



## **IO3 modules**

### Trainers' Workbook for Training Course for Physical Education Teachers at Schools

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



## About KINESIS

### Introduction

Sport is proved to be an excellent tool to foster social integration of vulnerable target groups. However, there is an under-representation of children from these groups in the sport clubs and generally in the sport activities. Because of their living conditions, the main contact point of these target groups with the mainstream community are the schools. For this reason, there is a need to increase the contacts and cooperation between schools and local communities (including sport clubs) using sports and to increase the capacity of intermediary bodies (such as local authorities, sport associations, NGOs) to promote these contacts in a sustainable way.

KINESIS is an Erasmus+ project which aims to promote the participation of children from vulnerable target groups in sport activities and the life of their community through the strengthening of the cooperation between physical education teachers in school on the one hand and sport clubs and community-based organisations on the other. In this way, students from vulnerable groups will be able to: (i) Have a first contact with the sport clubs and other sport organisations that exist in their community; (ii) Have increased motivation for their participation in sport activities, (iii) Increase their participation in the community life.

To achieve its objectives, the project organizes training courses both for physical education teachers and intermediary/ community organisations.

This handbook is addressed to Physical Educator teachers in schools. It aims to provide to the teachers the necessary knowledge and skills to be able to support the increased cooperation with intermediary organisations that are active in the community (NGOs, community organisations, local authorities etc) and through this, the improvement of the inclusion of vulnerable children through sports. It is the basis for the training activities that are organized in the framework of the project.

The handbook is divided in 7 modules: The concept and behaviour characteristics of children from vulnerable groups (Module 1); Psychological and pedagogical teaching strategies in pe classes to work with vulnerable groups (Module 2); Motivational Theories (Module 3); Ways to Encourage Children from various vulnerable groups in Physical Activity and sport (Module 4); Conflict resolution strategies (Module 5); Psychological and social support within the school (Module 6); Main steps to begin cooperation between schools & sport organizations (Module 7).

The handbook is a result of inputs from 7 different partners, in 6 different countries across Europe. It is evident that the different partners have different views, usage of terms, standards, expertise, and knowledge on the topic of social inclusion of vulnerable groups and this is reflected in the handbook. However, this is something that reflects the joint idea and diversity of being Europe. And it shows the lively exchange of different stakeholders and types of organisations in projects like KINESIS.

The project KINESIS is coordinated by Irodoros, the Municipal Organisation in charge of Solidarity and Sports in the Municipality of Megara, Greece and the participating partners include Action Synergy (Greece), The Lithuanian Sports University, Eurosuccess Consulting (Cyprus), Corporate Games (Romania), APGA (Slovenia) and VIDC-fairplay Initiative (Austria).

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**IO3.1.**  
**THE CONCEPT AND BEHAVIOUR**  
**CHARACTERISTICS OF CHILDREN FROM**  
**VULNERABLE GROUPS**

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2021

## Introduction

General Objective of the module	<p>The purpose of this training module is to introduce PE teachers with diversity of vulnerability. The content of the module deals with the characteristics of young people from different vulnerable backgrounds.</p> <p>To gain general knowledge about vulnerability and its manifestations, to be able to identify different forms, characteristics and behaviours of vulnerability regarding children of vulnerable target groups.</p>
Expected Results	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Understanding definition of vulnerability and effects on youth behaviour</li> <li>• Increased understanding and awareness concerning social activities, social skills, and the benefits of social interactions for diminishing youth vulnerability             <ul style="list-style-type: none"> <li>• Be able to recognize different members in vulnerable groups.</li> </ul> </li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Improved ability to manage diversity.</li> <li>• Develop emotional intelligence for being able to emphasize with others and communicate effectively</li> <li>• Improved personal strengths in social interaction             <ul style="list-style-type: none"> <li>○ Interpersonal skills,</li> <li>○ Communication skills,</li> <li>○ Motivation skills</li> </ul> </li> </ul> <p>Competences:</p> <ul style="list-style-type: none"> <li>• Developed and enhanced professional practice through open communication and dialogue</li> </ul> <p>Ability to communicate in different environments, to express and understand different viewpoints, to negotiate and be able to create confidence, to feel empathy</p>
Keywords	vulnerability, social inclusion, communication, cultural diversity, vulnerable target groups, physical activity
Introductory Remarks	To develop PE teachers' knowledge, skills, and competencies in using sport as an effective approach in reducing the impact of vulnerability and its effects on social integration and development of children coming from various socio-economic backgrounds

## 1.1. Concept of vulnerability

The concept of vulnerability is complex and depends on context within which it is used. and a realistic determination of population vulnerability is extremely difficult to make.

### Definition of children and youth

World Health Organization (WHO) and United Nations Children's Fund (UNICEF) defines “adolescents” as individuals in the 10-19 years of age group and “youth” as the individuals between 15-24 years of age. While 'Young People' covers the age range 10-24 years (United Nations Department of Economic and Social Affairs (UNDESA) (2013). Adolescents and youth together form a group that is referred to as “young people” that constitutes approximately 30% of world's population.

The concept of vulnerability is complex and depends on context within which it is used. and a realistic determination of population vulnerability is extremely difficult to make. The term and concept of vulnerability is used in several fields to refer to the potential for poor outcomes, risk or danger. Thus, there can be different definitions and approaches depending on topics and aspects and target group e. g. development and poverty, public health, climate studies, security studies, engineering, geography, political ecology, disaster risk management, etc., or vulnerability of what, who, why.

### Definitions of vulnerability:

- Vulnerability is a state of susceptibility to harm from exposure to stresses associated with environmental and social change and from the absence of capacity to adapt (Adger,2006).
- The intrinsic and dynamic feature of an element at risk that determines the expected damage/harm resulting from a given hazardous event and is often even affected by the harmful event itself. Vulnerability changes continuously over time and is driven by physical, social, economic, and environmental factors (Birkmann, Joern & Wisner, Ben, 2006).
- “The potential to suffer harm or loss, related to the capacity to anticipate a hazard, cope with it, resist it and recover from its impact. Both vulnerability and its antithesis, resilience, are determined by physical, environmental, social, economic, political, cultural, and institutional factors (Provention Consortium, 2007).
- Vulnerability is related to the characteristics and circumstances of a community or system; these characteristics and circumstances make community or system susceptible to hazard and cause loss. There are many aspects of vulnerability, arising from various physical, social, economic, and environmental factors. Examples may include poor design and construction of buildings, inadequate protection of assets, lack of public information and awareness, limited official recognition of risks and preparedness measures, and disregard for wise environmental management (UN-ISDR, 2009).

Vulnerability refers to the inability (of a system or a unit) to withstand the effects of a hostile environment (Wikipedia, <https://en.wikipedia.org/wiki/Vulnerability>).

- Vulnerability = (Exposure) + (Resistance) + (Resilience)
  - With:
    - Exposure: at risk property and population
    - Resistance: Measures taken to prevent, avoid or reduce loss
    - Resilience: Ability to recover prior state or achieve desired post-disaster state

## The Human Rights Protection of Vulnerable Group1

The [Universal Declaration of Human Rights \(UDHR\)](#) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 as a common standard of achievements for all people and nations. It sets out, for the first time, fundamental human rights to be universally protected.

Some of the most outstanding examples of vulnerable group in today's worlds:

- women and girls
- children and youth
- refugees
- internally displaced persons
- stateless persons
- national minorities
- indigenous peoples
- migrant workers
- disabled persons
- elderly persons
- lesbian, gay and transgender people

Clearly this is not an exhaustive list of persons in need of protection, as many other groups suffer from discrimination and oppression.

