessons learned from previous experiences. It requires planning and managing individual or group problems.



As a competence, taking the initiative is seen to foster many benefits in people's lives. Indeed creating the habit of taking initiatives supports the need to seize opportunities, at home, at work or in society. But it is not only useful for adults, it is also beneficial to children as a foundation for more specific skills and knowledge. In a sports setting, having the ability to take the initiative helps students navigate the challenges with courage and optimism, through trials, successes and erros, creating the desire to move forward and to overcome obstacles. Ultimately, taking the initiative helps build a strong sense of self in children and enhances their understanding of their own value, which is an important aspect of positive youth development. Taking the initiative is best fostered in an environment that contains rules, challenges and complexities. Those challenges are intellectual, physical, interpersonal and intrapersonal. Therefore, sports environments represent the perfect setting to develop this competence. Taking the initiative is applied through different actions such as:

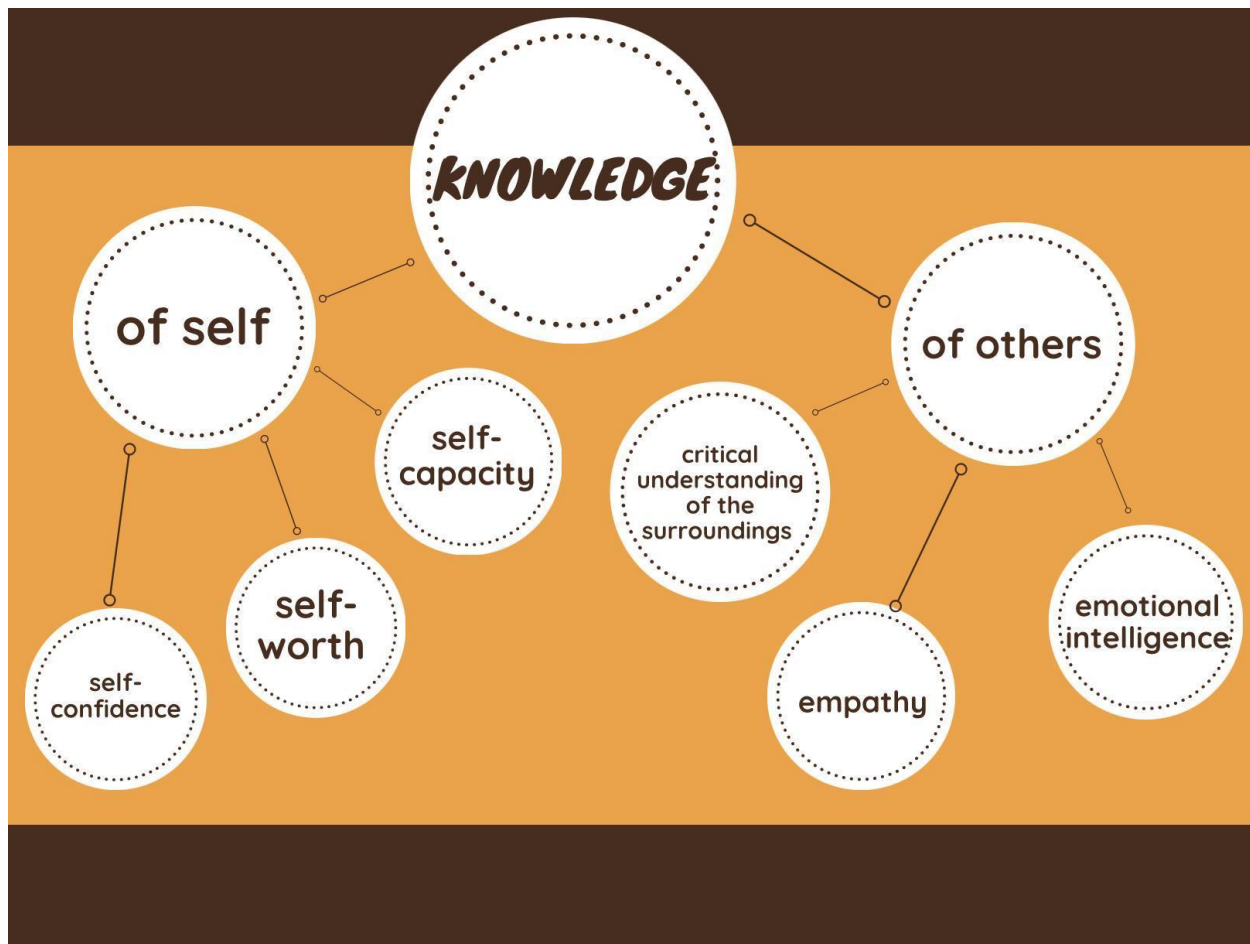
- Seeking more responsibilities



- Tackling challenges and solving problems
- Helping others and sharing knowledge with them
- Building a strong relationship with teammates
- Volunteering for roles and tasks that others avoid
- Resolving conflicts between teammates
- Brainstorming ideas with the team
- Helping others to see their strengths and weaknesses
- Being innovative
- Developing a plan

## Knowledge

Through this competence, children gain knowledge on two different levels, one internal, which is the knowledge of themselves, and one external, which is the knowledge of others.



### Knowledge of self.

By taking initiatives, children get a **stronger sense of themselves**. Indeed, the desire to take actions develops the sense of self-awareness and self-drive. Students learn to identify what they feel and gain insight on personal motivation. Making the decision to act without being told also teaches children about their **own abilities** in terms of strengths and weaknesses. Indeed, in order to make judgments, children assess their own capacity to carry out the decisions made. The more initiatives are being taken, the more children learn about their abilities, and can work on improving them. Ultimately, children become more familiar with their **own worth**. They get a better idea of what they can bring to others, to the world, and to themselves, reinforcing their sense of worth.

### Knowledge of others.

Moving from within to without, children not only gain knowledge of themselves by taking initiatives, they also gain knowledge of others and the world around them. Children learn how to **observe the environment** around them, situations, people's attitudes, abilities, and

reactions. This gives them insight on the importance of observation, since most knowledge is gained through just paying attention to what is around. More than just observing, taking initiatives reveals the capacity of empathy. To take the decision to solve a problem involves being aware of the others' needs, therefore it involves being able to **understand the others' feelings**. Practising observation, which is more in relation to cognitive abilities, and practising empathy, which is more connected to feelings, develops a sense of **emotional intelligence** that is at the core of taking initiatives. Since taking initiatives is the translation of an internal impulse that transforms into an external action, being able to read a situation and to understand the potential of an action combines the knowledge of self with the knowledge of others, which is described as emotional intelligence. It is said by psychologists that if IQ counts for about 25% of life success, emotional intelligence, which includes taking initiatives, accounts for all the rest, and is therefore a fundamental ability.

### Activity for Knowledge Development - n°1: Motivation Laps

<b>Type of activity</b>
Physical activity
<b>Purpose/goal</b>
Understanding what is motivation and how it drives us to take initiatives.
<b>Group size / individual</b>
Individual + groups of 3
<b>Material/s needed</b>
Reward system.
<b>Estimated duration</b>
6 minutes video + 20 minutes activity + 20 minutes reflection
<b>Instructions</b>
<p><b>Phase 1:</b> show the video on <a href="#">Wellbeing For Children: Motivation</a>, that you find in the links/reference section.</p> <p><b>Phase 2:</b> For this activity, the students work first individually, then in groups. The exercise consists of doing laps around the running track (or in a swimming pool). Based on the physical abilities of the class, the teacher needs to set the amount of laps, or a timer, that is challenging enough to the students but that is not too discouraging.</p> <p>Exercise nr. 1: The students have to do one round of laps (amount determined by the teacher). For this round, all students need to participate. This is considered an individual activity and each student gets a point (or a reward) for completing the laps.</p> <p>Exercise nr. 2: After a short break, the students are asked to complete the same task individually, and to do another round of laps. This time, the teacher explains to the students that it is not mandatory for them to complete the laps, or even to take part in the exercise,</p>

however if they do not reach the finish line, they will not get any point/reward. If they do complete the laps, they will get a higher reward than for exercise nr.1.

Exercise nr. 3: After a short break, the teacher explains to the students that the students will complete the same amount of laps, but this time as a team. The teacher places the students in groups of three, and for each group to get a reward, all team members need to reach the finish line. If one of the team members gives up and does not complete the laps, the team does not get any point/reward. Only after the activity ends, the teacher explains to the students that all points collected by each student during those three exercises will count towards the points of their new team. By accumulating the individual points of each three members during exercise nr.1 and nr.2, plus the points collected as a group in exercise nr.3, the team with the higher score is the winner.

**Phase 3:** After watching the video and performing the activity, ask each student to reflect on the point below. Allow some time for reflection, then start a discussion by asking these questions: What motivated you during this exercise? Were you more motivated when you had to run by yourself or in a group? Were you more motivated when you found out your individual points counted towards the points of your team. Identify the internal rewards you thought of, and the external rewards. Do you think we need motivation to take initiatives?

#### Links / references

<https://www.youtube.com/watch?v=LXSbuT-OkC8>

#### Extra tips, options or adaptations, checklists and so on.

The point of this activity is for the students to reflect on their self-drive and what motivates them. To do so the teacher can choose to announce before each running (or swimming) lap that the points earned will count towards a collective result, therefore testing the reflection process of the students, or to only announce that the rewards are collective after the exercises are done, which would highlight a different motivational factor since the students would think of what motivated them in retrospect (knowing the rewards, or not knowing).

## Activity for Knowledge Development - n°2: Empathy Race

#### Type of activity

Physical activity

#### Purpose/goal

Understanding what empathy is and how we use it to take initiatives.

#### Group size / individual

Teams of two

#### Material/s needed

blind folds, totems (or any object that serves as a reward)

#### Estimated duration

5 minutes video + 20 minutes activity + 20 minutes reflection

#### Instructions



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, & the Commission cannot be held responsible for any use which may be made of the information contained therein.



**Phase 1:** show the video on [All About Empathy \(for kids!\)](#), that you find in the links/reference section.

**Phase 2:**

Exercise nr.1: The teacher divides the students in pairs. One team member of each pair is blind-folded and has to go retrieve a totem following the instructions of the other team member that is able to see. Each blindfolded student is placed on the same starting line, but with enough distance in between to avoid bumping into each other. There is one totem for each team, so each totem is identified by a number or colour (for example, team n1 needs to retrieve totem n1). The distance to each students' totem is the same for everyone, however the totems are placed in different locations. The first student to retrieve the team's totem wins.

Exercises nr.2: Repeat the game by swapping the roles of the students in the team. The blindfolded one becomes the one who gives directions. Before the second round starts, the teacher changes the place of the totems for more fairness.

**Phase 3:** After watching the video and performing the activity, the teacher asks each student to reflect on the following: **to the students who were giving directions**, what was your strategy while directing your partner? Did you try to put yourself in the shoes of your partner and try to understand how it feels to not see? Do you think you used empathy? Did you find it difficult? **to the students who were blindfolded**, do you feel like your partner gave clear instructions to you? Do you think your partner took enough into consideration your situation (of not being able to see) and the challenges that you had? what would you have liked your partner to do differently to be of better help to you? Do you think we need empathy to take the initiative to help others?

