



Project Number: 557089 EPP1-2014-IT-SPO-SCP

HOW TO PROMOTE LESS POPULAR SPORTS

A Toolkit for Physical Education Teacher

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Introduction

- **The background** gives wide information about sport disciplines in the context of sports practised at school (PE lessons and extracurricular activities). It also gives examples of sports activities and provides useful general tips on planning and organising sports activities as well as making the best use of physical activity facilities.
- **Cooperation with other subject teachers** supports the cross-curricular integration of lessons. It encourages teachers to work together by providing useful tips and links as to how to integrate physical movement into various subject areas: languages, arts, geography, history, math, science and social studies.
- **Communication with parents** shows the role that good communication between parents and teachers has in pupils' development and offers guidelines on how to involve parents in PE activities.
- **The exchange of knowledge and experiences with other trainers and PE** gives PE teachers valuable information on how to interact and share ideas about education, classroom management and teaching strategies.
- **Using the ICT tools for promotion of the new sports in and outside school** features lots of tips and information on how to integrate technology into PE programme.
- **School sport clubs and fan clubs in the field of less popular sports** provides teachers and parents with knowledge concerning students' participation in school sport and fan clubs, analysing its pros and cons and giving the useful guidelines and tips to the coaches.
- **School and regional competitions on the minority sports** supports PE teachers in educational process in terms of preparing students to participate in sport competitions with compliance of the fair play spirit.
- **Inclusive sports and activities in PE teachers' practice** gives PE teachers valuable information and provides the variety of teaching resources concerning the area of inclusion of school community through sport and physical activities.
- **Improving teacher competences for professional development** complements the toolkit with the essential element of every teacher's work: the continuing professional development which enables to extend knowledge, acquire new innovative methods and teaching skills, necessary for an effective education.
- **Sports and physical activities in a medical context** highlights great possibilities of PE in the field of preventing diseases and many therapy activities, providing inspiration for PE teachers to include activities aimed at specific groups of students.



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The background – wide information about sport disciplines in the context of sports practised at school (PE lessons and extracurricular activities)

The first step provides background information on sports and games in the school context, as they are practised during PE classes or extracurricular activities. The main aim of this step is to raise teachers' awareness about a wide range of sports and games, traditional or recent, which are played in Europe. It provides useful information collected through discussions and interviews with teachers, parents and students from a range of schools: mainstream schools, special schools or inclusive schools. Investigations also take into consideration students' preferences in terms of sports as opposed to school reality, what schools have on offer. PE teachers will find interesting information from web search or European project findings, also available on websites.

Learning Objective

The learning objective of this step is to raise teachers' awareness about a wide range of sports and games, traditional or recent, which are played in Europe.

Online resources

● [Recall: Games of the Past – Sports for Today Project EAC/S03/2013/057](#)

Beneficiary: The Association For International Sport for All (TAFISA), based in Germany
Partners from 9 Member States represented in the network: DE, FI, FR, HU, IE, IT, LU, PL, PT.
40 traditional sports and games that are suitable to be reintroduced to children and youth have been collected from all over Europe and feed an online TSG database that is open to TAFISA members and the public. The research will continue and next steps include the collection of TSG from other continents.

● [European Medieval Sports and Street Games Network \(Ga.M.E.S.Net\)" Project EAC/S03/2013/046](#)

Development of European cultural diversity through the promotion and protection of the traditional sports and games from 8 countries represented in the network: BG, CZ, DE, ES, FR, IT, MT, PT.

● [The Ga.M.E.S.Net project](#)

The project originates from the desire to exchange information and good practice and to compare the models /standards of good practice regarding the awareness and promotion of the traditional sports and games among European subjects and entities at various levels. It focuses in particular on the historical and cultural common origins of the traditional sports and games in Europe, representing a fundamental part of the intangible territorial heritage and an important symbol of the cultural diversity of our societies.

● [Daily physical activity](#)

It offers guidelines on how to organize sports activities inside and outside school (examples of such activities), how to link to sports activities to seasonal Topics and local/ national Events.