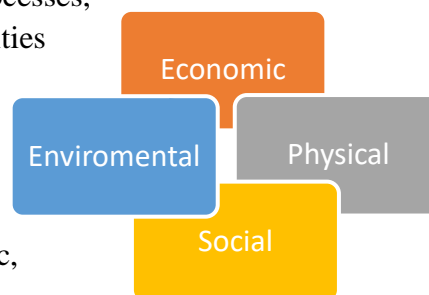
## Types of vulnerability

Generally, we can identify four types or basic premises of vulnerability:

- Social/Human  
the potential impacts of state of social systems: health, school, economic, environment, political, cultural
- Physical  
meaning the potential for physical impact on the physical environment
- Economic  
the potential impacts of economic assets and processes, economic wealth and economic conditions and opportunities
- Environmental  
the potential impacts of events on the environment (climatic changes, biodiversity, ecosystems, etc.)

Common to types is that vulnerability is:

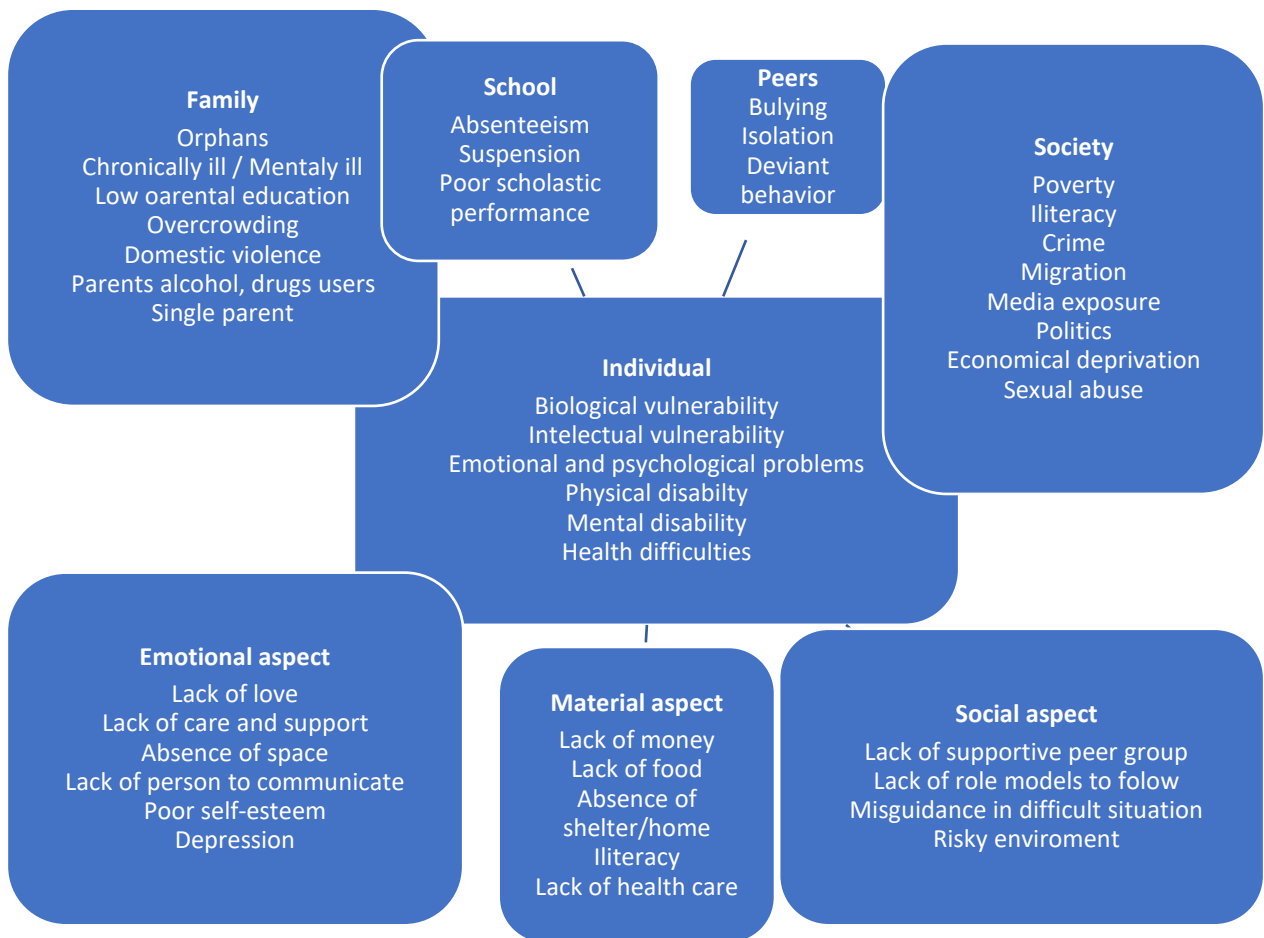
- Multi-dimensional (e.g., physical, social, economic, environmental, institutional, and human factors define vulnerability);
- Dynamic (vulnerability changes over time);
- Scale-dependent (vulnerability can be expressed at different scales from human to household, to community to country resolution.
- Case-specific (each manifestation might need its own approach)



**Figure1.** Types of vulnerability



Vulnerability is not only about types or individuals but is also embedded in complex and social relations and processes (Hardgrove, Boyden, Dornan, & Pells, 2014).



**Figure 2.** Factors determining and influencing vulnerability (Arora, Shah, Chaturvedi & Gupta, 2015).

Vulnerability in general sense is presented regardless of geographical location, economic status or other factors, but only differences in type, intensity and interrelationships.

**Resume:**

- Can you identify any vulnerability today’s society or individuals/groups are exposed to?
- Can you identify any vulnerability youth is exposed today? Can you define context?



## 1.2. Prevalent causes for young people's vulnerabilities

Young people vulnerabilities have multiple causes. Individual disposition, individual biological makes up, peer influence, family circumstances (so called proximal causes) may be contributory, but more significant causes present broader social, cultural and political-economic factors on which we focus below. Usually causes are intertwined, and in most cases never just one more significant causes present broader social, cultural and political-economic factors on which we focus below. Usually causes are intertwined, and in most cases never just one (Stevens, 2006; Burchinal, Roberts, Zeisel and Rowley, 2008; Toth, Cicchetti, 2010; Brown & Naragon-Gainey, 2013; Hardgrove, Boyden, Dornan, & Pells, 2014);

Interconnected contextual influences of poverty, inequality, social exclusion, dramatically heighten the vulnerability of countless youth across the world.

### Poverty

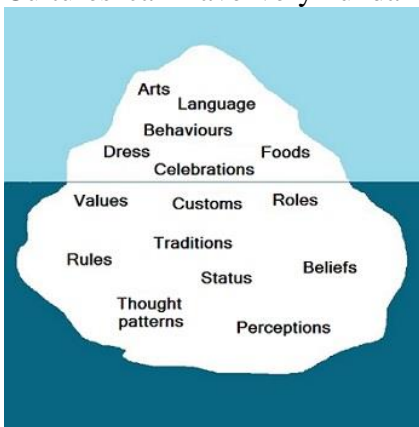
Absolute poverty remains one of the gravest threats to young people in low-and middle-income countries (Engle et al. 2007, Walker et al. 2007, Wachs and Rahman 2013). It also affects significant numbers of youth in high-income countries. Young people living in poverty in high-income countries experience very similar risks to those encountered by young people in low-and middle-income countries (Wachs & Rahman, 2013). There are of course differences in absolute sense but are similar in relative sense (e. g. psychosocial effects are rather similar, while material is on different level).

### Culture and ethnicity

Cultural devaluation of groups and categories of people in a society by virtue of who they are, or rather, who they are perceived to be (horizontal inequalities), associated with ethnicity, caste, language, religion, gender, can even be primary cause of vulnerability and disadvantage (Stewart, 2002; Kabeer, 2005).