**Links / references**

<https://www.youtube.com/watch?v=ltp21tly8nM>



Go straight



Turn right



Turn left



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, & the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Activity for Knowledge Development - n°3: The Looking Ball

<b>Type of activity</b>
Physical activity
<b>Purpose/goal</b>
To recognise, interpret, and process emotions in oneself and others.
<b>Group size / individual</b>
All the students of the class are part of the same group.
<b>Material/s needed</b>
A ball.
<b>Estimated duration</b>
4 minutes video + 25 minutes activity + 20 minutes reflection
<b>Instructions</b>
<p><b>Phase 1:</b> show the video on <a href="#">Developing Emotional Intelligence</a> , that you find in the links/reference section.</p> <p><b>Phase 2:</b> In this activity, all the students are part of the same team. The goal is for the students to pass the ball to each other with their hands. Every time the ball is not caught and falls on the floor, the team gains a point. The goal is to have the least amount of points possible.</p> <p>Exercise nr.1: In the first stage of the activity, the students are given a ball with the only instructions to pass the ball to each other, and to avoid dropping it. This is like a warm up and the students can play for 10 minutes.</p> <p>Exercises nr.2: For the second exercise, the students have to perform the same activity, but this time they are not allowed to use their voice to call out for each other. Instead, they have to pay attention and look into each other's eyes. Without pronouncing a word, nor making any gesture indicating who they are choosing to throw the ball to, the students have to look into the other students' eyes and throw the ball. They can have a few seconds to observe the situation or wait for the person they chose to send the ball to to make eye contact. The teacher needs to emphasise that the students must make eye contact before the ball is thrown, and that they cannot use their names or other gestures to give indications. This activity can last 10-15 minutes.</p> <p>At the end of the exercise, the teachers write down the points and compare the scores between exercise nr.1 and exercise nr.2.</p> <p><b>Phase 3:</b> After watching the video and performing the activity, the students are asked to reflect individually on the following: what difference did you notice between the first and second exercise? Do you believe the team was more successful in the second exercise and why? How did you feel when you were picked to catch the ball (under pressure of dropping the ball, happy to be picked, satisfied)? How did you feel when you were not picked to catch the ball? When you chose someone to throw the ball at, what were the reasons (was it based on strategy (the person was well placed), based on your own feelings (you like that person), or on your interpretation of the other person's feelings (you felt like the person wanted the ball, or was ready to catch it))?</p>

### Links / references

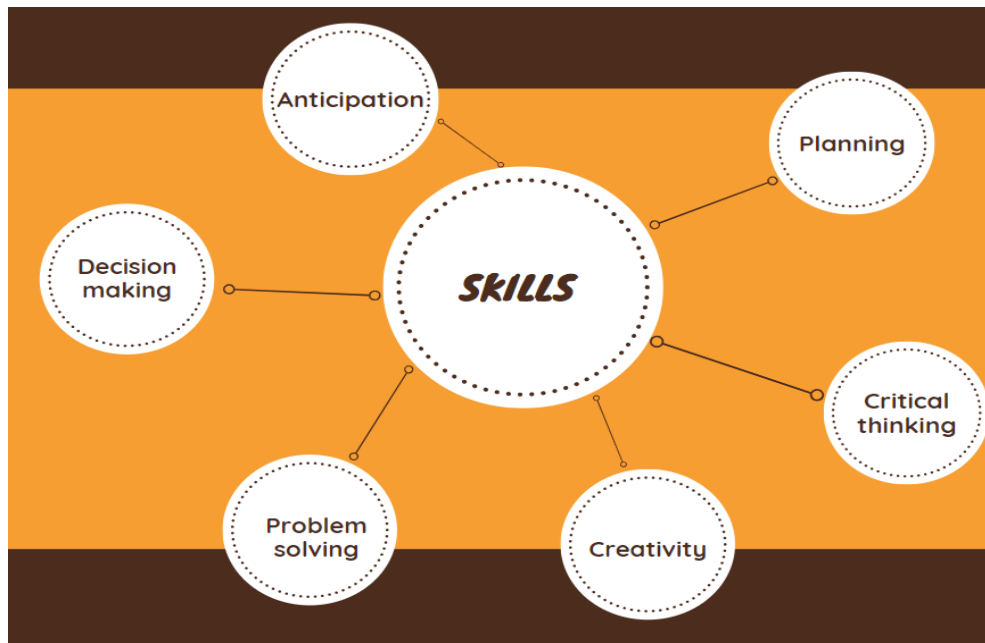
<https://www.youtube.com/watch?v=n9h8fG1DKhA&t=152s>

### Extra tips, options or adaptations, checklists and so on.

At the end, the teacher explains that one way to connect with others and to get cues on how they feel is through eye contact and body language. This activity works best in big groups to allow each student to experience different situations (some will not be picked to catch the ball, some will be picked several times, some will drop the ball, some will never drop the ball,...). This variety of situations gives the chance to have a variety of feelings to talk about.

## Skills

Taking the initiative is a competence that entails the development of diverse skills. Indeed, the ability to take initiatives relies on a foundation of soft skills. These soft skills can be labelled as being mental skills since they all come from the intellect.



The first skill that is involved in taking initiatives is the ability **to anticipate**. Anticipation means that the situation has been observed, a problem was identified, and that potential outcomes have been thought of. The observation of the situation is done in an analytical way that processes the pros and cons of different courses of actions. This analytical process comes from

the ability **to think critically**. Critical thinking is also connected with the ability to recognize problems and to capitalise on them as opportunities. When the problem is identified, a solution to efficiently solve it is thought out. This entails the ability **to solve problems** but also the ability **to plan** a course of actions and to organise ideas in order to act. To **make the decision to act** is considered the main skill in taking initiatives as, without a decision, there is no action taken, and therefore the process of taking initiatives is not complete. **Creativity** is also involved by seeing problems from a different angle, being innovative in taking on a new role that might highlight new abilities, and by acting independently.

## Activity for Skills Development - n°1: Crocodile Island

<b>Type of activity</b>
Strategic and physical activity
<b>Purpose/goal</b>
To anticipate needs for oneself and for team members.
<b>Group size / individual</b>
6-10 per team
<b>Material/s needed</b>
Rope or paint to mark each island, colored sheet of papers or small colored hoops.
<b>Estimated duration</b>
30 minutes activity + 15 minutes reflection
<b>Instructions</b>
<p><b>Phase 1:</b></p> <p><u>Activity instructions:</u></p> <p>Each team is assigned a colour and an 'island'. The islands should be designated by a colored rope, paint or flag, and be placed far away from each other, such as in every corner of a very large room or open space.</p> <p><u>The goal:</u></p> <p>At the start, each team is placed on the wrong island (for example, team blue is placed on the red island). The goal for each team is to reach their island with as many team members as possible (team blue should reach blue island).</p> <p><u>The challenge:</u></p> <p>In order to travel from one island to the other, the teams have to cross the ocean. The challenge is that the ocean is infested with crocodiles, so the teams have to use rafts to navigate the ocean. Those rafts are represented by paper sheets and are placed on the floor. They are placed by the teacher and build a path towards the islands. The rafts that are already on the floor cannot be moved, they are fixed and the students have to run to them. There should be the same amount of rafts for each team, and they should be identified by colours (blue paper sheets for the blue team). The teams have to advance from one raft to another, one by one, to get closer to the island. However they have two difficulties:</p>





- Each raft can support one person only, therefore there should be only one person per sheet of paper.
- As they get closer to their islands, the teams will notice that there are less and less rafts available, therefore not all team members will be able to find paper sheets and to escape the crocodiles.

#### The solution:

The teacher has a key role in this activity, as he controls the movements of the game. Indeed, based on the same principle of the 'musical chair' game, when the teacher gives a signal (with a whistle or any loud sound), the crocodiles go to sleep and the students are allowed to get off their rafts to move to the ones closer to their island. The teacher should decide on the length of time allocated to the students between each 'crocodile sleeping time' (for example, when the teacher gives the signal, the students have ten seconds to move from one raft to another). When the teacher gives the signal again, all students must be on a raft. The ones that are still in the ocean are eliminated. As the game advances, it becomes more and more complicated for the students to find rafts. The solution is:

- Several 'marker buoys' will be scattered around between the islands. In those marker buoys are placed extra paper sheets with all the colours of the teams.
- During the 'crocodile sleeping time', the students are allowed to go to those buoys and take extra rafts for their team and place them on the floor. They can take only one per person at a time, and they must return to a raft before the teacher gives the end signal. Before stepping on the raft, they must return with empty hands, they cannot keep the extra paper sheets in their hands, they have to place them on the floor. Once a new raft is placed on the floor by a team member, this raft cannot be moved anymore, it is fixed.

By having access to those extra paper sheets, the teams have a chance to build their own paths to reach their islands with as many team members as possible, but they take the risk to get eliminated if they take too much time to reach the marker buoys and are found in the ocean after the teacher's signal. The teacher alternates the game between 'raft time' (when the students are on a raft and cannot move), and 'crocodile sleeping time' (when the students can move to advance to their island), until all teams have reached their islands and there is no player left in the ocean. The team that has reached its island with the most number of team members is the winning team.

#### **Phase 2:**

After the activity, the teacher places the students into a circle for discussion. First the teacher explains the strategy of the game. Since the students had to analyse the situation by counting the amount of rafts versus the amount of team members, and they decide what to do (go to the marker buoy to take extra rafts or not), this game was meant to test their anticipating and critical thinking skills. As the students anticipate their next steps, some take the initiative to gather more rafts for themselves or for their team members. Once the teacher has highlighted the skills used in the activity, the teacher invites the students to reflect about their own performance in the game and ask them to answer: Do you think you used anticipation and

critical skills during the game? How? Did you take the initiative to collect more rafts for you and your team? If yes, why? If not, why?

### Links / references

<https://minevaganti.org/wp-content/uploads/2018/06/Guidebook-on-Entrepreneurial-Skills-Development-Through-Sport-Education.pdf>



## Activity for Skills Development - n °2: Obstacle Course

### Type of activity

Physical activity

### Purpose/goal

This activity is about decision making and problem solving.

### Group size / individual

Groups of 4-6

### Material/s needed

Obstacle course

### Estimated duration

25 minutes activity + 15 minutes reflection

### Instructions

#### Phase 1:

##### Instructions:

As with traditional obstacle courses, the teacher sets up diverse obstacles for the students to overcome. Each team is made of four to six members that are all attached to each other with a rope.

##### The goal:

The goal is for the teams to reach the finish line. The team that finishes first wins.

##### The challenge:

As team members are attached to each other, it is more difficult for them to move around and they will have to communicate and work together in order to advance in the course. Another challenge for them is that the teacher does not assign a team leader. Instead, the teacher leaves complete freedom for the team to decide on their own strategies together.

### Phase 2:

When the activity is over, the teacher asks the students to sit down with their team for discussion. The teacher asks each team to reflect on the following: Who would you say took the most initiatives and/or decisions in your team? How/in what way did that person take the initiative? Did someone act as the leader of the team, or did several members/everyone participate in the decision making process? Who was the fastest at solving the problems? Did you volunteer to do an action (such as going first, or last, to confront an obstacle)? Was someone encouraging the team? Do you think your team work and strategy was efficient for the activity?

### Extra tips, options or adaptations, checklists and so on.

For this activity, it is interesting that different kinds of obstacles are selected, so that some require more physical work, some require the whole group to move on at the same time, some require that each person moves on one by one.

## Activity for Skills Development - n°3: Strategic Planning

<b>Type of activity</b>
Planning activity
<b>Purpose/goal</b>
To understand and apply critical thinking and creativity.
<b>Group size / individual</b>
Two teams
<b>Material/s needed</b>
Worksheet
<b>Estimated duration</b>
minutes video + 30 minutes planning + activity + 15 minutes reflection
<b>Instructions</b>
<b>Phase 1:</b> show the video on <a href="#">What is Critical Thinking?</a> , that you find in the links/reference section.
<b>Phase 2:</b> The students are divided in two teams and given a worksheet. The teacher explains that they will all play a ball game. Here the teacher can decide on the game thought to be the best suited for this activity in terms of strategic planning (football, basketball, volleyball, rugby,...). In groups, the students have to come up with a team strategy to confront the other team.
On the worksheet they will find questions and guidelines to lead their discussion. The main task is for them to assign each other's roles for the game: who is going to be in the defending team, who is going to be in the attacking team, who is going to be the guardian,... The students

need to discuss each other's strengths and to analyse what each individual can bring to the game in order to make these decisions. They are also invited to create a role of their own if they believe one of them can help in a more specific way according to their abilities.

**Phase 3:** Play the game.

**Phase 4:** After the activity, the teacher places the students in their teams and starts a discussion. The teacher asks the students to reflect on the phase 2 process, and asks: did you apply critical thinking during this session? Was it difficult/easy? Did everyone feel like they were taken into consideration well? After playing the game and implementing your strategy, do you think your strategy was efficient? What would you do differently next time?