● [Daily Physical Activity in Schools – Grades 7 to 8](#)

The guide gives examples of sports activities and provides useful general tips on planning organizing sports activities as well as making the best use of physical activity facilities.

● [The children's sport participation and physical activity study](#)

It was a cross-sectional study that used self-report surveys, objective measures of physical activity and qualitative interviews to assess participation in physical activity, physical education, extra-curricular and extra-school sport among 10-18 year olds.

● [Evidence on physical education and sport in schools](#)

This evidence note reports domestic and international evidence on physical PE and sport in primary and secondary schools in UK (sports children participate in in primary schools and secondary schools.)

● [Physical Education and Sport at School in Europe](#)





Chapter 2 aims to examine the curriculum, including its national aims, learning outcomes, activities specified in the central curriculum and steering documents, and exemptions from physical education.

- [Evidence on physical education and sport in schools](#)

This evidence note reports domestic and international evidence on physical PE and sport in primary and secondary schools in UK (sports children participate in in primary schools and secondary schools.)

- [TeAch-nology.com](#)

TeAchnology provides free and easy to use resources for teachers dedicated to improving the education of today's generation of students. It features 46,000+ lesson plans, 10,200 free printable worksheets, rubrics, teaching tips, worksheet makers, web quests, math worksheets, and thousands of other great teacher resources.





Cooperation with other subject teachers

The second step highlights the role that sport plays in our lives. Physical activity is vital to the holistic development of young people, fostering their physical, intellectual, social and emotional health. The benefits of sport go beyond the duration of a class at school. Sports play a great role in advancing education and in enhancing knowledge. This step provides useful tips and links as to how to integrate physical movement into various subject areas: language arts, math, science, ICT, music, literature, history, geography and social studies. You will get familiar with ways PE teachers cooperate with other colleagues for the benefit of their students. For example, PE teachers collaborate with their colleagues, teachers of Geography, when organizing and managing orientation games (establishing the itinerary and tasks).

PE teachers collaborate with their colleagues, teachers of Biology in order to organize themed outings (guided tours: observing plants that grow in the woods, bird watching etc.)

They also collaborate with teachers of the Literature and History in order to organize trips on history or literary topics.

They also collaborate with IT, Music and Art teachers when promoting and advertising sport events and their results or advertising best practice examples and creating networks.

The aim is to find the ways of benefitting from their knowledge and possibilities

Learning Objective

The learning objective of this step is to raise PE teachers' awareness about the role that physical education plays in our life and enable them to integrate physical movement into various subject areas: language arts, math, science, ICT, music, literature, history, geography and social studies, with the help of their colleagues.

Online resources

- [Daily physical activity: a handbook for grades 1–9 schools](#)

It offers guidelines on how to link to sports activities to seasonal topics and local/ national events, examples of cross curricular approaches (mathematics, science, art, music, literature, social studies).

- [PAPE toolkit](#)

The toolkit supports the cross-curricular integration of lessons which will help students to see connections among the subject areas and provide opportunities for teachers to work together by providing useful tips and links as to how to integrate physical movement into various subject areas: language arts, math, science and social studies

Brain Breaks: www.emc.cmich.edu/BrainBreaks;

Energizers: www.ncpe4me.com/energizers.html;

Take Ten: www.take10.net.

- [The children's sport participation and physical activity study](#)

CSPPA was a cross-sectional study that used self-report surveys, objective measures of physical activity and qualitative interviews to assess participation in physical activity, physical education, extra-curricular and extra-school sport among 10-18 year olds.

- [The ABCs of PE: Teaching Across the Curriculum](#)

Steve Shelton, Jon Poole, Anna DeVito

The article presents the cross-curricular approach which includes the involvement of other core curriculum subjects such as reading, science, and mathematics into physical education classes.





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- **[Marques, A.; Holzweg, M.; Scheuer, C.; Repond, R.; Correia, C.; Espírito Santo, R.; Onofre, M., Extracurricular sports in European schools: A descriptive study,](#)**

This study aimed to describe sports extracurricular activities in European schools (examples, the required qualifications for the instructors; how they are timetabled throughout the year).