### Challenges of cultural diversity

Cultures can have very fundamental differences. Different cultures have different approaches to completing tasks, making decisions, nonverbal communication. Non-compliance with this and not understanding them can lead to misunderstandings, stereotypes and prejudice and discrimination that can be expressed as xenophobia, ethnocentrism, and racism. Xenophobia, fear of, or strong animosity towards people of different races or cultural background. Ethnocentrism, belief of superiority of one culture above other. Racism, negative emotions, and treatment based on race.



### Immigrant background

Children with immigrant backgrounds are a large and growing group. Factors such as parents with lower educational attainment and fewer economic resources in the household can affect their ability to succeed in or complete school. These children also tend to have fewer social networks established

in their host country, speak a language at home that differs from the one spoken at school (OECD, 2019).

### **Social determinants**

Persons with poor social determinants are more likely to experience adverse socioeconomic outcomes such as less education, poorer health outcomes, lower levels of employment, and higher poverty rates. Often youth with disabilities are lacking access to services like assistive technologies; access to resource personnel; recreation programs; extracurricular activities and in undeveloped counties also access to water, sanitation, transportation, and others.



CULTURAL DIVERSITY

### **1.3. The health domains of vulnerable populations can be divided into 3 categories: physical, psychological, and social.**

Those with physical needs include chronically ill and disabled. Chronic medical conditions include respiratory diseases, diabetes, hypertension, dyslipidaemia, and heart disease.

In the psychological domain, vulnerable populations include those with mental conditions, such as dawn syndrome, schizophrenia, bipolar disorder, major depression, and attention-deficit/hyperactivity disorder, as well as those with alcohol and/or substance abuse and those who are suicidal or prone to homelessness.

### **Equity - Youth with fewer opportunities**

Unequal distribution and access to resources (or even denial of human rights) can lead to conflicts and discontent, causing vulnerability and unequal opportunities for adolescent development. In general, there are great differences in opportunities among developed and undeveloped countries but living environment and differences between rural and urban areas are also present in high developed countries as well.

Term “persons with fewer opportunities” is rather new, pointing out inequality among youth due to situations/obstacles preventing from having effective access to formal and non-formal education, trans-national mobility and from participation, active citizenship, empowerment, and inclusion in society at large.



### **Resume**

- What vulnerabilities are most common to youth?
- Define vulnerable groups among youth?
- What are differences/commonalities between developed and undeveloped countries?
- Find and shortly describe any policy or strategy across globe dealing with vulnerable youth! (OECD, 2018; UNFPA)

## 1.4. Working with vulnerable youth

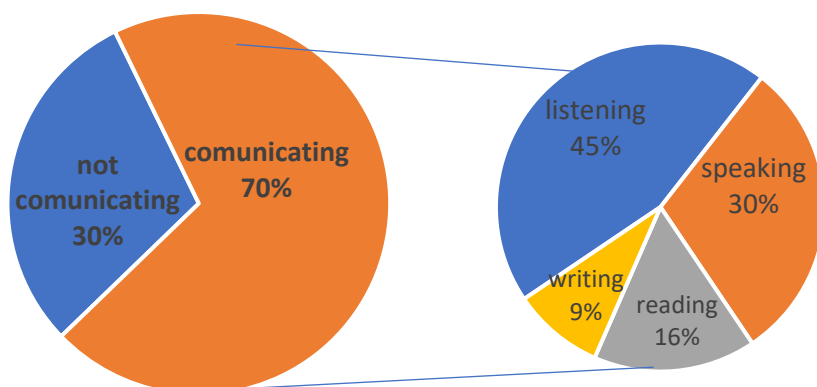
Schools play a key role in supporting children's social and emotional well-being and identifying and assisting children who need support. Many countries are integrating emotional and social skills development into the national and subnational curricula. Some countries, for example France, Ireland, Norway, Portugal, and Scotland (United Kingdom), have gone a step further by developing emotional well-being frameworks that integrate health services and strengthening protective factors in the school environment. Building teacher capacity to detect and support individual students' needs, particularly in diverse classroom settings, can help tackling the issue.

### Social & Communication skills

Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. In this way, they help people to create better relationship and to communicate clearly and respectfully. The term social skills describe the knowledge and ability to use a variety of social behaviours that are appropriate to a given interpersonal situation and that are pleasing to others in each situation. Social skills can help youth to interact, to be accepted and imitate appropriate behaviours (Promotion of social integration through the training of coaches and sport clubs, 2017).

Successful communication helps us better understand people and situations. It helps us overcome diversities, build trust, and respect, and create conditions for sharing creative ideas and solving problems.

Good social skills also have benefits in our personal lives, including greater number of friends and social networks, improved self-esteem, and confidence.



**Figure 6.** Adults spend an average of 70% of their time engaged in some sort of communication

The ability to communicate information accurately, clearly, and as intended, is a vital life skill and something that should not be overlooked.

Important social/communication skills when working with youth and vulnerable groups teacher should be familiar with:

### ➤ **Empathy**

Empathy is the ability to understand the feelings, thoughts, and beliefs of another person. Emotional acceptance, closely related to empathy, means that, after empathizing and understanding how other person feels, we can accept the reasons why somebody feels or thinks the way they do, regardless of whether we agree with it or not.

### ➤ **Honesty/Fairness**

You must treat everyone equally when dealing with possible problems that may arise within the group. In order to communicate successfully, and to gain trust, communication must be honest and transparent. Arguments must be explicit and clear.

Communicator's verbal communication must not be in contradiction with nonverbal communication!

### ➤ **Listening**

Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. When we communicate, we spend 45% of our time listening. When we don't actively listen to the person we are speaking to, not only do we run the risk of making the person feel invalidated, but we also miss important nonverbal cues and may not fully understand the person's message. To avoid communication mishaps, it is best to give the speaker 100% of our attention and remain openly curious and listen intently for the message rather than predicting what will be said. Effective listening skills include making eye contact, asking clarifying questions, and remaining engaged.

### ➤ **Nonverbal communication**

We communicate far more and far more honestly with non-verbal communication than we do with words. Our body posture and position, eye-contact (or lack of it), the smallest and most subtle of mannerisms are all ways of communicating with others. Some estimates suggest that around 70 to 80% of communication is non-verbal! Furthermore, we are constantly being communicated to, we pick up signals from others and interpret them in certain ways and whether or not we understand is based on how skilled we are at interpreting interpersonal communication.

Types of Non-Verbal Communication

There are many different types of non-verbal communication. They include:

- Body movements (kinesics), for example, hand gestures or nodding or shaking the head, which are often the easiest element of non-verbal communication to control.
- Posture, or how you stand or sit, whether your arms are crossed, and so on.
- Eye contact, where the amount of eye contact often determines the level of trust and trustworthiness.
- Paralanguage, or aspects of the voice apart from speech, such as pitch, tone, and speed of speaking.
- Closeness or personal space (proxemics), which determines the level of intimacy, and which varies very much by culture.
- Facial expressions, including smiling, frowning, and blinking, which are very hard to control consciously. Interestingly, the broad facial expressions that show strong emotions, such as fear, anger, and happiness, are the same throughout the world; and

- Physiological changes, for example, you may sweat or blink more when you are nervous, and your heart rate is also likely to increase. These are almost impossible to control consciously and are therefore a very important indicator of mental state.

Nonverbal communication often communicates things that are left unsaid – such as a person's enthusiasm, attentiveness, or even annoyance. When communicating to someone, it is important to ensure body language is appropriate. It is also important to read the other person's body language so you can respond to it.

➤ **Communicating in Difficult Situations**

People often find it easier to avoid communicating something that they think is going to be controversial or bad, putting off the communication and letting the situation fester. When dealing with vulnerable persons or groups difficult situations are almost likely inevitable.