#### Links / references

<https://www.youtube.com/watch?v=-eEBugwY-nE>

<http://article.sapub.org/10.5923.j.sports.20140405.07.html#Sec3>

#### Extra tips, options or adaptations, checklists and so on.

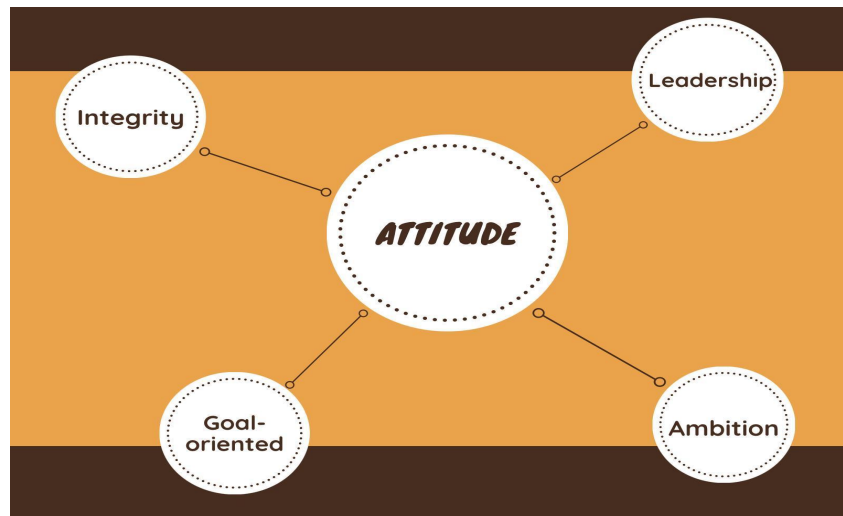
Before carrying out this activity, the teacher is encouraged to read the article on [Enhance Critical Thinking in Physical Education](#), most particularly section **3. Critical Thinking in Physical Education**, section **4. Instructor's Role in Physical Education Class**, and section **5. Strategies to foster Critical Thinking in Physical Education**.

## Attitude

The action of taking initiatives is triggered by a set of values and feelings that each individual has. Even though those can differ from one person to another, taking initiatives stimulates a general attitude that can be identified through leadership, integrity, ambition, and through being goal-oriented. When we take the initiative to carry out an action that has an impact on others or on ourselves, we develop **a sense of leadership**. Indeed, by making our own judgement and our own decisions, we become the leader of our own actions and develop independence. This independence is very related to self-drive, and also makes us more reliable to ourselves, and to others. Leadership stimulates **integrity** as a person taking initiatives acts as a role model, showing the example of proactivity and of the action that is needed to be taken. Through leadership and integrity, we develop a higher morale as we aim to create the best outcomes to ourselves and others.



Taking initiatives also fosters an **action-oriented and goal-oriented** attitude that develops perseverance and the willingness and ability to take risks. By taking actions, we learn to be decisive and to stand up for our goals, which stimulate self-confidence and make us comfortable with our own decisions without the input of others. Even more than confidence, to take initiatives comes from the **sense of ambition**. To be able to spot opportunities derives from optimism and determination that are at the very core of ambition. Being ambitious also means to have a curious and courageous mindset, that thinks ahead of time to better understand what is wanted to be achieved, and how to proceed to achieve it. An ambitious attitude is what encourages initiatives since it is the desire to seek for growth and improvements.



### Activity for Attitude Development - n°1: Be the Coach

<b>Type of activity</b>
Role play
<b>Purpose/goal</b>
To develop a sense of leadership and integrity.
<b>Group size / individual</b>
Pairs
<b>Material/s needed</b>
Fitness material
<b>Estimated duration</b>
60 minutes activity + 30 minutes reflection
<b>Instructions</b>

### Phase 1:

The teacher groups the students in pairs, and explains that in each pair the students will take turns to be either a fitness coach to the other, or a trainee. The teacher hands out a worksheet to each student and allocates 10 minutes for the students to write down the fitness exercises they will assign to their trainee. The students have to come up with a series of workouts that they have previously practised with the teacher, and that they are easily able to supervise. The students are free to choose the type of workout, the material needed, the amount of repetitions, the workout order,... The goal being that each student experiences the role of leader and is put in a situation where independent decisions are being made.

After completing their worksheets, each pair proceeds to the activity part. The students have about 25 minutes each to 'be the coach', during which they need to help the trainee perform the workout but also give constant feedback to the trainee after each exercise, as a real coach would do. After 25 minutes, the roles are swapped (the coach becomes the trainee, and vice versa). It is important that the PE teacher supervises all the students to ensure safety and give advice to the little coaches, as the PE teacher is also a role model. A series of fitness exercises that can be done in pairs or alone can be found in the 'links/references' section below.

### Phase 2:

This is the moment for reflection that is divided in three parts. **In part 1)**, each student is invited to take their worksheet again (the same one where they wrote down their workout routine), and to answer self-reflective questions: How did you feel about being the coach? Do you feel comfortable in leadership positions, and why? Was it easy for you to come with workout ideas? What kind of skills did you use to make your decision? **In part 2)**, students go back into pairs and give feedback to the other on their coaching performance: As a coach, what do you think your partner did well? What do you think were your coach's challenges? **In part 3)**, the teacher gathers all the students together, and initiates a group discussion, asking students to share what they wrote and identifying the attitudes developed through the activity (leadership, integrity, being a role model).

### Links / references

<https://www.youtube.com/watch?v=IBuqPqdsOKM>

### Extra tips, options or adaptations, checklists and so on.

Instead of fitness workouts, the PE teacher is free to choose any kind of physical exercise that requires coaching in pairs and that is safe enough for students to reproduce on their own.

## Activity for Attitude Development - n°2: Choreograph Me

### Type of activity

Physical activity

### Purpose/goal

To teach self-confidence and reliability

### Group size / individual



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, & the Commission cannot be held responsible for any use which may be made of the information contained therein.

Groups of 4-7
<b>Material/s needed</b>
Music
<b>Estimated duration</b>
60 minutes activity + 15 minutes reflection
<b>Instructions</b>
<p><b>Phase 1:</b></p> <p>In groups, students have to create a short dance choreography. They are free to choose the music and the entire choreography by themselves. The choreography can be written down or practised by the students. It is their own responsibility to choose in what way they wish to proceed. The time given to work on the choreography depends on the time available to the class, therefore the length of the choreography depends on available time too, however each group should come up with a dance of about 3-5 minutes. In part 1) of the activity, each group works on inventing the choreography and picking a music. In part 2), teams are assigned to teach their dances to another team (for example team A teaches team B, and vice versa). It is important that the teacher divides the timing into two different rounds, one round where team A is teaching to team B, and one round where team B is teaching to team A. In part 3), each team is performing the new choreography taught by the other team in front of everyone. At the end of the performances, the students and the teacher vote on which choreography was replicated the best.</p> <p><b>Phase 2:</b></p> <p>After the activity, the teacher invites the students to reflect collectively: Why do you think team X won the challenge? What were the difficulties encountered in your group during the creation of the choreography? What were the challenges encountered during the teaching of your choreography to the other team? Do you think you have done a good job at teaching the other team your dance? After the students have expressed themselves (at least one student per group), the teacher explains the importance of self-confidence and reliability in leadership positions, and while making decisions.</p>
<b>Extra tips, options or adaptations, checklists and so on.</b>
This activity can be carried out upon several sessions. Some sessions can be dedicated to creating the choreography, and some others can be dedicated to the group performances. The important aspect of the activity to keep is the idea of one group teaching a choreography to another.

### Activity for Attitude Development - n°3: What is Ambition?

<b>Type of activity</b>
Reflective activity
<b>Purpose/goal</b>
Understanding ambition and its function in taking initiatives.
<b>Group size / individual</b>



Individual
<b>Material/s needed</b>
Something to write on (worksheet)
<b>Estimated duration</b>
30 minutes for phase 1 + 3 minutes video + 15 minutes for reflection
<b>Instructions</b>
<p><b>Phase 1:</b></p> <p>Students are given a worksheet (the worksheet can be created by the PE teacher in the format preferred) on which there are several questions addressing their personal goal in PE class. Depending on the kind of sports taught during the school year in their class, each student takes time to answer the following questions. The worksheet can be made by the PE teacher using the following questions, however the teacher is free to add/remove/modify the questions, keeping in mind the goal of the questions: for the students to reflect on their own intentions by bringing awareness to their capacity in making choices for themselves, encouraging them to have goals, and by putting them in a process of initiatives by writing down a clear plan of actions.</p> <p>Q1a: What kind of physical improvements do you wish to make this school year during the PE class? (example of answers: becoming stronger, becoming better at tennis, being able to do push ups...). Here the students need to write down their goals as detailed as possible (example: I want to be able to swim three laps in less than 2 minutes). Give the students at least three different achievements to write down.</p> <p>Q1b: How do you intend on making those improvements? (Here the students need to describe the concrete actions and plans they have made to achieve their goals. This plan of action needs to come from them, without being dictated by a teacher or their parents, the goal being to highlight that they are taking the initiatives by writing down their own plan).</p> <p>Q2: What kind of knowledge, skills, and/or attitude do you wish to develop through the physical activities offered in class? Here the students need to write down their goals as detailed as possible. They can answer the question more generally, and then have to answer the question for the three physical goals mentioned previously.</p> <p>Q3: How do you hope that what you learn in PE class will help you with other aspects of your life and your future? Here the students need to write down their goals as detailed as possible. They can answer the question more generally, and then have to answer the question for the three physical goals mentioned previously.</p> <p>→ Example of answer: Q1 'I aim to become good at scoring in basketball', Q2 'I think that being better at scoring will help me develop self-confidence and awareness of my own abilities', Q3 'I hope that by being more confident, I will be able to believe more in my own decisions and take more initiatives in my life'.</p> <p><b>Phase 2:</b> After completing their worksheet, the students watch this short video <a href="#">What Does Ambition Mean To You?</a> found in the links/references section.</p>

**Phase 3:** After watching the video, the teachers invite the students to reflect on the meaning of ambition. The teacher can ask a few questions such as: What does ambition mean to you? Do you think that you have ambition? Why is it important to have ambition? Here it is important that the teacher concludes by saying that ambition is what drives us to take initiatives, since we have the goal to achieve something on our own, and therefore we all have ambition within ourselves. Just like there are no small goals, there is no big or small ambition, the important thing is to be able to identify what goals we want to reach and to take actions to reach them.

#### Links / references

<https://www.youtube.com/watch?v=zSW6HRkS-NA>



# Module 5: Self-Efficacy and Self-Awareness

## Introduction

Self-Awareness and Self-Efficacy is a vital skill for everyone, no matter the age or social status. The World Health Organisation recognizes Self-Awareness as one of the ten life skills that promote well-being. Self-Awareness means to have a clear idea about one's identity and it is the base to become effective, therefore to have a strong Self-efficacy at school, at job and in life.

Self-awareness promotes the self-development, and enhance "environmental mastery, connection to ideals, and mind and heart-based actions" that are critical to effective leadership (Karp, 2012, p. 128). Albert Bandura (Psychologist) has defined self-efficacy as people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives. Confidence has often been used as a synonym for self – efficacy because it is more familiar and understandable to ordinary people.

To increase the Self – awareness is essential to increase the Self – efficacy, but how can a person start working on that? Well, it is essential to follow 4 main steps: 1) identifying your **Strengths and Weaknesses**; 2) identifying your **Threats and Opportunities**; 3) being willing to change and/reinforce some aspect with a constant approach on training (**Costancy**); 4) and finally to work on your **Self-Confidence** for seeking achievements.

People's beliefs in their efficacy are developed by four main sources of influence, including mastery experiences (previous experiences from the past), vicarious experiences (modelling



situations after observing others), social persuasion (feedback and encouragement from others and coaching), and emotional states (emotional and psychological status). To have a strong Self-Efficacy it is important to drive ourselves towards **Personal Development**.

*How can we succeed in that? What is our starting point?*

The reply is to have a good Self-awareness that involves understanding yourself and how you are likely to respond to situations. This enables you to build on positive qualities and be aware of any negative traits which may reduce the **Self-efficacy**. Self-aware people make conscious decisions to enhance their lives whenever possible, learning from past experiences. In particular, we may need to improve your awareness of our strengths and weaknesses, but also threats and opportunities for Personal Development. According to the Personal SWOT Analysis, these are called INTERNAL & EXTERNAL Resources

Self-aware people know their strengths and weaknesses and are confident in communicating them to ensure that they get the opportunities they want, and how to overcome threats to their Self-Development. That allows them to slowly become Self-Confident along the development process based on constancy. Self-aware people also know their limits and have no problems with asking for help or guidance, that means to be capable of finding and accepting mentorship.

Self-Awareness requires an **understanding of one's own values, emotions and feelings**. The learner has to undergo a **critical self-examination** of these to make sure that their values, emotions and feelings are fully valid. And it is important to accept and understand that everyone's values are different.