- **[Physical Education and Sport at School in Europe](#)**

Chapter 6 focuses on extracurricular physical activities and sports and provides many examples of good practice, and show how the scope of physical activities may be extended beyond the practice of compulsory physical education.



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Communication with parents

This step supports the idea that pupils do better in school when parents become involved in school activities and there is good communication between teachers and parents. PE teachers will learn about a range of ways that parents and teachers can communicate with each other. Establishing close communication with parents will help PE teachers better understand their pupils, and, as a result, better support them.

Parents are a great ally in our efforts to promote youth physical activity. PE teachers will get familiar with several ways of reaching and getting parents involved in PE classes and activities through thoughtful fliers, newsletters, emails and feedback to promote school programs. Parents' involvement varies from giving their consent to their offspring's participation in competitions to attending school sports events or participating in sports activities organized by schools. Parents play a vital role in the health of their children and can strongly influence the choices they make at school. Making good choices regarding physical activity leads to improved student health — and healthier students are better learners. Other ideas include recruiting parents to volunteer at sports events or to just have them visit a physical education lesson and participate with their children. These strategies allow PE teachers to promote physical education during school and outside of school with the adults who are most influential in the lives of youth.

Learning Objective

The learning objective of this step is to provide a range of ways that parents and teachers can communicate with each other.

Online resources

[Physical Education Outline](#)

This site presents a set of rules and regulations children have to observe during PE classes and which parents have to read and sign.

[Daily physical activity](#)

It offers guidelines on how to involve Parents/Guardians and the Community (also samples of letters of invitation etc).

[PAPE toolkit](#)

The Physical Education and Physical Activity Toolkit was developed and designed to assist schools and communities in taking an active role in making positive changes necessary to incorporate physically active lifestyles supporting student health and student achievement.

[Developmentally Appropriate Physical Education Practices For Children](#)

This document is written for teachers, parents, school administrators, policy makers, and other individuals who are responsible for the physical education of children. It is intended to provide specific guidelines that will help them recognize practices that are in the best interests of children and those that are harmful (inappropriate).



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The exchange of knowledge and experiences with other trainers and PE teachers

Step 4 highlights the role played by the exchange of knowledge and experiences with other trainers and PE teachers in a PE teacher's personal and professional development. PE teachers will learn about several ways the PE teachers exchange knowledge and experiences with other trainers and PE teachers locally, nationally and even internationally such as:

- European projects.
- mass media: Local and national TV stations, newspapers
- on-line blogs, PE teachers nets and forums.
- Facebook seems to have a special place as it be the most popular way of inviting schools to participate in sport events, of promoting school events and their results (e.g. publishing a recent event)
- school websites

This step aims at helping PE teachers:

- Gain practical experience in recreation and sports fields.
- integrate and apply the theories and knowledge learned to real life experience.
- develop self-confidence, social and communication skills.
- discover their strengths and weaknesses
- discover ways of turning their weaknesses into strengths
- access interesting resource

Learning Objective

The learning objective of this step is to highlight the role played by the exchange of knowledge and experiences with other trainers and PE teachers in a PE teacher's personal and professional development and, also to provide ways the PE teachers can exchange knowledge and experiences locally, nationally and even internationally.

Online resources

[Journals for Physical Education and Sport](#)

It is a useful site where teachers of PE all over the world can publish their articles related to their teaching experience.

[European Physical Education Association](#)

The clearly structured website provides useful information about projects, publications, meetings and membership.

[Physical Activity](#)

A site with useful articles on physical education written by PE teachers (a practical guide for facilitators of after-school physical activity, a practical guide for facilitators of after-school physical activity, benefits of active outdoor play etc.)

[Live Outside the Box](#)

Information contained relates to nutrition and physical activity. There are also guidelines on the conduct of sport, physical activity and nutrition education as part of the personal development, health and physical education curriculum.