By following some simple guidelines and by using some well-tuned communication skills, communicating in difficult situations becomes easier.

There are two distinct types of difficult conversation: planned and unplanned:

- Planned conversations occur when the subject has been given thought, they are planned as the time, and place and other circumstances have been arranged or are chosen for a reason. Although these situations are, by their nature, difficult they are controlled.
- Unplanned difficult conversations take place on the spur of the moment; these are often fuelled by anger which can, in extreme cases, lead to aggression.

**Resume:** Why social skills, especially communication, are important when working with vulnerable groups?

Make an example of communication in difficult situation!

## 1.5. Activities - Examples of practical work with vulnerable groups

Games, as a form of cooperative, experience-based learning, appear to be highly motivating to young people. Every face-to-face game, no matter the objective, provides a “social experiment” in which players must use self-regulations and social skills to play successfully with others. After repeated interactions in such games, young people become familiar with each other and can then interact in other, more complex ways (Hromek & Roffey, 2009).

Sport can create a feeling of inclusion, no matter what age, sexual orientation, gender expression, whether you are able-bodied or disabled, religion, ethnicity, or socio-economic status you are or hold. Such activities provide opportunities for marginalized and underprivileged groups, such as migrants and people at risk of discrimination, to interact and integrate with other social groups. Sport also provides those with a disability an opportunity to showcase their talents and challenge stereotypes.

Increased confidence, peer acceptance, leadership skills, and empathy; are just some of the social benefits children receive from sports and physical activity games.

### 1. Choosing Team

Aims	Description
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Sociometric test to define group dynamics and position of each in a group	Often when playing team games, we divide participants into groups by designating out two (or more as needed) of participants to choose and invite others into their team, but hardly ever think of to use this process as a sociometric testing.
<b>Rationale</b> A tool to be used by PE to recognize possible vulnerability in a group	Results, or better choosing order can be indicative about position of individual in group (first to last).
	By modifying rules of choosing, we can identify certain characteristics, e. g:
<b>Necessities</b> <ul style="list-style-type: none"> <li>• executing multiple times</li> <li>• making notes</li> <li>• drafting a sociometric map</li> </ul>	<ul style="list-style-type: none"> <li>• asking participants to choose two (or more) leaders/choosers themself</li> <li>• letting know rules of the game teams will play (can influence order of persons chosen)</li> <li>• designating particular person as a chooser</li> </ul> <p><b>Tip:</b> Purpose of the activity can also be reversed and used as a tool to influence group dynamic.</p>

## 2. A blind one calls the numbers

<b>Aims</b> Participants know they have responsibility for themselves and for others and thus aiming for communication and willing to support others	<b>Description</b> Training persons hold themselves for hands and make a circle. When the circle is formed, they low their hands and stand freely without touching each other. "A blind" one, who we choose from the training persons, and we tie his eyes, stands in the middle of a circle. Participants of a game count themselves loudly. In this way everyone in a circle gets its own number, on which he will respond during the game and "the blind one" has the opportunity, based on the sound, to find out where the individual numbers stand. When they all are counted, "the blind one" calls two numbers. They must answer and try to switch their places. That could be done only inside of a circle and in that time "the blind one" tries to intercept them. If a switch is successful, everyone claps with their hands and that is a sign for "a blind one" that the switch was successfully done and that he must call the next two numbers. This repeat until "the blind one" catches one of the training persons, who is switching the place. When "the blind one" catches one of the numbers, they switch the roles and "the blind one" takes the number of the hunted one. The numbers are loudly counted again, and the game starts from the beginning. Training persons compete, who would, in fewer attempts, intercept the others during their
<b>Rationale</b> <ul style="list-style-type: none"> <li>• The blind person feels the relevance of listening to the right voice and to communicate.</li> <li>• The seeing person experiences responsibility and importance of communication.</li> </ul>	
<b>Competences</b> <ul style="list-style-type: none"> <li>• Self-management</li> <li>• Communication skills</li> <li>• Team spirit</li> </ul>	
<b>Necessities</b> <ul style="list-style-type: none"> <li>• 8 or more players</li> <li>• blindfold</li> </ul>	

	switching of the places or who would call numbers less often.
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### 3. Wooden man

<p><b>Aims</b></p> <ul style="list-style-type: none"> <li>• Mutual trust.</li> <li>• A quick way to build a strong bond between team members.</li> <li>• Raising awareness that a strong team bond feels good for the individuals.</li> </ul>	<p><b>Description</b></p> <p>All team members stand in a circle, not further than approximately 1 - 1,5-meter radius. The circle is very tight. Everyone stands very close together. One stands in the middle with the eyes closed, arms straight down along the body, straight back and legs. The person in the middle falls like a barrier in a random direction. The circle players make sure that the “Wooden Man” does not fall. They catch him / her and push them back to the centre of the circle and he falls in another direction. After a few pushes and falls (max. 20 seconds) the middle person trades places with another player. The players must be instructed to play fair, nobody may be dropped. It is a matter of trust and safety.</p>
<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• The exercise allows team members to feel safe in the group, to know that one can depend on his colleague.</li> <li>• The exercise makes the team stronger, develops team spirit and mutual trust.</li> <li>• It is a good exercise to use when a group must get used to each other, to stress that the team has a common goal and that the co-operation in a team is a strong instrument to achieve the goal</li> </ul>	
<p><b>Competences</b></p> <ul style="list-style-type: none"> <li>• Self-management</li> <li>• Communication skills</li> <li>• Team spirit</li> </ul>	
<p><b>Necessities</b></p> <ul style="list-style-type: none"> <li>• 8 or more players</li> </ul>	

## Conclusion

- Good deal of vulnerability emerges from the way in which groups of people are treated by the rest of society. Socially excluded minorities are more likely to endure unequal access to resources and opportunities because of who they are or are perceived to be. The interconnection of social exclusion, inequality, and poverty tend to reinforce one another.
- Vulnerability can't be boxed and defined as it depends on specific situation when considering environmental vulnerability and relations in society when considering socioeconomic vulnerability.



- Vulnerability is also not expressed only in poorer or less developed environments but is present in all micro and macro social environments, family, school, community, etc.
- PE teachers and sport coaches have great responsibility to young people, recognizing their plight and important role in taking the right action enabling their social inclusion, and equal opportunity.

## Test YOUR knowledge

### Module 1.

Please mark the right answer. There can be one correct answer, two, all or none.

Time 10 minutes.

Criterium:

Score: 29 pts

0 - 14 correct answers = not pass

15-22 correct answers = good

23-29 correct answers = excellent

**1. What is vulnerability?**

- The potential to suffer harm or loss
- Characteristics and circumstances that cause loss
- Inability to withstand the effects of a hostile environment

**2. Name three examples of vulnerable group in today's worlds mentioned in Universal Declaration of Human Rights (UDHR).**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**3. What are 4 main types of vulnerability?**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**4. What is common to all types of vulnerability?**

- multi-dimensional (e.g., physical, social, economic, environmental...)
- It affects only poor people
- Dynamic (vulnerability changes over time)
- It is only present in low economy countries

**5. Why are young people, especially adolescence, more susceptible to vulnerability?**

- This is a period of accelerated maturation and social transition
- It is a time of identity formation when young people experience rapid physical, sexual, social, and emotional change
- It is a time when young people are curious and can get into trouble position

**6. Name three factors that influence youth vulnerability**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**7. What are prevalent causes for young people vulnerabilities?**

- Poverty
- Immigrant background
- Curiosity
- Lack of education
- Lack of opportunities