Through Self-Awareness the student realises that his skills are the main resources that enable him to achieve his goals. These skills can be acquired through experience, practice, education and training. It is only by developing all the skills of self-awareness that individual values can be translated into action.

Knowledge or information is necessary to develop Self-Awareness and skills. The student who knows where to find appropriate information is in itself an essential skill. Without information, their choices will be more limited. Especially in this age, finding information is increasingly easy and we have access to huge amounts of information very quickly and easily. However, not all information is available and not all information is reliable.

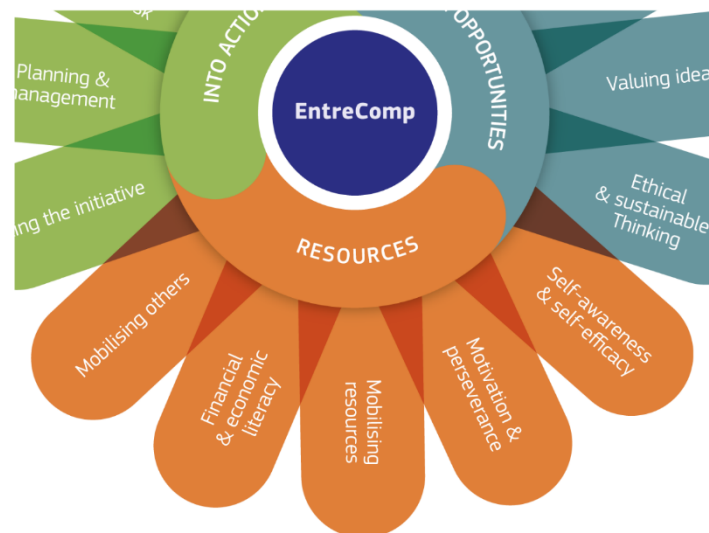
Setting goals will be the fundamental means by which a learner can take charge of his or her life. The process of setting a goal involves thinking about one's values and the direction one would like one's life to take. Setting personal goals gives us a sense of direction in life, which is essential for personal empowerment.

**Self-confidence and self-control** are two of the most important skills for achieving self-efficacy, which is essential for anyone seeking to change their behaviour and become stronger.

Most learners only undertake tasks that they feel capable of doing and it takes a great deal of effort to overcome their lack of confidence in their own abilities. Instead, teaching them to improve their confidence and build their **Self-Esteem** can therefore be an important way to improve their personal empowerment.

### EntreComp Definition

Self-Awareness and Self-Efficacy competence is also included into EntreComp framework in resources competence area and is one of fifteen competences that are associated with entrepreneurship.



**Self-Efficacy and Self-Awareness** is described in EntreComp as “reflect on your needs, aspirations and wants in the short, medium and long term; identify and assess your individual and group strengths and weaknesses; believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures”. Self-Efficacy and self – awareness is one of the resources that help a person to achieve certain results in life and this competence should be developed through the whole life of a person.

In sport, **Self-Efficacy and Self-Awareness** could be identified as the ability to evaluate yourself in certain sport or game situations and be able to mobilise your strengths and believe in yourself in order to achieve certain results either as individual or as for a team. According to the observations from sports psychologists it is noticed that athletes who have higher confidence succeed better than those with lower Self-Efficacy.

## Knowledge

**Self-Efficacy is a person's belief in their ability** to succeed in a particular situation, that is why the starting point for being effective has to start in discovering yourself, in a few words, to increase your Self-Awareness. Self-Awareness is the habit of paying attention to the way you think, feel, and behave. More specifically, Self-Awareness is about observing some patterns here below described and asking to ourselves some questions:

- **Patterns of thought.** How do you tend to think about and explain what happens to you? What's your self-talk like? What expectations do you hold in certain settings or with certain people? What are your core beliefs that influence your thinking?
- **Patterns of emotion.** How well do you understand your own moods and emotions? Do you observe and try to understand your emotions or do you react to them impulsively? Do you view difficult emotions as enemies to be avoided or gotten rid of or messengers trying to tell you something?
- **Patterns of behaviour.** Do you understand why you tend to act in the same way in certain situations? Do you have a sense for what types of events are triggering for you? Do you understand what motivates your behaviours or leads to self-sabotage? Put another way, self-awareness means learning to be curious about your own mind.



According to this perspective, the first step of knowledge is to know our “characteristics” in terms of **Strengths, Weaknesses, Threats and Opportunities (Personal SWOT Analysis)**. That allows any person to be capable to start working on Weaknesses for converting them into Strengths; to discover what are the Opportunities and how to face the Threats. Having that clear, people can start working on their Self-efficacy.

To do that, and working on the above mentioned patterns, this section will be dedicated to help the students to know more in detail what are their SWOT elements to reinforce their Self-Awareness in order to arrive to be aware of them and becoming capable to decide to invest on the Personal Development, that is the milestone to become then Self-Effective.

### Activity for Knowledge Development - n°1: Personal SWOT Analysis

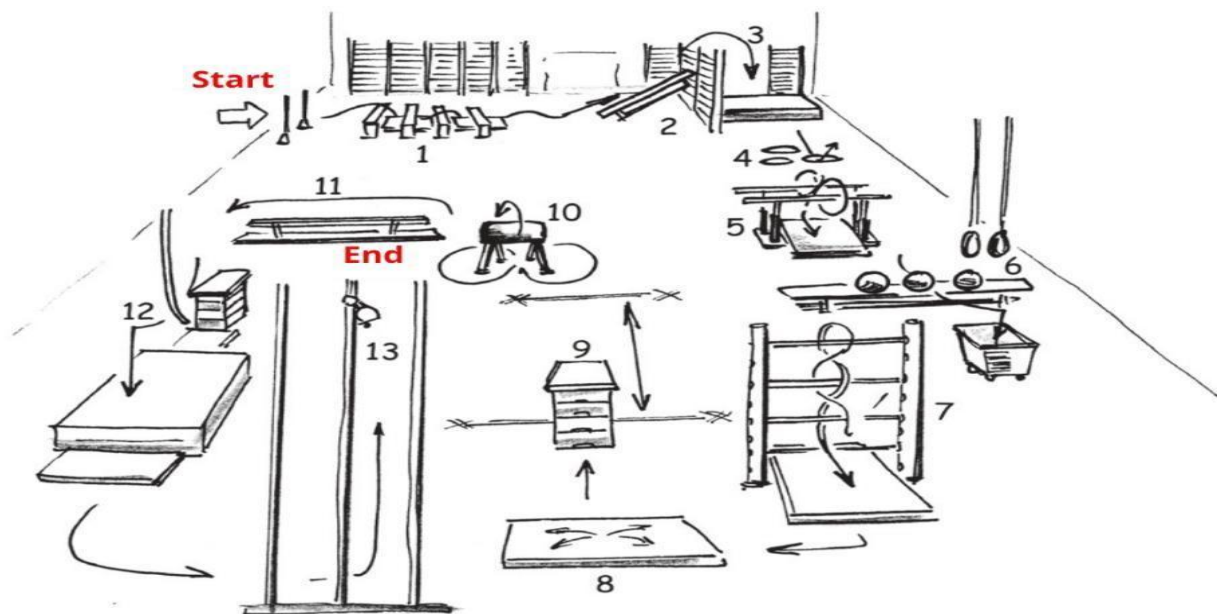
<b>Type of activity</b>
Physical Activity
<b>Purpose/goal</b>
To improve Self-awareness by playing obstacle courses.
<b>Group size / individual</b>
Individual
<b>Material/s needed</b>
A SWOT analysis
<b>Estimated duration</b>
1 hour
<b>Instructions</b>
<p><b>Phase 1:</b> Show to your students what a Personal SWOT Analysis is and explain to them why it is important to do. Well, remember that to have a good Self-efficacy, the starting point is to know first yourself, that is to have a good Self-Awareness.</p> <p><a href="https://www.youtube.com/watch?v=9dILw7_v_Do">https://www.youtube.com/watch?v=9dILw7_v_Do</a></p> <p>Once your students have watched the video, give them the Personal SWOT Analysis scheme and ask them to start reflecting on the first 2 sections and list them on the paper, i.e. the Internal Resources (Strengths and Weaknesses).</p> <p><b>2. 1 Activity 1: Personal SWOT Analysis</b></p> <p><b>Phase 2:</b> Now divide your students into boys and girls. They have to start a sport competition based on the obstacle course and it is better to make the comparison between girls and girls, and boys and boys because of the different level of possible physical performances. If you find it suitable, you can also not take care of this tip.</p> <p style="text-align: center;"><b>On the platform upload the image of “obstacle course”</b></p> <p><b>Phase 3:</b> After the students have finished their performances, ask them to go back to the Personal SWOT Analysis sheet and to reflect if they can add any new Strengths and Weaknesses they have discovered about themselves while playing. Now give them the list of questions related to the 3 main patterns studied into the Knowledge Theory and ask them to</p>



reflect again and list down what they think feel and behave, but this time also taking care about the External Resources, i.e. Threats and Opportunities.

**Phase 4:** Start a discussion with your students on the process (mental and external) that helped them to better identify their Personal SWOT, and ask them if they already know how they can improve their Weaknesses, better face Threats and better use Opportunities.

## Obstacle course with gym tools



## Activity for Knowledge Development - n°2: Mindful Walking

Type of activity	
Walking Outdoor	
Purpose/goal	
To improve Self-Awareness through walking, and to improve mental health. That will allow your students to understand their thoughts, emotional and behavioural patterns, with a special focus on the thoughts and emotional ones.	
Group size / individual	
Activity done as group, but on an individual level	
Material/s needed	
Music player and app for measuring distance walked.	

<b>Estimated duration</b>
No time duration
<b>Instructions</b>
<p>Decide how many times you want to focus your lesson on the Walking Outdoor. It can be done 1 or more times. The objective of the activity is to teach your students to reflect on themselves in a general way, but also according to their physical performance. If you propose the activity more than 1 time, they will better prove how their performance gets better.</p> <p><b>Phase 1:</b> Before starting the Walking Outdoor, explain to your students that “walking” is considered a Mindful activity that brings to relieve stress, but also to know yourself better. Therefore, walking helps to clear your mind and emotions because walking allows you to release endorphins. Walking acts in a good way, both for the body and the mental health.</p> <p>Ask your students to choose (without saying nothing to the others) a situation that makes them feel uncomfortable and to think about this while walking. Doing that they are encouraged to feel the pain, but also to start thinking how they can overcome this uncomfortable situation. At the end of the activity, for sure, they will have a different perspective on that based on the discovery of new capabilities they can use. Encourage them to adopt this new perspective to solve their situation until the next Walking Outdoor session with you. At any session, the students can choose to work on the same situation, to start feeling how it changes, or to choose another one.</p> <p><b>Phase 2:</b> Say to your students that they are not allowed to speak to each other because they have to focus their attention to themselves at an emotional level. Provide them a relaxing music which is like the time you have decided to walk.</p> <p><b>Phase 3:</b> After the walk, using the worksheet, you can decide to make the sharing time individually. If the students don't feel like sharing it, just ask them to write down the new resources they have found in themselves while walking. The most important objective of this activity is to discover new Strengths starting from becoming aware of the Weaknesses.</p>
<b>Extra tips, options or adaptations, checklists and so on.</b>
If you decide to propose this activity more than one time, it is suggested to drive your students to focus their attention also on their endurance improvements.

## Activity for Knowledge Development - n°3: Sport 4 All

<b>Type of activity</b>
Physical exercises for individuals.
<b>Purpose/goal</b>
<p>To set a personal mid-term goal to achieve in 3 months.</p> <p>That will allow your students to understand their body and limits, but also their thoughts, emotional and behavioural patterns, with a special focus on the behavioural ones.</p>
<b>Group size / individual</b>
Individual, to be done alone outside the school-time. The teacher will act as tutor and mentor.
<b>Material/s needed</b>



It depends on the physical exercise chosen by each student.

### Estimated duration

The time is estimated by each student after the teacher's counselling.

### Instructions

**Phase 1:** Each student has to decide to set a 3-months goal for improving their physical condition, i.e. losing weight, training their shoulders, getting visible abdominals, etc.

According to their objective, propose them some exercises to do and invite them to think how many times per week they are available to work on. Under your tutorship, they have to make concrete, but also feasible decisions because they are going to get compromised, first of all with themselves. Evaluate if you, and your students, find it suitable to adopt a specific diet. Remember that the objective is not to create an austerity environment, but an occasion to experience what constancy and compromise means, and by means of that, getting familiar with their inner patterns (thought, emotions and behaviours).