[A to Z Teacher Stuff](#)

Discussion forums for teachers to interact and share ideas about education, classroom management, teaching strategies.

[Teacher Discussion Forums](#)

Activities and Games Forum for discussing activities and games which work well in the classroom.





● [The teacher's corner](#)

Get help from, and collaborate with other teachers in multiple teacher forums. The forum is for teachers to share ideas including lessons, equipment, pictures, etc.

● [Pinterest.com](#)

It offers interesting and useful resources for PE teachers.

● [Facebook page: European Physical Education Association](#)

It offers opportunities for physical education organizations, schools and individuals to promote sport events and achievements.

● [Facebook page: Paraplegic Olympics](#)

It offers opportunities for physical education organizations, schools and individuals to promote sport events and achievements.





Using the ICT tools for promotion of the new sports in and outside school

It is common belief nowadays that ICT has a good effect on the teaching and learning of PE. This step aims at familiarizing PE teachers with common applications, such as email, Word, and Excel for everyday administration, as well as Power Point and video analysis which are getting more and more popular as tools for teaching, and considered to be the principal ICT components of PE. This step will provide you with examples of ICT applications that can be used in physical education and valuable information on how to use them.

PE teachers will find valuable tips on how to:

- use/ create blogs, access forums and websites, publish info, photos and videos;
- learn from other schools' experience (most schools have websites where they post information, presentations and photos on their activities),
- search the internet for information, make on-line contacts
- utilize ICT tools in teaching (webquest, gamification, podcasts, use mobile phones and interactive boards)

Learning Objective

The learning objective of this step is to familiarize PE teachers with common applications, such as email, Word, and Excel as well as Power Point and video analysis and to provide valuable information on how to use them in physical education.

Online resources

- [Andrew Thomas, What we are really doing with ICT in physical education: A national audit of equipment, use, teacher attitudes, support, and training](#)

This paper reports on the results from a detailed national audit of information communication technology (ICT) in physical education (PE), examining attitudes, training, numbers of pieces of equipment and hardware owned, and its employment and use in the UK.

- [ICT applications](#)

The paper gives examples of ICT applications that can be used in physical education and valuable information on how to use them.

- [BSF Guidance: Transforming PE and Sport in school using ICT](#)

The purpose of this guide is to help local authorities and schools prepare for the challenge of integrating ICT into their PE and sports classes. The guide also includes case studies showing examples of the use of ICT in PE and School Sport which are in use today and which give teachers and other educators the opportunity to engage with pupils and help them participate and learn in new ways.

- [Using Technology in Physical Education](#)

PELINKS4U, the weekly newsletter focuses on how to integrate technology into physical education.

- [Using Technology in K-12 Physical Education Newsletter](#)

The newsletter features lots of tips and information on how to integrate technology into PE program.

- [Andrew Thomas and Gareth Stratton, What we are really doing with ICT in physical education: a national audit of equipment, use, teacher attitudes, support, and training](#)

This paper reports on the results from a detailed national audit of information communication technology (ICT) in physical education (PE), examining attitudes, training, numbers of pieces of equipment and hardware owned, and its employment and use in six types of schools, and four types of specialist college.





School sport clubs and fan clubs in the field of less popular sports

The effective way to introduce to school a new sport discipline, sustain the interest among school community and assure the practice of that discipline is to establish a school sport club or fan club. Regular trainings, spectacular games accompanying the important school events and inter school competitions ensure the promotion of the new sport disciplines.

A club has many different possibilities to use the ICT tools (social media, own webpage, networks, forums etc.) which aim at promoting its activities and making international contacts with other clubs. The mutual support and exchange of experience as well as competing with other clubs of the same sport discipline entail travelling to new and interesting locations. The international contacts allow to reflect on the chosen sport discipline set in particular cultural context, thus contributing to development of students' multicultural competence.

Besides, students' clubs organized in the framework of after school activities provide the alternative way of spending free time in a way that influences positively the students' educational process, contributing to both acquisition of the ethical values connected with sport competition, and shaping an active healthy lifestyle. Sport clubs can help students develop important social skills such as good citizenship, positive peer relations (facilitates making friends) and respect for authority through learning to interact not only with their peers, but also with their supervisors like their coaches and other sports officials. The membership of a child in a sport club usually makes parents engage in school sport events which enhance family integration.