**8. Mark behaviour typical for persons that might be vulnerable**

- Difficulties at school, often displayed through truancy, or attention difficulties
- Very popular among schoolmates
- Lacking friends from the same age group
- Aggressive behaviour
- Calm and relaxed
- Self-harming
- Depression, Anxiety
- Socially hyperactive

**9. Name three skills that are needed to deal with vulnerable persons.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**10. Why dealing with vulnerable people is important to you?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## **IO3.2.**

# **PSYCHOLOGICAL AND PEDAGOGICAL TEACHING STRATEGIES IN PE CLASSES TO WORK WITH VULNERABLE GROUPS**

Prepared by  
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## Introduction

General Objective of the module	To provide psychological and pedagogical Teaching strategies in PE classes to work with children from vulnerable groups
Expected Results	PE Teachers are getting knowledges about different pedagogical and psychological methods of communication with vulnerable children who could help them to apply or select a required strategy of inclusion in PE classes.
Keywords	Teaching strategies in PE classes, social inclusion, communication, self-determination theory in PE, motivation, amotivation
Introductory Remarks	This section names and describes different PE teaching strategies, provides supporting methods who can also be utilized to include children into PE classes and help them to develop social skills that will help them adapt and feel safer in all of their daily activities.

### 2.1. Social goals in Physical education classes working with children from vulnerable groups

Before starting to work with children from vulnerable groups Physical Education (PE) teacher must ask themselves:

*Who am I?*

*How am I?*

*If I can't change their behaviour, who will?*

*Where else in society will they learn the proper behaviour and how to behave properly?*

*“Probably the least important things you teach in physical education are the skills, drills and game activities. That what's important is how you teach them to be better people, how you make better human beings as young ones that come to you. A primary job of the physical education teacher is to improve student behaviour. Here are a couple of thoughts about how to do it” Where do kids learn to be better people, I maintain, in physical education, and there isn't a better place and a better laboratory for teaching personal values” (Robert Pangrazio, Professor, Emeritus at Arizona State University, 2021)*

At young age, socialization with peers increases in importance and represents one of the primary reasons' teenagers engage in sports and physical activities (Martins et al. 2015; Weiss, Amorose, and Kipp 2012; Sarrett, Sorensen, and Cook 2015). Indeed, physical activity (PA) practice provides an opportunity for teenagers to be with their friends or make new friends, feel accepted by their peers and feel connected to a group.

On the other hand, many problems in social life, for example, socialization of children from vulnerable groups is that have received the least attention in the today's school life. The researchers from different perspectives are trying to find answers on how to help children who have difficulty adapting to society in their daily lives. Systematic reviews and meta-analyses found that PA is effective at decreasing symptoms of post-traumatic stress disorder, which may be pertinent in refugee, asylum seeker and migrant youth populations (Rosenbaum et al., 2015; Vancamp Fort et al., 2017, cited by Purgato, 2021; Farello, Blom, Mulvihill. & Erickson, 2019).

The Physical activity (PA) it could be one of the most important things for children who are excluded - those children, who find a personal relevance in PA have a positive affective outcome, supports their self-determined motivation, and finally focusing on the process of the academic learning, sport, and daily physical activity. From this perspective, PE teachers must find out teenagers is of interest for understanding their motivation in PE classes and regarding PA in general. Because they promote helping relationships, cooperation, PE classes offer realistic and accessible opportunities for acquiring and reinforcing positive skills for socialization and psychological development (Hardman et al. 2014; Opstoel et al. 2019).

From the point of view of the scientists, it is the responsibility of PE teachers [...] *'to create the pedagogical circumstances under which positive outcomes can be obtained'* (Opstoel et al. 2019, 3). This is of primary importance for all children but may represent a specific challenge for those lacking social abilities or displaying different types of vulnerabilities.

The first step for a PE teacher starting to work with a new group of children could by social goals in PE classes. One of the ways is social awareness learning (perspective-taking, empathy, appreciating diversity and respect for others). Social awareness is defined as, "the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Physical education (PE) is one such subject that is being increasingly tied to the social and emotional learning (SEL) education phenomenon (Dyson, Howley & Wright, 2021). PE has been presented as a subject where students and teachers can develop emotional wellbeing and build positive socio-emotional experiences. PE teachers in order to teach students' the aspect of Social Emotional Learning, need to develop them awareness and abilities related to each of the following skills (Gagnon, 2016; Lu and Buchanan, 2014, cited by Dyson, Howley & Wright, 2021):

- **Perspective-taking:** Perspective-taking involves the ability to look at and understand a situation or concept from an alternate point of view.
- **Empathy:** Empathy is defined as the ability to understand and share the feelings of another. A common saying associated with empathy is to "put yourself in his/her shoes."
- **Appreciating diversity:** Students should learn the value in recognizing that everyone is unique and that differences in race, creed, gender, sexual orientation, or belief should be celebrated rather than ignored or argued.
- **Respect for others:** Respect requires students to view the world with an open mind and to ask questions rather than make judgments. Despite their differences, students are asked to treat each other with kindness and curiosity rather than hatred or prejudice.

In next chapter we discuss about self-determination theory (SDT) which explain how PE teacher could be find the best way to motivate their children participate in PE classes, to achieve the different social goals and reduce exclusion in this way.

## 2.2. A Self-Determination Theory (SDT) Perspective in PE classes: intrinsic motivation, extrinsic motivation, autonomy, amotivation.

During this time are increasing number of children in various parts of the world who experience exclusion at school and daily life due to their language, culture, economic situation, behaviour differences. At present, a common school and teachers faces the challenge of how to motivate these children to participate in school life.

One of the possibilities could be school physical education (PE) classes where children motivation is linked with their' positive behavioural, affective and cognitive learning outcomes, as well as out-of-school physical activity behaviours (Sanchez-Oliva et al., 2014; Vasconcellos et al., 2019). Physical education teachers can influence students' self-determination through the motivational strategies they use. One of them are - the Self-determination theory (SDT) who represents a broad framework for the study of human motivation and personality (Ryan & Deci, 2017). Central to SDT is the distinction between intrinsic/autonomous and extrinsic/controlling forms of motivation, and the notion that individuals are more likely to continually engage in behaviours that are intrinsically motivated (Deci & Ryan, 2008, cited by Meng, Keng, 2016). Intrinsic motivation is defined as performing an activity for the inherent satisfaction of the activity itself while extrinsic motivation refers to the motivation for performing an activity to attain some separable outcome.

Applying this theory could be to help teachers understood how to motivate children from vulnerable groups to participate in PE classes and socialized them into school life (Mavilidi, Ruitter, Schmidt, et al., 2018). Research in physical activity fields suggest exercise, and/or sport are potential ways individuals from refugee, immigrants' backgrounds can cope with various resettlement challenges (Anderson et al., 2019; Ha & Lyras, 2013; Olliff, 2008; Palmer, 2009; Robinson et al., 2019; Whitley et al., 2016; cited by Farello et., 2019). Further, many of the benefits of sport and PA are like the factors that help refugees better resettle in their host country, including enhanced autonomy, a sense of belonging, connections with peers and adults, and resilience. Autonomy, for instance, can buffer against negative psychological outcomes (Pieloch et al., 2016, cited by Farello et. 2019) and can be fostered by autonomy-supportive coaches and PE teachers (Elbe et al., 2018). Additionally, social support from peers and important adults (e.g., coaches, teachers, parents) is crucial for youth refugees' psychological well-being and adaptation.