Examples of exercises that your students can execute:

For Abdominals: <https://www.youtube.com/watch?v=1919eTCoESo>

For Shoulders: <https://www.youtube.com/watch?v=QVaijMZ2mp8>

For Losing Weight: <https://www.youtube.com/watch?v=2MoGxae-zyo>

For Glutes: <https://www.youtube.com/watch?v=6vIP9xPJbaQ>

Once you have agreed with the students' goal, find a way to picture the starting point, i.e. for the ones you want to lose weight, take the measurements of waist, etc.

**Phase 2:** Invite your students to check their results every 15 days. The aim is not to make them feel under pressure, but your role has to be more similar to a mentor.

While checking their progress and/or blocks towards their goal, ask them questions related to their thoughts, emotional, behavioural patterns with the aim to drive them towards a better Self-Awareness. When it is needed to motivate them, do not give up by recommending any possible action that can be taken. Make it with a lot of empathy avoiding any judgement.

Furthermore, if they are improving, propose them if they feel comfortable with intensifying the exercises.

Here are some ["Guiding questions as a physical educational mentor"](#).

**Phase 3:** When the 3 months are over, students will check their achievements. Ask them to fill up the worksheet and start a discussion with your students all together trying to exploit the process they have experienced based on getting knowledge of their patterns.

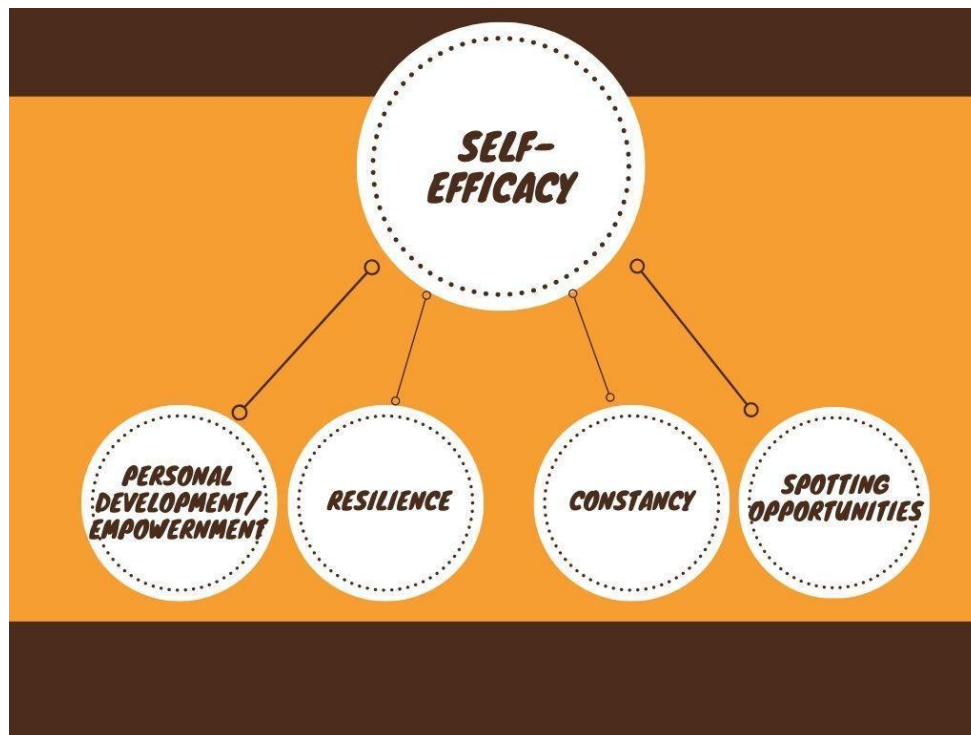
## Skills

To be Self-Effective means to be willing to move forward your Personal Empowerment. That means taking control of your life and to feel capable to do something and/or to decide to become able, and through the capability to **spot opportunities**, to reach your goals.

True **Personal Development** requires you to set meaningful goals to identify what you want in life, and then take action to achieve those goals and have more impact over the world around you, using the opportunities along your way as useful tools to speed the process. People who are not empowered tend to lack control over what they do. They allow others to make decisions for them. They often lack confidence in themselves and their decisions, and therefore rely on others. However, these patterns of behaviour can be changed and broken by increasing **Self-Awareness and then Self-Confidence**.

*What is, then, Personal Empowerment needed to reach Self-Efficacy?*

At a basic level, the term 'empowerment' simply means 'becoming powerful' Personal Empowerment therefore means taking control of your own life, and not allowing others to control it for you.



This sounds simple but, in practice, taking control can be a complicated process because it takes time and requires **constancy** and a **resilient attitude**.

To start the process, everyone needs to develop Self-Awareness, so that means to understand personal strengths and weaknesses. At the same time, it is essential to have awareness and understanding of the personal goals that differ from the personal current position. Achieving goals may require to change your behaviour, and even deeper values and beliefs.

### Personal Empowerment or Personal Development?

**‘Personal Empowerment’** and **‘Personal Development’** are very closely connected.

To become empowered, you may need to do some personal development, and empowerment may also encourage you to develop yourself further.

Developing personal empowerment usually involves making some fundamental changes in life, which is not always an easy process and that requires constancy and resilience.

The degree of change required will differ from person to person, depending on the individual starting point.

There is a useful six-step process for developing personal empowerment. It can be used either generally, to look at your life as a whole, or as a way to help you to deal with a single issue.

#### **Six Steps to Personal Empowerment:**

1) Identify a goal that is focused on power

2) Increase your knowledge

Without knowledge on the topic, you cannot drive well towards your goal. For example, you want to lose some kilos? Well, it is not enough just to focus on physical activity, but also your dietary habits count, as well as some specific exercises are more suitable for your purposes than others. That’s why it’s time to know more about it. Start investigating and learning!

3) Increase your self-efficacy, or belief that you can achieve adopting a resilient point of view on your decision. It may happen you will fail during the pathway, don’t give up and start again!

4) Increase your skills and competence

5) Take action—and keep taking action with constancy

Personal empowerment means not being ‘knocked back’ by the first problem we encounter, but having the resilience and persistence to keep going and seek other ways to achieve our goals.

6) Assess your impact

Empowerment is about changing the impact that you have on others and on events. It is therefore important to assess your impact. At first, you may not see much change, but even small changes count as success.

### **Activity for Skills Development - n°1: Distraction Penalty**

<b>Type of activity</b>
Football Activity
<b>Purpose/goal</b>
To overcome his/her personal limits identified in the Personal SWOT Analysis (2.1 Activity 1 in the Knowledge section)
<b>Group size / individual</b>
Group
<b>Material/s needed</b>



Ball, Football Goal
<b>Estimated duration</b>
1 hour
<b>Instructions</b>
<p>Show your students this video on what personal development is before the start of the lesson: it is an introduction to what personal development is and its importance.</p> <p><a href="#">The 7 Essential Pillars of Personal Development   Brian Tracy</a></p> <p><b>Phase 1:</b> During this first phase, each student will have to tell his/her peers about his/her weaknesses contained in the SWOT ANALYSIS of activity 2.1.</p> <p><b>Phase 2:</b> The students will be divided into groups of 5.</p> <p>1 player will be the goalkeeper, 1 player will shoot the penalty and the other 3 players will be the ones who have to distract the attacker.</p> <p>Each player will have his turn to play.</p> <p>Before the player shoots, he/she will be distracted by the other players behind the goal. They will shout at him all his weaknesses listed in the SWOT ANALYSIS which will distract him during his turn to play.</p> <p>This will put more pressure on the attacker so that he really takes the challenge seriously and makes him reflect on his weaknesses and limitations to the point where he becomes distracted and fails to shoot.</p> <p>For each player there are 3 shooting possibilities, but first all participants will have to shoot. The student then has time to reflect while waiting and process the thoughts until the next shot. The aim is for each student to discover their own limitations and to strive to overcome them through personal development in order to assess their abilities and qualities, consider their goals in life and set targets to realise and maximise their potential.</p> <p><b>Phase 3:</b> The teacher with the help of the worksheet should make the students reflect on how they felt during the activity, ask them what feelings they had and how during their 3 shots their perception of the tackle changed.</p>

## Activity for Skills Development - n°2: Stretching exercise & Constancy

<b>Type of activity</b>
Physical Activity
<b>Purpose/goal</b>
Using the benefits of stretching to learn constancy
<b>Group size / individual</b>
Individual
<b>Material/s needed</b>
Yoga Mat
<b>Estimated duration</b>
20 minutes all days
<b>Instructions</b>



**Phase 1:** Show your students this video on what consistency is before the start of the lesson: it is an introduction to what consistency is and its importance, and introduces stretching as an exercise to help students develop it.

[What is Consistency | Explained in 2 min](#)

Next the teacher will explain to his students the document below, which lists the benefits of stretching.

<https://docs.google.com/document/d/1lzBLdaaolsRpGCDqZDtDJB2x9Qd8s4sSvVUgrNPiHqU/e#heading=h.frzl4upq4629>

**Phase 2:** During this phase, the teacher will show some videos with examples of stretching exercises so that the students can replicate them to reach the final objective, the "Paschimottanasana" exercise.

[15 Min. Full Body Stretch | Daily Routine for Flexibility, Mobility & Relaxation | DAY 7](#)

[Full Body Stretch | Gentle Routine for Flexibility, Relaxation & Stress Relief | 30Min.Yoga inspired Total Body Stretch - Flexibility Exercises for the Entire Body](#)

The Paschimottanasana exercise must be done individually, it consists of a movement that extends the back of the body widely. The exercise includes the whole back from the head to the heels.

[Paschimottanasana \(Seated forward bend pose\) for Beginners Step by Step | | Learn Paschimottanasana](#)

There are several steps to achieve the figure:

1. The student sits on the mat with the legs stretched out in front and exhales deeply. Still continuing with breathing, he/she shifts his/her weight onto the right buttock and uses his/her hands to slightly open the left buttock outwards. Do the same on the opposite side.
2. During the exhalation, stretch out your hands and grasp your toes (if you can't, reach as far as you can, perhaps resting your hands on your ankles or even in your shins).
3. In the next inhalation stretch as far as possible using the upward breath. The back of your body should be slightly concave but initially it will not be, in fact it will feel like a small hump.
4. On the next exhalation bend forward to try and get your head to touch your knees. The bending should take place at pelvis level and not at waist level, in fact initially it should be the belly, then the chest and only at the end the head should touch the legs.
- 5 it is very important to use your breathing to relax. During the inhalation you stretch your upper body slightly, while during the exhalation you let go.

The goal is to remain in this position for 1 to 5 minutes or as long as you can.

6. Finally come out of the position with an inhalation.

Students repeat this exercise every day for a month to see how constant they will be.

**Phase 3:** The teacher with the help of the worksheet should make the students reflect on how they felt during the activity, ask them what feelings they had, if they were constant throughout the activity until they got a better result than the one they started.

#### **Extra tips, options or adaptations, checklists and so on.**

For beginners paschimottanasana variations with belt:

If you cannot reach your fingertips, you can bend your knees and place a bolster under them, or you can use a yoga belt as an extension between your hands and feet. Another variation is to place your hands on your ankles or shins.

You can place a yoga block, meditation cushion or even a bolster under the buttocks, which will help a lot.