The autonomy of the club as an independent subject enables to apply for the funds necessary for the equipment and expenditures connected with the organization of sporting events

Learning Objective

The learning objective of this topic is to gain knowledge about pros and cons of school sports and fan clubs in the context of promotion of less popular sports. Besides, the aim is to acquire practical skills of a sports coach running a school club e.g. to recognize students' needs, analyze threats and effectively cooperate with parents.

Online resources

- [20 Ways to Prepare Young Athletes for Success in Sports and in Life](#)
An article aimed at parents (very useful also for teachers) provides them with tips: how to prepare young athletes for success in sports and life?
- [The Pros and Cons of Being on a Competitive Youth Sports Team](#)
This webpage contains an article about advantages and disadvantages of children's commitment in a sport club.
- [Five surprising ways sport clubs benefit children and youth](#)
An article presents benefits for children and youth resulting from a sport club membership.
- [Five Things New Coaches Need to Know](#)
This web site provides sport coaches with some basic knowledge reg. their coaching practice.
- [Overcoming a Fear Failure In Youth Sports](#)
Three lessons for teachers and coaches they need to teach youth athletes so they can overcome their fear of failure.
- [Running secondary school sport](#)
On the website there is a guide for secondary schools PE teachers, including useful information on school sport environment, sport supporters and running secondary school sports.





School and regional competitions on the minority sports

A great possibility to popularize a new sport discipline at a wide scale is organizing a competition that could attract a big audience. The sporting event should be preceded by a promotional campaign involving also other subjects' teachers (e.g. Languages, ICT , Art) Engagement of the representatives of local community (cooperating schools, parents, authorities, sponsors etc.) will influence the social integration and create an opportunity to promote the school's achievements in an educational and sports environment.

The sport contest is an important experience for young people for two reasons. Firstly, they have a good possibility to experience a challenging sport event and present their spectacular sport skills. However we must not forget that they may be vulnerable to focus too intensively on the goal of winning, and as a consequence their exposure to peer-pressure and anxiety may increase.

Therefore, it is important for parents and coaches to help teens handle the stress before the contest and frustrations that may occur in case of defeat. That is why teachers should possess a range of qualities and coaching skills and adopt them to the specific needs of the young athletes.

The overriding principle of the fair play code of conduct should be respected by all the participants of sport events. The young athletes should be aware that "fair play" is something more than just playing with the rules. It incorporates the concepts of friendship, respect for others and playing within the right spirit.

Their motto concerning the competitive sport events should be: "Think and act positive, trust yourself, your ability, your hard work, enjoy the opportunity"

(Maria Bartelli: <http://www.2015schoolgames.com/MariaBartelliHowdoathletesprepareforcompetition.pdf>)

Learning Objective

The objective of this issue is to equip PE teachers with coaching skills including the ability to motivate and support athletes, build good relationship with parents and create a safe environment where the ethical code of conduct is respected.

Online resources

● [5 Competition Tips Every CrossFitter Should Know](#)

On this web page the athletes are given advice how to cope with the stress before competition

● [How do athletes prepare for competition](#)

In the article the volleyball player exchange experience and reveals some tips about her preparation to the competition.

● [Pros and Cons of Sports Competition at the High School Level](#)

The website provides the readers with information about the benefits and dangers of competitive pressure on athletes at the high school level.

● [Skills and qualities of a coach](#)

An article describes the skills and attributes indispensable in effective sport coaching

● [Physical Education and Sport / Fair play – the winning way](#)

The website includes the fair play rules which are an essential and central part of successful promotion, development and involvement in sport





Inclusive sports and activities in PE teachers' practice

The main aim of this issue is to raise awareness of opportunities provided by inclusive sports and to increase participation of disadvantaged groups of students. The various problems of exclusion may occur both in mainstream schools (including integration classes) and special schools dealing with disabled students.