According to Self-determination theory (SDT), three basic psychological needs must be satisfied for individuals to engage intrinsic motivation, in a task or activity (Ryan & Deci, 2017; cited by Manninen, & Yli-Piipari, 2021):

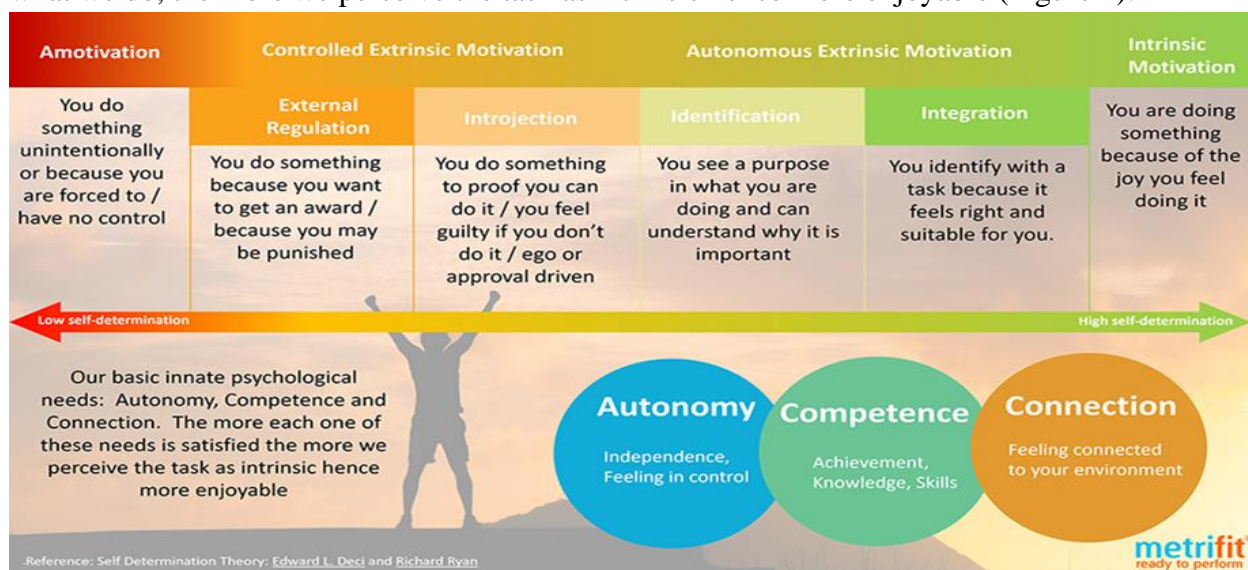
1. **Autonomy:** Independence, Feeling in Control; the need to experience behaviour as voluntary and “reflectively self-endorsed” (to feel like we have control over what we do). i.e., a sense of volition and psychological freedom to experience personal growth. The concept of autonomy that is a fundamental factor in the promotion of optimal motivation. When children feel that their opinions are valued, their feelings are considered, and they could make choices and be self-managers, autonomy is enhanced (Ryan & Deci, 2000, cited by Meng, Keng, 2016).
2. **Relatedness/Connection:** Feeling connected to your environment; the need to “...interact, be connected to, and experience caring for others” (to have meaningful relationships and interactions



with other people). Conversely, when these needs are neglected or thwarted, the result may be maladaptive motivation and ill-being.

3. **Competence:** Achievement, Knowledge and Skills; the need to experience our behaviours as effectively enacted (to feel like we've done a good job).

According to sport scientist Jason McGahan (2021) the more each one of these needs is satisfied in what we do, the more we perceive the task as intrinsic hence more enjoyable (Figure 1):



**Figure 7.** The self - determination theory explanation (McGahan, 2021)

<https://metrifit.com/blog/motivation-what-drives-athletes-to-succeed>

These motivational subtypes represent the degree to which actions are self-endorsed by an individual. Self-determined motivation reflects self-endorsed reasons for engaging in behaviours. Self-determined motivation also pertains to when children take part in less-satisfying educational pursuits because they are consistent with their sense of self, values, and personal goals. For instance, a PE child may participate in each task (e.g., 1-mile run), not because it is a satisfying activity, but because they recognize the value that running has to their cardiorespiratory health. In comparison, controlled motivation reflects students participating in the same task due to external contingencies (e.g., avoiding teacher's punishment or internal pressures like avoiding guilt) (Manninen Yli-Piipari, 2021). At first PE teachers must find the best way how gain children trust and involved them into PE activities. Children from vulnerable groups might take part in PE classes because they enjoy playing, enjoy movement, enjoy communicating with classmates, enjoy improving their skills, and feel a stronger connection to school community. An extrinsically motivated child might take part in PE classes or sport because they want to win trophies, competitions, gain PE Teachers or classmates' attention or because they feel they will disappoint or be deemed a failure if they don't. Second important reason for successes is structure in PE classes. It's helps students to develop perceived competence, an internal locus of control, mastery motivation, self-efficacy, and an optimistic attributional style. When teachers provide too little structure, students fail to develop the prerequisite skills they need to experience engagement-fostering learning (Meng, Keng, 2016).

**The key elements of an autonomy-supportive PE structure**, and suggest ways as to how an autonomy-supportive structure may be operationalized in a PE class (Meng, Keng, 2016):

1. PE teachers' leadership in pre-lesson considerations - the setting of expectations. At the beginning of activity, the PE teacher may to discuss with their students what are some of the goals and invite student responses on what they see are the possible challenges and difficulties expected from the students' perspective. When students have a say in the setting of expectations, it is more likely that they would abide by it.

2. Demonstrations and modelling of skills and techniques is especially important in PE lessons. Teachers could also structure differentiated activities for optimal challenge so that students are meaningfully engaged.

3. Teachers should employ the use of clear instructions and consistent guiding feedback during the lesson to let students know if they are on the right track and to set the boundaries. However, the students should have room and space within these boundaries to exhibit autonomously self-determined behaviour. When positive results do occur, it is critical that feedback is provided in a timely manner and that the student perceives that she or he had a direct impact on the desirable outcome through feedback. For example, the PE teacher may say that the focus of a three-versus-three soccer game should be on passing only for child who are at first time in PE class. However, the manner of passing will be free for the students to decide. If one of the students starts to dribble the soccer ball, the teacher could provide feedback to remind the student of the focus of the lesson.

4. Finally, the key element for teacher leadership for the post-lesson phase of the PE lesson should be on feedback. PE teachers can influence perceptions of connectedness in PE through the type of learning climate they establish daily interactions and communication via feedback.

Feelings of competence can be enhanced or negated by episodes of feedback. If the individual senses that the feedback is intended to be instructive and helpful, then the advice is likely to promote intrinsic motivation. An example of the feedback provided post-lesson, highlight good performances of team building or friendship, support skills and technique of exercise. The PE teacher could also further engage the class and promote self-reflection. This gives the students a voice in contributing to their own development and learning to think "out of the box".

Was present a study how Self-determination theory "work" in practice. The research question was about female youth refugees' experiences in PA, exercise, and/or sport in relation to their autonomy, relationships with peers and adults, and sense of belonging. The researchers (Farello, Blom, Mulvihill, T. & Erickson, 2019) stood out some interesting and important points:

Feelings of incompetence in sport. Nearly every participant mentioned that not knowing how to participate in a specific sport or activity made her feel a sense of not belonging. In this case, the participant reported her classmates made rude comments if she made a mistake during PE class, which might discourage PA participation. For these girls, feeling incompetent in sport may relate to the differences between the popular sports available for youth in their home country and the United States, as well as the setting in which they are learning. **PE teachers could first introduce universal sports before culture-specific ones to young people from refugee backgrounds.** If the well-known sports are used as a basis of knowledge for future sport units in PE class, participants may feel more competent in their abilities and more included. The resulting competence from learning to play a new sport alongside her teammates helped her feel included and generated positive feelings. When this

results in a fun, enjoyable PA experience, youth are more likely to continue doing it (Beni et al., 2017; Hertting & Karlefors, 2013; Robinson et al., 2019, cited by Farello, 2019).