## Activity for Skills Development - n°3: Group Juggle

<b>Type of activity</b>
Juggle Activity
<b>Purpose/goal</b>
To empower resilience the ability to become strong, healthy, or successful again after something bad happens
<b>Group size / individual</b>
Group
<b>Material/s needed</b>
8 to 10 objects that are easy to throw and catch.
<b>Estimated duration</b>
10 to 30 minutes
<b>Instructions</b>
<p><b>Phase 1:</b> Show your students this video about what resilience is and its importance before the lesson starts.</p> <p><a href="#">What Is Resilience?</a></p> <p><b>Phase 2:</b> All students should stand in a circle. The activity starts with the first student holding an object and his task is to throw it to a partner in the circle. When this student catches it, he/she will throw it to someone else in the circle who has not yet caught the object. This throwing and catching will continue until every person in the circle has caught and thrown the object and at the end it is thrown back to the first student.</p> <p>The students should try to remember who is throwing the object to them and to whom they are throwing it, as the activity will repeat the same throwing order.</p> <p>Allow the group to practise throwing the object in exactly the same sequence to familiarise themselves with the throwing order.</p> <p><b>Phase 3:</b> After the end of this activity, students have to answer some questions.</p> <p>How does it feel to "juggle" with an object? (Answers are likely to be: comfortable, easy, fun, etc.).</p> <p>What is something you have to juggle or deal with in your everyday life?</p> <p>Students should write the answers on a piece of tape and then stick the tape on top of an object.</p> <p>They must then answer another question: What else do we typically have to juggle in our lives? (Answers will mainly concern: school, homework, friends, sports teams, family commitments, school clubs, dating/relationships, etc.).</p> <p>They will also write their answers on different pieces of tape, and then stick them on other objects.</p>



**Phase 4:** After these steps, students should repeat the initial activity with more than one object, in order to make the activity more "realistic" and challenging. They start by throwing an object. Once they have thrown the first object, they will start throwing the next object, and continue until all objects are moving. The activity will typically become more chaotic and hectic and objects may fall. After a few minutes of juggling objects, stop the activity again and ask: How does it feel to play with all these objects? (Answers may include: more stressful, more difficult, more fun, etc.). How can we help ourselves and others to successfully juggle so many objects? Students then have to think and develop strategies and share ideas on how to be more successful.

**Phase 5:** Start juggling again. You can stop the activity when the team feels successful. End the activity by asking the students the questions from the worksheet.

#### Links / references

[https://www.sportanddev.org/sites/default/files/downloads/16\\_games\\_that\\_promote\\_conversations\\_about\\_resilience\\_2005\\_1.pdf](https://www.sportanddev.org/sites/default/files/downloads/16_games_that_promote_conversations_about_resilience_2005_1.pdf) page 12

## Activity for Skills Development - n°4: Comeback From Defeat

### Type of activity

Football Activity

### Purpose/goal

To be able to spot opportunities means to use one's imagination and abilities to identify opportunities for creating value.

### Group size / individual

Group

### Material/s needed

Ball, football door

### Estimated duration

30 minutes

### Instructions

**Phase 1:** Explain the document below to your students to introduce them to the importance of spotting opportunities and how to use them throughout their lives.

[Guidelines of Spotting Opportunities](#)

**Phase 2:** During this activity the students will be divided into two teams. They will play in a field of size 20m x 40m (for 4 against 4) or bigger if you have more players.

Team A plays in a minority with one (two) less players.

Team B plays in the majority with one (two) more players.

Team A starts with a 2-0 lead and Team B starts with a 0-2 remainder. with a 0-2 residual.

Two teams play against each other.



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, & the Commission cannot be held responsible for any use which may be made of the information contained therein.

The playing time is 10 minutes.  
 Team B must try to turn its loss into a win.  
 On the other hand, if Team B loses, they must take a penalty (knee bends, push-ups, also running, etc.).  
 Give both teams some time before starting the game.  
 the game. They must consider their tactics to win the game.  
 The aim of each team will be to be able to identify opportunities, then use their imagination and skills to identify opportunities and create value to win the game.  
**Phase 3:** Change roles after 10 minutes (now team A plays in the majority and team B plays in the minority).  
**Phase 4:** Get students to reflect on the activity using the final worksheet

#### Links / references

<https://www.sport-for-development.com/imglib/downloads/giz2016-en-manual-kicking-youth-competences.pdf> pag 37 pag 38

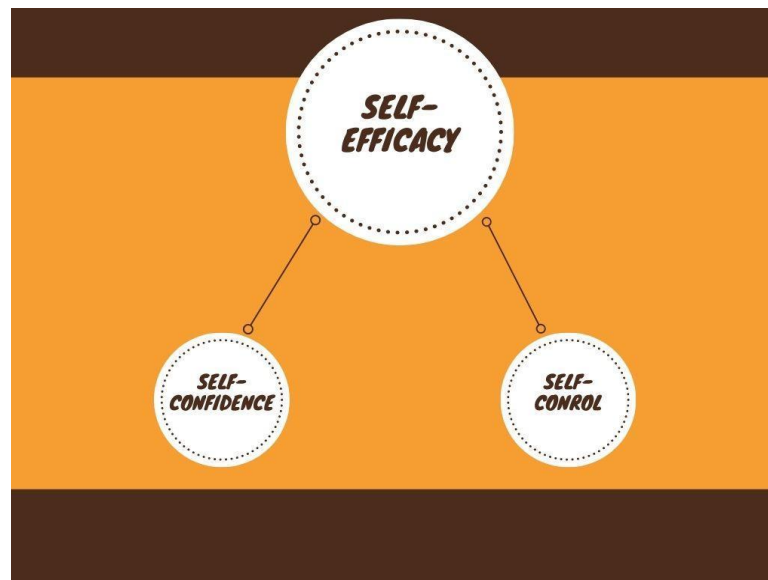
## Attitude

**Self efficacy** is commonly defined as the belief in one's capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These students will put forth a high degree of effort in order to meet their commitments, and attribute failure to things which are in their control, rather than blaming external factors. **Self-efficacious** students also recover quickly from setbacks, and ultimately are likely to achieve their personal goals. Students with low self-efficacy, on the other hand, believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. Thus, students with poor self-efficacy have low aspirations which may result in disappointing academic performances becoming part of a self-fulfilling feedback cycle.

Self-efficacy also develops through the development of two other skills:



**Self-confidence and self-control.** **Self-confidence** means believing in one's own abilities. It opens doors and encourages students to take risks, to express their creativity in class tasks and to invest in the work they produce at school. A self-confident child or adult is more likely to be optimistic and motivated and to have a 'can do' rather than a 'can't do' attitude towards



learning and education in the classroom.

On the other hand, a lack of confidence can affect the motivation needed to solve problems and dampen interest in new experiences.

**Self-control**, an aspect of inhibitory control, is the ability to regulate one's emotions, thoughts and behaviour in the face of temptations and impulses. It is an executive function. Self-control helps us manage motivational conflicts.

Self-control has three main parts:

- Monitoring**: consists of keeping track of one's thoughts, feelings and actions.
- Standards**: are guidelines that guide us towards desirable responses. Our standards come from society and culture.
- Strength**: refers to the energy we need to control our impulses.

## Activity for Attitude Development - n°1: Outsider gamer - playing football

Type of activity
Physical Activity
Purpose/goal
To discover and improve the Self-Efficacy

<b>Group size / individual</b>
Group
<b>Material/s needed</b>
Field sized 20m x 40m and a ball
<b>Estimated duration</b>
15 minutes for each game
<b>Instructions</b>
<p><b>Phase 1:</b> At the start of the lesson, show the students the video you find below; this video is an introduction to Self-Efficacy, which is the focus of the entire exercise.</p> <p><a href="#">What is Self-Efficacy   Explained in 2 min</a></p> <p><b>Phase 2:</b> That is a team-play game. Divide your students into teams of 4 people for each team or a bit bigger. Mark a field sized 20m x 40m. Two teams play against each other every time. For every team the teacher will choose one player as an “outsider”. All players know it! While playing the game, the outsider won’t be included. If the 'outsider' achieves to get the ball him/herself (by stealing it from the other team) he/she is allowed to dribble, pass, etc. The result will be that the outsiders of each will start cooperating to score the goal.</p> <p><b>Phase 3:</b> repeat the game with other teams and/or invert the outsider role, so that everyone (or most of them) can experience this situation.</p> <p><b>Phase 4:</b> At the end of the games, start a discussion with the students asking questions to the outsiders and the other players.</p> <p>Ask them some questions:</p> <ul style="list-style-type: none"> <li>• How did you feel to be excluded? And how when not? (Explain your feelings)</li> <li>• What feeling did you feel when you couldn’t catch the ball? What one when you could catch it?</li> <li>• What were your strong and weak points while playing? What’s your opportunities and threats? (Describe also the cooperation with the other outsider)</li> <li>• How did you react during the game? (Did you try to talk to your team-mates, etc.)</li> <li>• Only for the students, who didn’t experience the “outsider”, ask them how they felt being more capable.</li> </ul> <p>To close the debriefing time, compare this situation with other situations in life and at school, and encourage them to reflect on their Personal SWOT Analysis to find new solutions and improve their Self-Efficacy in a long-life learning perspective.</p>
<b>Links / references</b>
<a href="https://www.youtube.com/watch?v=xF60mBAkjcc">https://www.youtube.com/watch?v=xF60mBAkjcc</a>

## Activity for Attitude Development - n°2: One against Two - dribbling

<b>Type of activity</b>
Physical activity: football
<b>Purpose/goal</b>

To discover and improve the Self-Confidence and Self-Control
<b>Group size / individual</b>
Group
<b>Material/s needed</b>
Ball, Football Goal
<b>Estimated duration</b>
15 minuti
<b>Instructions</b>
<p><b>Phase 1:</b>At the start of the lesson, show the students the video you find below; this video is an introduction to Self-Control, which is the focus of the entire exercise.</p> <p><a href="#">What is Self-Control   Explained in 2 min</a></p> <p><b>Phase 2:</b>The class will be divided into groups of 3.</p> <p>1 player with the ball (striker) tries to pass against 2 defenders. The attacker tries to dribble with the ball at his feet over the goal line.</p> <p>The attacker has 3/4/5 attempts to pass the 2 defenders. The attacker will have some time after each round to think about how he can get past the next attempt.</p> <p>Depending on the strength of the attacker and the defenders, the coach has to decide whether to give the attacker an advantage to give him a chance of success.</p> <p>If the attacker has no chance of success, he will be frustrated and disappointed. success, he will be frustrated and disappointed.</p> <p><b>Phase 3:</b> repeat the game with other teams and/or invert the outsider role, so that everyone (or most of them) can experience this situation.</p> <p><b>Phase 4:</b>After the performance, ask each group to explain to the whole class the strategy they adopted and whether it was successful or not, and in any case how they can improve their performance. Also help with the worksheet to understand the emotions of each student and whether they have understood the concept of Self-confidence and Self-control.</p>



# WORKSHEETS

of the training package

**Entrepreneurial Competence Through Sport**  
**Module 1** - Learning through experience

Learning about *Knowledge*

**Activity 1: Experiential Learning: How We All Learn Naturally**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

Why is "to reflect" important while you learn?	Can you trace back the route of at least one skill you learnt through experiential learning, as it is shown in the video?	How does the progress in doing/learning something occur?	Have you ever taken the time to reflect on your mistakes, better understand your actions and change them correctly?	Do you think that experiential learning and sports are linked? Can you make some examples?
		Put in order the following actions: A) repetition (___) B) practice (___) C) understanding (___) D) reflection (___)		



## Entrepreneurial Competence Through Sport

### Module 1 - Learning through experience

## Learning about *Knowledge*

### Activity 2: The Tree Position

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

<p>Have you ever talked to yourself critically while trying something that you aren't sure about? If yes, what is the result of this kind of way-of-thinking in your life?</p>	<p>Do you think that if you are too strict with yourself it can help you improve yourself? If yes, what is the result of this kind of way-of-thinking in your life?</p>	<p>While doing this activity did you focus on yourself? What did you observe about yourself and your capabilities? Have you discovered something new about yourself?</p>	<p>Do you think this activity is a good practice for you to focus on yourself and understand your real capabilities? Please, make a concrete example of how this activity can help you in your daily-life.</p>

## Entrepreneurial Competence Through Sport

### Module 1 - Learning through experience

## Learning about *Knowledge*

### Activity 3: Headstand Yoga Pose

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

How was the whole process to achieve your goal? Are you capable of defining it per step and trial-and-error?	What do you think of the many practices you had to do to realize the headstand completely? Did you feel more stable and confident by practicing it more and more?	How did completing the headstand make you feel?	Are you still doubting you can achieve something? If yes, what can you change to change perspective in a more proactive way?	If you think that others are better than you? How can you improve yourself as well?	Do you think that practicing something more and more, is a positive attitude that you can transfer in other aspects of your life? If yes, which ones?
				Complete the following phrases: 1) Failure is _____ _____ 2) I can learn something new by _____ _____ 3) Take little steps in doing something new and _____	

## Entrepreneurial Competence Through Sport

### Module 1 - Learning through experience

Learning about *Knowledge*

### Activity 4: : Pranayama: Breathing Exercise

#### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

In what way are you dependent on the opinion of others? What can you do to become more independent?	Focusing on your breath, you have discovered something new about yourself. What? Other physical parts and/or feelings?	How can you use these breathing exercises to look better inside you to discover “who you are”? Do you feel more in control of yourself?	How do you think this activity impacts on improving your self-esteem and self-awareness?