The need to take inclusive approach concerns different groups of students, e.g. disabled and special needs students, teenage girls (who are frequently put off by PE outfits which make them feel "ugly"), obese children and students experiencing bullying in changing rooms because of their nationality or religion.

The motto for inclusive approach should be "there is a sport for everyone". By putting enjoyment at the centre and emphasis on the ability not the disability, teachers create engagement and positive experiences which help young people build their confidence through sport.

PE teachers have a wide range of tools which help them to integrate of school community. From open activities (everyone doing the same activity without adaptation), modified activities (changing rules, space and equipment), parallel activities (division of groups according to ability) to separate activity performed individually. There is also an option to apply "reverse integration" when able-bodied students play disability sports.

Cooperation with other subjects teachers (ICT, Art, History, Geography, Science) shall help PE teachers to increase awareness of Paralympic sports, provide inspiration for cross curricula initiatives, develop students' creativity and imagination, as well as make them more sensitive, tolerant and emphatic.

By establishing collaboration with parents and external organizations dealing with the above mentioned less favoured groups of people, PE teachers gain partners who can support schools in terms of experience, expertise and sponsoring of sporting events.

Learning Objective

The learning objective of this step is to raise awareness of opportunities provided by inclusive sports and to develop teachers' skills to integrate the school community by increasing participation of disadvantaged students in physical activities and sports.

Online resources

● [Project Ability Case Studies](#)

This web site includes a number of case studies implemented in the framework of the "Project Ability" which has been designed to help drive and increase PE opportunities for young disabled people

● [The Inclusion Club – inclusive sport and active recreation for people with disability](#)

The website delivers many resources (videos, talks, tips, podcasts , audio-visual articles,) and a blog subpage very useful and inspiring for people dealing with inclusive PE

● [9 research findings that show why education needs sport](#)

An article by the PE teacher trainer/coach educator in which he makes out a thesis about the important role of sport in education

● [Practicing inclusive education](#)

The website gives an access to the toolkit for PE teachers (tips and strategies, various valuable resources) who are interested in inclusive education.

● [English Federation of Disability Sport](#)

The webpage presents different guides, case studies and top tips for people dealing with inclusive sports

● ["Different. Just like you" A psychosocial approach promoting the inclusion of persons with disabilities](#)

On the webpage -very useful didactic materials available: a book for the teachers of inclusive education, a training guide including the content about physical activities.





● **Adapted Physical Education**

The didactic material includes the brief characteristic of the disabilities / disorders, their implication on PA, recommended activities, teaching strategies, positive behavior management strategies.

● **Active for autism**

Thai webpage provides PE teachers and trainers with a few top tips on how to activate the autistic students.





Improving teacher competences for professional development

Every PE teacher's initial education at faculties of sport and PE can be considered as an introduction to the knowledge and skills acquired and developed throughout the whole professional carrier. The continuous professional development is connected with achievement of standards and improvement of school curricula through introducing latest and more efficient methods, tools and ideas. Acquisition of personal qualities is also essential for successful PE teachers and coaches who need to be equipped with motivational and good communication skills as well as the ability to analyse students' performance and give constructive advice.

Nowadays teachers have possibilities to complete their education not only at in-school training forms (training courses, post-graduate studies) but also using e-learning. Modern technology gives the access to the on-line resources and contacts channels which allow to learn informally: meet other enthusiastic people, exchange experiences, benefit from educational projects, learn about best practices, etc.

This step of the toolkit focuses on providing teachers with inspiration for enriching their educational practice by introducing and promoting minority sports, taking into account teachers' professional development.

It is profitable to make use of the other steps and ideas of this toolkit as an inspiration for teachers' professional development. The webpages attached below will help to receive the useful information, for example: how to raise students' motivation in sport, how to get pupils more active in and after school, how to avoid burnout, how to provide first aid, what are the PE assessment strategies.

Learning Objective

This topic aims at providing PE teachers with inspiration for professional development, taking into account many aspects of education, which may result in taking up new initiatives including introduction and utilization of minority sports.