Growth mindset. This mindset includes seeing obstacles as challenges rather than threats, repeatedly trying tasks despite failure, and being motivated by others' success. Many of the participants shared their intent to improve their skills and learn new sports because it was enjoyable. When asked what she would try if she could do any PA she wanted, one said, "I want to do soccer but like, I'm not confident enough, and then like, I'm trying to practice more to get better so I can like try out probably next year". This notion is supported by a study in which learning new skills was the most cited reason that refugees in Australia participated in PA and sports (Olliff, 2008). It would be important, therefore, for PE classes to provide an environment conducive to refugee students being appropriately challenged, providing enough information about the rules and skillsets for novel activities, and adapting to youths' needs (Whitley et al., 2016).

Lack of indoor PA options and accessibility. Like feeling they have insufficient knowledge of sports rules and skills in PE class, participants shared barriers to PA relating to wintertime, namely, poor weather conditions. While PE class gives them an opportunity to use special equipment such as a treadmill, hand weights, and a stationary bike, participants do not have access to such resources at home. One potential reason for this resistance to find PA alternatives could be a lack of what Yam (2017) called "health literacy," or general knowledge about caring for one's health; more knowledge about indoor activities would encourage PA. Moreover, poor and/or inaccessible PA infrastructure is common in communities with families from refugee backgrounds (Jeanes et al., 2015; Langøin et al., 2017, cited by Farello, 2019).

*Autonomy*, the feeling of having control of one's life. Two important subdimensions: (a) importance of choice and autonomy, and (b) the balance of individual and group PA opportunities. Importance of choice and autonomy. All participants said that she is more likely to do PA if she chooses it and less likely if someone else chooses. Because most refugees involuntarily flee their homeland and are placed in a new country, they have no control over their situation (Edge et al., 2014). Participation in PA, however, seemed to mitigate this feeling of lack of control: "I feel great when I make the decision that I want to do something". Research has shown that fostering independence can buffer against negative psychological outcomes (Marshall et al., 2016; Pieloch et al., 2016), thus reinforcing the importance of encouraging youth from refugee backgrounds to make their own choices. Research also supports the notion of choice in sport, where coaches or teachers can aid positive youth development by including athletes when making decisions (Bean et al., 2014; Beni et al., 2017; Elbe et al., 2018). Consequently, youth from refugee backgrounds may benefit in and out of sport from making decisions about their sport participation (Elbe et al., 2018).

Balance of individual and group PA. It was clear that participants generally valued both group and individual PA opportunities. It is apparent that there are benefits to doing PA with a friend or family member, such as feeling joy through camaraderie (Beni et al., 2017; Olliff, 2008), in addition to benefits to doing PA by herself, such as personal reflection time. "It's like a calming activity. Cause like roller skating, you don't need other people to be with you to do it".

Many studies promote PA in groups, as it can be effective in creating social capital for refugees who may already be at a social disadvantage (Anderson et al., 2019; Block & Gibbs, 2017; Nathan et al., 2010; Olliff, 2008; Whitley et al., 2016).

Peer, adult, and family relationships. Results from many studies have indicated that the formation of peer relationships can help refugees experience healthy resettlement, whether this occurs in school, the community and/or sport. Friends not only make PA fun, but they motivate and include youth. Making new friends was a commonly cited reason for refugees participating in sport and recreation. Many participants also noted being with their friends made them feel as if they belonged or “fit in.” Family being a major support system for youth refugee PA: they facilitate or prevent participating in PA if they have negative point of view.

Monoethnic relationships. Because refugees are typically relocated a masse, ethnic groups might live in concentrated areas, and communities interact with those most like them, to preserve culture and traditions and maintain comfort in a new place (Weng & Lee, 2015, cited by Farelo et.al, 2019). The girls had fewer non refugee friends and mostly spent time with one another and their families. Jeanes et al. (2015) found refugee youth in Australia preferred playing informally to structured sport club teams.

Lack of community support. The relationships refugees build on the interpersonal and community levels can be crucial for their sense of belonging and successful resettlement. When asked how her community perceives PA participation, one responded, “We just stay in our house. We don’t bother other people”. Another’s response was, “We’re not that friendly. I mean, we’re friendly but we just don’t know that many people in the community”.

PE teachers could act as:

- Intermediaries between children and the community and local communities could create PA programs and partner with schools to increase refugee involvement.
- To facilitate choice and autonomy, PE teachers and coaches could provide youth with leadership opportunities, work with community programs, and teach decision-making skills.
- Helping these youth connect with nonrefugee classmates through mixed-group sports drills, PE teams, and learning different kind of sports rules can enhance social capital and a sense of belonging.

Teachers must individually set expectations for students. These expectations could include participating in the classroom physical activity to the best of their ability; being respectful of different levels of abilities; being aware of their proximity to other students and objects in the classroom; and helping others if needed.

The other SDT-based interventions have shown that teachers can learn to better support students’ psychological needs during physical education lessons, and this support has multiple benefits for teachers and students (Reeve, 2016). The prominent line of student motivation research has focused on PE to determine the best teaching practices to support student autonomy in PE (cited by Manninen & Yli-Piipari, 2021). This conceptualization has identified six distinct PE teaching behaviours to support student autonomy in PE:

- 1) Taking the student perspective,
- 2) Vitalizing inner motivational resources,
- 3) Providing explanatory rationales,
- 4) Acknowledging and accepting negative affect,
- 5) Using informational and no pressuring language,
- 6) Displaying patience.

Need-supportive PE strategies have been shown to have a positive impact on PE students' psychomotor, cognitive and affective learning outcomes. In addition, need-supportive instruction can lead to improved self-determined motivation in PE, which positively influences self-determined motivation in the out-of-school PA context (Yli-Piipari et al., 2018).

### 2.3. Physical education teacher skills

Any Physical Education teacher must have certain traits to be successful. Good PE teachers need to have a range of skills beyond knowing sports, including interpersonal skills, creativity, and more:

- Athletic Ability: It seems obvious, but having a healthy body is important for a PE teacher. Since PE teachers are telling students to make healthy choices, these adults must model what they say to do.
- Teaching Ability: Being able to distil complex ideas into easily followed steps helps your students feel better about physical activity. Being able to teach also includes being able to recognize which students need more encouragement or a different way of explaining and assessing learning.
- Interpersonal Skills: A physical education teacher is a model of values such as leadership, teamwork, and good sportsmanship. Treating the people around you with respect makes them more likely to respect you and your program.
- Communication: Clear communications to your students helps them learn your lessons and keeps them safe. Effective communication builds a sense of community where students feel confident in their abilities. With greater confidence and support, students are more likely to embrace physical activity as a source of fun.
- Patience and Adaptability: Patience and adaptability are important to a successful teaching career. Since not all students learn in the same way or the same rate, it's important to stay patient and have different approaches. It's also important to adapt and modify lessons to include students of different levels and abilities.
- Organization: As a PE teacher, you might be teaching students who have different ages, physical abilities, and learning styles. Being organized keeps all these needs together and easy to manage. Keeping the classes themselves organized keeps them flowing, limits downtime, and lessens chances for conflict and behaviour issues.
- Creativity: Being able to adapt and find new activities keeps your classes entertaining and fun for everybody. Having a variety of activities and outcomes keeps students engaged and interested in your classes.
- Focus on the Students: Being an educator means you need to have a passion for helping children learn skills they can use in their daily lives outside of the classroom.
- Use "People First" language: By putting the individual first and the diversity second you are helping to create mutual respect. (E. g. "My student from hot dunes country" as opposed to "refugees' student.").