## Entrepreneurial Competence Through Sport

### Module 1 - Learning through experience

## Learning about Skills

### Activity 1: Surya Namaskara (Sun Salutation)

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

Can you name one or two benefits generated after carrying out this activity that involve the memory process?	What kind of difficulties did you encounter while carrying out this activity? Have you solved it by adopting any tips related to your learning style? If yes, which ones?	How do you think your memorization process improved after doing this activity?	In the moments when you couldn't remember all the figures you had to do, how did you feel? Were you able to overcome this feeling or did you get stuck? Can you tell us about your experience?	How do you think your ability to remember has changed after this activity?	Do you think that the skill to memorize is important in your life? If yes, in which other aspects of your life?	Do you think that doing a practical activity can better motivate you to reinforce your skill of memorizing?

## Entrepreneurial Competence Through Sport

### Module 1 - Learning through experience

## Learning about Skills

### Activity 2: Basic Acro Yoga

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

How do you react after realising you have made a mistake or failure?	Every fall is a step towards success, not a failure. How did you notice this feeling during the activity?	How do you think your ability to handle failure has changed since the activity?	What do you think are the factors for which a failure can become an opportunity?	We have learnt that we have to look at failure in a positive light. After this activity, how do you deal with the fear of failure again?



## Entrepreneurial Competence Through Sport

### Module 1 - Learning through experience

## Learning about Skills

### Activity 3: Back-Bends with Objects

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

How do you think your level of problem solving is after this activity?	During the research of the object to carry out the activity what approach did you use? Did you manage to adapt to the situation?	How do you usually deal with an issue? How did this activity help you to behave differently?	What questions did you ask yourself when you were faced with the problem in the activity?

## Entrepreneurial Competence Through Sport

### Module 1 - Learning through experience

## Learning about Skills

### Activity 4: Penalty Points

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

What was your individual decision making process for choosing where to shoot your first 3 goals?	When you were shooting did you find yourself thinking of what might happen on your next try?	How was the decision making process done in the Evaluating and Creating phases as a group? For sure it was more complicated than the individual one. Please, list the advantages and disadvantages of the two processes.	What do you think you should improve as an individual to better make decisions in a group when it is needed?	Playing the “Penalty Points” activity, you have practised the “Higher Order Thinking” method. How can you think it can be useful for your future as a person and worker?

## Entrepreneurial Competence Through Sport

### Module 1 - Learning through experience

## Learning about *Attitude*

### Activity 1: Small Olympic Games

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

<p>Why is it important to be engaged in the team? Give at least one motivation related to the school environment and the other related to the job.</p>	<p>What do you think are the advantages and disadvantages of being engaged in a team? List at least 3 advantages and 3 disadvantages.</p>	<p>Reflecting on your strengths, describe your role and engagement in the team while executing the games.</p>	<p>By playing which game, have you felt to be more excluded? Explain why.</p>

## Entrepreneurial Competence Through Sport

### Module 1 - Learning through experience

Learning about *Attitude*

### Activity 2: Be a Teacher and Facilitator

#### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

In your team, how were tasks divided to motivate each team-mate? What criteria did you use to assign them?	What motivated you most to do your best in the activity?	Did you feel more motivated during the learning or teaching phase? Why?	Which skill did you most develop during the activity? Which is less? Explain why.	How would you apply the motivation you used in the game to your daily life?

**Entrepreneurial Competence Through Sport**  
**Module 2 – Managing Risk, Ambiguity, and Uncertainty**

Learning about *Knowledge*

**Activity 1: What is Risk, Ambiguity, and Uncertainty?**

**Post-Activity Reflection Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Can you describe as accurately as possible what a risk situation is?	Can you describe as accurately as possible what an ambiguous situation is?	Can you describe as accurately as possible what an uncertainty situation is?	Which are the differences between risk and uncertainty?	Describe a strategy that you can follow in order to effectively manage a risk or an ambiguous situation.



**Entrepreneurial Competence Through Sport**  
**Module 2 – Managing Risk, Ambiguity, and Uncertainty**

Learning about *knowledge*  
**Activity 2: Banana, Monkey and Tiger**

## Post-Activity Reflection Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

What does it mean for the leader of a team to have in mind the 'Long Term Perspective' of the solution of a problem or confrontation of an obstacle?	Is the Banana, Monkey and Tiger situation a mathematical problem?	The solution to the current problem is based on the human ability to analyse perspectives and the consequences of facts. Do you agree or not agree and why?	Which of the factors between a Banana, a Monkey, and a Tiger is the most difficult to manage?	Which of the following factors is the most crucial: the banana, the monkey, the boat, the tiger, the boat driver. Why ?

**Entrepreneurial Competence Through Sport**  
**Module 2 – Managing Risk, Ambiguity, and Uncertainty**

Learning about *Skills*  
**Activity 1: Movement to Create Space**

**Post-Activity Reflection Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

Please select the most right answer to the question: 'In order to solve a problem effectively, the leader must: a) be patient and have good public relations, b) be a decider and have previous experiences, c) be an accurate analyzer and able to use all the current resources	Does problem solving depend on an individual's ability or teamwork's cooperation?	Every problem has always a unique solution	Describe to other students the way to react to a problem in order to find the most adequate solution.	Does the problem-solving process include a plan B? In addition, why?

**Entrepreneurial Competence Through Sport**  
**Module 2 – Managing Risk, Ambiguity, and Uncertainty**

Learning about *Skills*  
**Activity 2: Risk Taking**

**Post-Activity Reflection Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Do the levels of risk that a person takes depend on his or her individual abilities and qualifications?	Describe the differences between a risk and an accident.	Could you refer to factors that influence a decision process toward finding a solution to a risk problem?	Under which situations, a risk-taking decision is higher?	Sport is an area in which risk could appear in many forms. If you agree, could you refer to a number of risks?

**Entrepreneurial Competence Through Sport**  
**Module 2 – Managing Risk, Ambiguity, and Uncertainty**

Learning about *Skills*  
**Activity 3: Two Games – One Result**

**Post-Activity Reflection Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

One crucial point in order to give an adequate solution is to know exactly and with detail the problem. Why?	Does the way under the other team is playing or confronting an obstacle could be appropriate for our team during a competition?	Which are the benefits of a debriefing session	Why is it important to have clarity on what the problem really is that has to be solved?	What is a strategy and who is responsible to select the appropriate?

**Entrepreneurial Competence Through Sport**  
**Module 2 – Managing Risk, Ambiguity, and Uncertainty**

Learning about *Attitude*  
**Activity 1: Resilience**

**Post-Activity Reflection Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Is adversity in sports inevitable?	When a player makes a mistake, is it a chance to improve her/his skills?	It is crucial for people to check their limits from time to time as exactly as the athletes do. Refer to what is a limit	Success is a process and a mindful one. Why?	If a player a student or an entrepreneurial avoid complexity, the risk situations, and any difficulties in life, could be sure that will lose the prospective for better performance or development



**Entrepreneurial Competence Through Sport**  
**Module 2 – Managing Risk, Ambiguity, and Uncertainty**

Learning about *Attitude*  
**Activity 2: Proactive**

### Post-Activity Reflection Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Why must a player be flexible?	Students must be proactive to confront changes in life as in sports. Why?	Does a sports team during a training period change the rules of the game? For which reasons could the coach do it?	Do the changes of the rules during a training period develop the skills and the perception of the players?	Could you compare the changes in the rules at sports with the changes in the market? Which are the changes in the marketplace that influence the everyday economical process and people's lives?

## Entrepreneurial Competence Through Sport

### Module 3 - Creativity

Learning about *knowledge*

### Activity 1: Warm up your body

#### Post-Activity Reflection Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Can you explain how you used cross-curricular knowledge in this activity?	Did cross-curricular knowledge help you to be more creative? Did it help you to generate more ideas?	Did you have a hard time making connections between seemingly different sports? Could you elaborate what influenced your thinking process? (e.g personal experience, favourite sport etc.)	Do cross-curricular knowledge and ability to make connections help people to become more creative? If you think it's true, could you elaborate on the idea?



**Entrepreneurial Competence Through Sport**  
**Module 3 - Creativity**

Learning about *Knowledge*  
**Activity 3: Kick or Hit**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Can you explain how and where you used diverse thinking in this activity?	During the game, do you think that the possibility of hitting the ball by whatever part of your body helped or hurt your creativity?	During the game, did you have a difficult time hitting the ball and thinking creatively at the same time?	During the game, did you think about hitting the ball in a manner which ensures tactical advantage over your opponent?	Does diverse thinking help people to become more creative? If you think it's true, could you elaborate on the idea?

**Entrepreneurial Competence Through Sport**  
**Module 3 -Creativity**

Learning about *Skills*  
**Activity 1: Caterpillar Race**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Did you have a difficult time creating various solutions? What were you thinking about before generating ideas?	Now, when you had time to think about it, what would you have done differently?	Did this exercise have a positive impact on you and your imaginative thinking? If yes, could you elaborate?	Does working in a group make it easier to generate ideas or did you have a hard time to make an agreement within a group?	Have you improved your communication skills during this exercise? If you agree, could you elaborate?



**Entrepreneurial Competence Through Sport**  
**Module 3 - Creativity**

Learning about *Skills*  
**Activity 2: Fisher's Net**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Do you think that this exercise had a positive impact on your observation skills? If you agree, could you elaborate?	Now when you have watched the video and played the game, will you be more aware of certain things in your environment ?	Do you think that planning ahead before any task based on observation increases likelihood of success? If you agree, could you elaborate?	In your opinion, was cooperation of the tagging team one of the essential factors of their success?

**Entrepreneurial Competence Through Sport**  
**Module 3 - Creativity**

Learning about *Skills*  
**Activity 3: Mat race**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Did the given activity have an impact on your problem solving skills? If you agree, could you elaborate?	Did you recognise all stages of creative problem solving within the exercise? Can you say which one was the most difficult?	Did working in a group help you to generate more ideas or was it otherwise? Did you feel more motivated within the group or would you rather work alone?	Did you have a harder time with generating ideas or narrowing them down?	In general, do you think that cooperation and communication skills are important for group work? If you agree, could you elaborate?

**Entrepreneurial Competence Through Sport**  
**Module 3 - Creativity**

Learning about *Attitude*  
**Activity 1: Catch & Throw and Risk!**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Did you take calculated risk and try to score 2 points? What did you think and take into consideration before throwing the ball?	Did you think about positioning of opponents before throwing the ball?	Now, after the game, would you have done some moves/ throws differently and would you take a riskier path now?	Have you grasped the concept of a venturesome approach and will you consider taking more calculated risks in your future endeavours?

**Entrepreneurial Competence Through Sport**  
**Module 3 - Creativity**

Learning about *Attitude*  
**Activity 2: Crab Relay**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Does working and playing for a team have any effect on your motivation? If so, could you elaborate?	Would you make the same effort (or even greater) if you would have competed just for yourself? Or on the contrary?	Which motivation is more important according to you? Intrinsic or extrinsic? Could you elaborate?	How did your team manage handoffs? Were you able to create a satisfying solution? Or would you proceed differently now?

**Entrepreneurial Competence Through Sport**  
**Module 4 - Taking the Initiative**

Learning about *Knowledge*  
**Activity 1: Motivation Laps**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

What motivated you during the activity?	Were you more motivated when you had to run by yourself or when you were part of a team?	Were you more motivated when you found out your individual points counted towards the points of your team. Why?	Can you identify the internal rewards you thought gaining from your actions (the personal ones) and the external ones (the ones that affect others)?



**Entrepreneurial Competence Through Sport**  
**Module 4 - Taking the Initiative**

Learning about *Knowledge*  
**Activity 2: Empathy Race**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

<b>When you were giving directions:</b> What was your strategy while directing your partner? Did you try to put yourself in the shoes of your partner and try to understand how it feels to not see?	Do you think you used empathy while directing your team partner? Did you find it difficult?	<b>When you were blindfolded:</b> Do you feel like your partner gave clear instructions to you? Do you think your partner took enough into consideration your situation (of not being able to see) and the challenges that you had?	What would you have liked your partner to do differently to be of better help to you?	Do you think we need empathy to take the initiative to help others?