Online resources

● [Physical Education Assessment Ideas](#)

"PE Central, What works in Physical Education" is a web site that provides information about appropriate physical education practices and programs. Tips, ideas, examples, articles. On this subpage some assessment ideas are available.

● [How to get kids active in and after school?](#)

The user of the web page "Sport & Development" can browse the latest manuals, tools, guidelines and resources. It also serves as a communication tool.

● [21 Simple Ideas To Improve Student Motivation](#)

The webpage provides some valuable tips for teachers aiming at raising students' motivation

● [Sports: What motivate athletes? How can athletes maximize their motivation?](#)

An article useful for PE teachers about the foundation all athletic effort and accomplishment

● [Practical strategies to prevent teacher stress and burnout.](#)

The webpage provides information and resources on many interesting issues concerning teacher work, among them: How to avoid burnout?

● [First aid training video](#)

The film gives the instructions on how to provide the first aid which skill is important for a PE teachers and trainers.

● [The Top 10 Sports Psychology Articles of 2014](#)

There are top articles about sport psychology providing interesting information e.g. about motivation, goal-setting, mental toughness, balance, and a phenomena of being addicted to exercise.





Sports and physical activities in a medical context

There is an overwhelming amount of scientific evidence on the positive effects of sport and physical activity on people's lives. Engaging in regular physical activity is effective in the prevention of several chronic diseases, including: cardiovascular disease, diabetes, cancer, hypertension and osteoporosis. Playing sports regularly builds muscles, has a positive influence on our image and raises resistibility to infections. Physical exercises also calm nervous system, and help to struggle with depression and stress-related disorders. As a part of healthy lifestyle physical activity and sport support strategies to improve diet and discourage the use of tobacco, alcohol and drugs. PE teachers play an important role in preventing and combating pupil's obesity since body-related barriers and anxiety caused by weight - related social problems frequently discourage obese pupils from PE lessons.

Sports psychology, which is a component of sports science (discipline that studies how the healthy human body works during exercise), has proved that physical activity has a positive influence on academic performance. It can improve students' memory, concentration and attention, which directly affect how people learn and retain information.

Physical therapy is an essential area of PE teachers' activity aimed at special needs students. It is effective in helping children suffering from neurological disorders such as strokes, multiple sclerosis, asthma, cerebral palsy and spinal cord injury.

By introducing some attractive health - related activities e.g. elements of meditative gymnastics like yoga, tai-chi or hippotherapy, music or dance therapy teachers can contribute to promotion of less popular activities, to students' health benefit.

Learning Objective

The learning objective of this step is to develop PE teachers' skills in the area of adapting physical education environment to the needs of students with health problems. This step also aims at raising awareness of therapeutic power of less popular physical activities and a strong positive impact that motion has on people's organisms.

Online resources

- [Sport and health, preventing disease and promoting health](#)
The brochure available on this website includes information about benefits of sport for modern society taking into account preventing of diseases.
- [Benefits of physical activity and sport on health and well being](#)
The brochure available on the webpage presents guidelines for PE teachers / trainers, study cases, strategies to promote sports, selected examples of key research studies that reports the impact of PA on the prevention of diseases and many links to online resources.
- [Obesity and the adapted physical education environment](#)
The article available on this website gives the advice on how to accommodate the PE activities for obese children
- [Dance Movement Therapy – Video for trainers](#)
This video presents the methods of dance movement therapy.
- [Yoga Dance Therapy Workshop](#)
The video available on this webpage provides the trainers with the instructions on yoga dance therapy
- [Tips on Exercise & Physical Activity for Persons with Diabetes](#)
This webpage is dedicated to people with diabetes, it contains very useful information for PE teachers: tips, videos presenting exercises recommended for people suffered diabetes, information e.g. what exercises to avoid etc.





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 **Hippotherapy**

This webpage provides information how a horse's movement can be a treatment tool within the therapy session for a wide variety of diagnosis. It also contains success stories, videos and parents' opinions.



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