**Entrepreneurial Competence Through Sport**  
**Module 4 - Taking the Initiative**

Learning about *Knowledge*  
**Activity 3: The Looking Ball**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

What difference did you notice between the first and second exercise? Do you believe the team was more successful in the second exercise and why?	How did you feel when you were picked to catch the ball (under pressure of dropping the ball, happy to be picked, satisfied)?	How did you feel when you were not picked to catch the ball?	When you chose someone to throw the ball at, what were the reasons (was it based on strategy (the person was well placed), based on your own feelings (you like that person), or on your interpretation of the other person's feelings (you felt like the person wanted the ball, or was ready to catch it))?	How do you think using your emotional intelligence helped understand who was the right person to throw the ball at and guided you to take the initiative to throw the ball at that person?

## Entrepreneurial Competence Through Sport

### Module 4 - Taking the Initiative

## Learning about Skills

### Activity 1: Crocodile Island

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Do you think you used anticipation and critical skills during the game? How	Did you take the initiative to collect more rafts for you and your team? If yes, why? If not, why?	How do you think being able to anticipate is related to taking the initiative?	Can you think of other circumstances or situations in which anticipating an action is useful?	Do you find it hard to anticipate? If so, how do you think you can work on it?

**Entrepreneurial Competence Through Sport**  
**Module 4 - Taking the Initiative**

Learning about *Skills*  
**Activity 2: Obstacle Course**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

To overcome the obstacles, did you participate in giving ideas/solutions, and/or in making decisions and choices? Explain how.	Do you think leadership is important to be able to make decisions? Why?	Do you find it difficult or relatively natural for you to make decisions? Do you usually express your decisions to others easily or do you keep them in your mind unconsciously? Why?	Do you like solving problems? Are you more comfortable in solving mental problems (that require more logic and rationality) or physical problems (that require physical strength and understanding of the physical environment)?	How do you think decision making and problem solving are part of the action of taking initiatives?

## Entrepreneurial Competence Through Sport

### Module 4 - Taking the Initiative

## Learning about Skills

### Activity 3: Strategic Planning

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Do you find it easy for you to make a strategy? Explain your strategy process.	In what way critical and creative thinking help taking initiatives?	In what way critical and creative thinking help taking initiatives?





**Entrepreneurial Competence Through Sport**  
**Module 4 - Taking the Initiative**

Learning about *Attitude*  
**Activity 2: Choreograph Me**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Do you enjoy creating things for yourself and for others? Why?	Describe the positive feelings you had while you were teaching the choreography to the other group.	Teaching something to someone requires self-confidence, do you think self-confidence is an important skill? Why?	Being taught from someone else requires the person to be reliable. Do you think the group that taught you the choreography did it well?	How do you think self-confidence and reliability play a role in taking initiatives?

## Entrepreneurial Competence Through Sport

### Module 4 - Taking the Initiative

Learning about *Attitude*

### Activity 3: What is Ambition?

#### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

In this activity, you were asked to elaborate a clear plan of actions in order to achieve your goals. Was it difficult for you to think of goals and to make a plan? Why?	Do you think it is important to have ambition in all the things you do, even in the small ones of your daily life?	How do you think having ambition can help you in your life?	Do you think having ambition is important to take initiatives? Why?

## Entrepreneurial Competence Through Sport

### Module 4 - Self-Awareness and Self-Efficacy

Learning about *Knowledge*

### Activity 1: Personal SWOT Analysis

#### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

After doing the activity, did you understand your strengths and weaknesses? Make a list and explain how you identified it.	After identifying your strengths and weaknesses, how are you going to turn them into opportunities?	In your opinion, which of your weaknesses could stop you from achieving your goals? Do you think they could cause you problems in the future? How?	After learning how SWOT analysis works, how do you plan to use it in your daily life or future work?

## Entrepreneurial Competence Through Sport

### Module 4 - Self-Awareness and Self-Efficacy

## Learning about *Knowledge*

### Activity 2: Mindful Walking

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

How was your state of mind before the activity? Did your emotions and feelings change after the activity? Explain what you felt	Did you focus on yourself while doing this activity? Do you think this activity is a good practice to understand your real emotions?	Please give a concrete example of how this activity can help you in your daily life.	Do you think you have learnt something new about yourself? Are you more aware of your weaknesses and strengths? Explain why

## Entrepreneurial Competence Through Sport

### Module 4 - Self-Awareness and Self-Efficacy

Learning about *Knowledge*

### Activity 3: Sport 4 All

#### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Do you feel changed since the first day you started the activity? Do you feel that you have experienced new sensations and emotions and learned new values?	When and how did you feel hindered? How do you plan to overcome your weaknesses?	What thoughts have you developed to help you overcome challenges and reach your goal?	Do you think that this challenge you faced is fundamental to understanding some values in your future life? Explain how.

## Entrepreneurial Competence Through Sport

### Module 4 - Self-Awareness and Self-Efficacy

## Learning about Skills

### Activity 1: Distraction Penalty

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

How did you feel when the other players started their distraction? What did you think at that moment?	What gave you the strength to succeed in the game?	How did your perception change during the 3 goals? Did you feel better at the end of the game?	What would you have done if you had found yourself in such a situation in real life?



## Entrepreneurial Competence Through Sport

### Module 4 - Self-Awareness and Self-Efficacy

## Learning about Skills

### Activity 2: Stretching Exercise and Constancy

#### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

Did you succeed in achieving the objective of the activity? Did you maintain consistency during the whole period? Have you ever missed a day of training? Why?	During the course of the activity, did you think about giving up and not continuing? Explain why.	Do you think that constancy and motivation are related? Explain why.	Do you think this activity has been helpful in teaching you to be constant with yourself and to make a commitment to the future? How?

**Entrepreneurial Competence Through Sport**  
**Module 4 - Self-Awareness and Self-Efficacy**

Learning about *Skills*  
**Activity 3: Group Juggle**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

What strategies did you use to improve your skills in juggling all of these objects?	What strategies did you use to improve your skills in juggling all of these objects?	What happened during the activity when someone dropped the ball? Dropping the ball can be considered as making a mistake. In your life, is it okay to make mistakes? What are some good ways to react when we make a mistake?	What can we learn from this activity that can help us to be less anxious if we feel overwhelmed or stressed?

## Entrepreneurial Competence Through Sport

### Module 4 - Self-Awareness and Self-Efficacy

## Learning about Skills

### Activity 4: Comeback from Defeat

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

How did you feel during the match? Did you think you could overturn the final result?	What was your consideration/tactic for the game?	Why did you see a chance to win the match? Explain! (i.e Believe in my teammates and myself).	In which disadvantageous situation did you feel most comfortable? Why?

**Entrepreneurial Competence Through Sport**  
**Module 4 - Self-Awareness and Self-Efficacy**

Learning about *Attitude*  
**Activity 1: Outsider Gamer - Football**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

What do you think is the most difficult role in this activity, the outsider or the player in the team? Why?	After a detailed analysis of your self-efficacy, do you think it is easy for you to achieve your goals? Can you get what you want even in difficult situations?	In any role you played, what was your strategy? Was it successful? Explain why	How would you use your self-efficacy during your daily life or at work/school?

**Entrepreneurial Competence Through Sport**  
**Module 4 - Self-Awareness and Self-Efficacy**

Learning about *Attitude*  
**Activity 2: One Against Two - Dribbling**

**Post-Activity Sharing Time**

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyse them. You can write or draw your answers.

How did you feel with this disadvantage? How did you feel when you did not succeed?	What gave you the confidence that you tried this challenge?	Was there a point when you were frustrated? How did you react then?	What did you need to go on? (i.e. Someone who gives you hope and tells you not to give up.)





## Entrepreneurial Competence Through Sport

### Module 5 -Self-awareness and self-efficacy

#### Learning about *Knowledge* - 2.1 Activity 1

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

After doing the activity, did you understand your strengths and weaknesses? Make a list and explain how you identified it.	After identifying your strengths and weaknesses, how are you going to turn them into opportunities?	In your opinion, which of your weaknesses could stop you from achieving your goals? Do you think they could cause you problems in the future? How?	After learning how SWOT analysis works, how do you plan to use it in your daily life or future work?
--	---	--	--

--	--	--	--

## Entrepreneurial Competence Through Sport

### Module 5 -Self-awareness and self-efficacy

#### Learning about *Knowledge* - 2.2 Activity 2

2

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

How was your state of mind before the activity? Did your emotions and feelings change after the activity? Explain what you felt	Did you focus on yourself while doing this activity? Do you think this activity is a good practice to understand your real emotions?	Please give a concrete example of how this activity can help you in your daily life.	Do you think you have learnt something new about yourself? Are you more aware of your weaknesses and strengths? Explain why
---	--	--	---

--	--	--	--

## Entrepreneurial Competence Through Sport

### Module 5 -Self-awareness and self-efficacy

#### Learning about *Knowledge* - 2.3 Activity 3

2

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

Do you feel changed since the first day you started the activity? Do you feel that you have experienced new sensations and emotions and learned new values?	When and how did you feel hindered? How do you plan to overcome your weaknesses?	What thoughts have you developed to help you overcome challenges and reach your goal?	Do you think that this challenge you faced is fundamental to understanding some values in your future life? Explain how
--	--	---	---

--	--	--	--



## Entrepreneurial Competence Through Sport



### Module 5 -Self-awareness and self-efficacy

#### Learning about *Skills* - 3.1 Activity 1

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

How did you feel when the other players started their distraction? What did you think at that moment?	What gave you the strength to succeed in the game?	How did your perception change during the 3 goals? Did you feel better at the end of the game?	What would you have done if you had found yourself in such a situation in real life?
---	--	--	--

--	--	--	--

## Entrepreneurial Competence Through Sport



### Module 5 -Self-awareness and self-efficacy

#### Learning about *Skills* - 3.2 *Activity 2*

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

Did you succeed in achieving the objective of the activity? Did you maintain consistency during the whole period? Have you ever missed a day of training? Why?	During the course of the activity, did you think about giving up and not continuing? Explain why.	Do you think that constancy and motivation are related? Explain why.	Do you think this activity has been helpful in teaching you to be constant with yourself and to make a commitment to the future? How?
--	---	--	---

--	--	--	--

## Entrepreneurial Competence Through Sport



### Module 5 -Self-awareness and self-efficacy

#### Learning about *Skills* - 3.3 Activity 3

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

What strategies did you use to improve your skills in juggling all of these objects?	What strategies did you use to improve your skills in juggling all of these objects?	What happened during the activity when someone dropped the ball? Dropping the ball can be considered as making a mistake. In your life, is it okay to make mistakes? What are some good ways to react when we make a mistake?	What can we learn from this activity that can help us to be less anxious if we feel overwhelmed or stressed?
--	--	--	--

--	--	--	--



## Entrepreneurial Competence Through Sport



### Module 5 -Self-awareness and self-efficacy

#### Learning about Skills - 3.4 Activity 4

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

How did you feel during the match? Did you think you could overturn the final result?	What was your consideration/tactic for the game?	Why did you see a chance to win the match? Explain! (i.e Believe in my teammates and myself).	In which disadvantageous situation did you feel most comfortable? Why?
---	--	--	--

--	--	--	--

## Entrepreneurial Competence Through Sport

### Module 5 -Self-awareness and self-efficacy

#### Learning about *Knowledge* – 4.1 Activity 1

2

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

What do you think is the most difficult role in this activity, the outsider or the player in the team? Why?	After a detailed analysis of your self-efficacy, do you think it is easy for you to achieve your goals? Can you get what you want even in difficult situations?	In any role you played, what was your strategy? Was it successful? Explain why	How would you use your self-efficacy during your daily life or at work/school?
---	---	--	--

--	--	--	--

## Entrepreneurial Competence Through Sport



### Module 5 -Self-awareness and self-efficacy

#### Learning about *Attitude* - 4.2 Activity 2

### Post-Activity Sharing Time

Now that you have accomplished the activity, it is time to reflect on what you have experienced and to draw lessons from it. Can you recognize the competence and skills that you have used during the activity? These questions will help you analyze them. You can write or draw your answers.

How did you feel with this disadvantage?How did you feel when you did not succeed?	What gave you the confidence that you tried this challenge?	Was there a point when you have been frustrated? How did you react then?	What did you need to go on? (i.e. Someone who gives you hope and tells you not to give up.)
--	---	--	---

--	--	--	--