## 2.4. Tips for Physical Education Teachers teaching vulnerable children



**Figure 8.** The best-practice in working with students who have experienced traumatic stress  
<https://www.teachingrefugees.com/socio-emotional-supports/classroom-strategies/tips-for-teachers/>

**Tips for Teachers teaching refugees** is a collection of ideas and advice from teachers who have lengthy experience working with students of refugee backgrounds:

**Create Safety and Routines:** Creating a classroom that feels safe is essential for students who have experienced trauma. Routines are the easiest way to communicate safety. Routines offer the opportunity to know what will happen next, and to relax in the feeling of being safe now.

**Build Connections:** Building safe connections for students with refugee backgrounds is foundational to students' success in the classroom and in the school system.

**Foster Emotional Skill Development:** Learning to manage emotions is part of normal development. Students whose normal development has been interrupted may not have had the chance to learn how to manage intense feelings. Basic emotional skill development includes naming feelings, expressing feelings appropriately, changing the intensity of feelings (i.e., stronger feeling, less intense feeling, no feeling or switched to another feeling)

**Do Self Care:** Working with students with refugee backgrounds exposes teachers and other professionals to very difficult situations and heart-wrenching first-hand stories. This material can be challenging to process and can erode an adult's fundamental sense of safety and well-being. Self-care is key to remaining healthy in work with students with histories of loss, grief, stress and trauma

**Learn When to Refer:** Teachers are often the first to refer students for counselling or additional support. Teachers are consistent adults who see a student's emotional and mental states over time. Students with refugee backgrounds are often at-risk for mental health issues, and teachers can be key to timely interventions

If you have **Children with diverse religious beliefs** in your PE classes, you have to:

- To create a more tolerant, encouraging and accommodating environment in PE classes for children with different religious beliefs.

And should think about:

- Physical activity days that conflict with religious

- To provide a place or appropriate environment for prayer
- Fasting and other dietary requirements
- To conform to a dress code
- To provide separately change room
- Gender not mixing in physical activity and games

**The communication with refugee youth** would be subsumed in five themes (Schaeffer & Cornelius-White, 2020):

1. Cultural competence,
2. Linguistic barriers,
3. Attending to re-traumatization,
4. Engagement and atonement,
5. Obstacles to inclusion.

Of particular importance to physical activity with children from vulnerable groups is cultural competence, which refers to awareness of potential biases, differing cultural norms, and the effectiveness of enacting participants' intersecting identities through physical activities. The significance of differing cultural definitions of therapy-related concepts was highlighted by García-Medrano and Panhofer (2020), and Portokaloglou (2018) described drama therapy and dance/movement therapy as particularly suitable for cross-cultural treatment and connection among culturally diverse group members.

**“Making Kids Better People”** (Recommendations (Robert Pangrazi, 2021) to changing behaviour in PE classes for children from vulnerable groups:

- Reinforce desirable behaviour: When you're trying to change behaviour is to reinforce desirable behaviour. It's important that you mention it, and that you tell them exactly what you liked about that positive behaviour.
- Be a corrective agent: If you never corrected behaviour, there would be no change. So, it's crucial that you correct their behaviour and do it in a constructive manner in this way: corrective behaviour is laying out specifically what was incorrect about your current behaviour and then telling them, this is exactly what I want you to do this time, thank you and being very constructive and very unemotional about laying it out.
- Children will remember how you made them feel: PE teacher profession has a great opportunity to really make better human beings, and I want you to teach skills, drills and use those drills in activity. Remember at the end of the day, it's not what you taught that kids would remember, but how you taught and how you presented it to him and how you treated them.

### **How are we to create an atmosphere of trust in a PE class?**

Tips or qualities of interventions in PE classes working with refugees and asylum seekers (Veck & Wharton, 2021):

- Through body-based approaches: creating safety, ritual, symbolism and metaphor, and embodiment. The theme in this category most prevalent among the studies is creating safety.

- The Arabic-speaking girls feel more comfortable remove layers of clothing and moving in front of others only in the girls' activities.
- The calm movement quality, ample time, and opportunities for rest in the sessions.
- The physical space between teachers and children as important for establishing safety with individual child.
- Feeling entirely safe is impossible for asylum seekers and others with uncertain immigration statuses because of the looming threat of more rejection and loss. They survive fear anywhere.
- Reduce language barriers, through incorporating expression and symbolism through body movement (activate a universal language which bridges cultural and linguistic divides).
- Ritual's observances are to invite children to activate their cultural and spiritual identities and strengths.
- Imaginative play served not only to connect group members to themselves, but also to each other through shared symbolic experiences (creative interactions and movements decreased group members' depressive symptoms and consequently expanded their ability to think metaphorically).
- Integrated symbols and metaphors into PE lessons, for example: refugees' transition to a new country through the metaphor of a transplanted tree. Acquaintance game - symbolic movement of writing child name with her body which allowed the participant to gain insight through a metaphor inspired by the meaning of his name.
- Traditional or ritual dances could be as therapy for posttraumatic stress in the past.
- The teacher can teach children to express their psychological trauma through movement

### **How to motivate children in a Need-Supportive Way in PE classes?**

Due to the negative attitudes towards refugees, which may be triggered by ambiguity, fear, and competitiveness, refugee children are often exposed to high levels of bullying and violence in their schooling spaces. PE teacher should thus create spaces nurture environments that 'create conditions for social unity and harmony 'and encourage compassion amongst students, to allow for the boundaries of oneself and the 'Other' to blur, enhancing belonging and cohesive-ness within communities. The study showed that an enthusiastic teacher not only enhances relatedness, but also influences students' autonomous motivation, and therefore, may in-crease participation in PE (Vasconcellos, Parker, Hilland, et.al, 2019). Maria Corte (2021) (Physical Educator at Mesa High School) presented the following strategies will help child "get hooked" into PE classes:

- The activity must be non-competitive; the child chooses and wants to do it.
- It must not require a great deal of mental effort.
- Choose activities that can be done alone- without partners or teammates.
- Students must believe in the value of the exercise for improving health and general welfare.
- Participants must believe that the activity will become easier and more meaningful if they persist.
- The activity should be accomplished in such a manner that the participant is not self-critical.



## **2.5. Practical instructional strategies for PE teachers how to motivate students to physical activity in a Need Supportive way?**

Recently, many researchers are particularly interested in the theory of Self-determination and its practical application in motivating children to exercise. The researchers (Manninen & Yli-Piipari, 2021) findings showed that need-supportive instruction improves students' psychomotor, cognitive and affective learning outcomes. They introduced the most current and specific instructional strategies to motivate their students in PE:

### **Strategy 1. Use informational and noncontrolling language.**

For example, the words “might,” “I propose,” and “could” should be used instead of “should” and “must”.

Example: *“Today, we are going to have circuit training focusing on our core strength. In each station, two to three activities vary in intensity and challenge. I suggest that you select a suitable activity that helps you to move toward your short- and/or long-term goals”.*

### **Strategy 2. Use meaningful rationales**

Teachers need to know their students and be clear about the characteristics of the activities to make the rationales impactful. With this knowledge, teachers should be able to use their expertise to connect the value of their lessons with their students' lives.

Example: *“Next, we are going to learn about training principles. This is important because the understanding of the training principles will help you plan your own exercise and to train more effectively and successfully”.*

### **Strategy 3. Provide choice**

PE teacher can give students a choice by asking them to select between different activities or skill levels. In addition, teachers can let students select the order of the activities that will be carried out. Offering superficial, controlling, and meaningless choices can be harmful and demotivating.

Example: *“For the circuit training, select four stations that can help you to reach your daily goals. The intervals will be the same for everyone, but you can control the intensity and the number of repetitions yourselves. I trust that everyone will exercise at the best of their abilities.”*

### **Strategy 4. Acknowledge and respect different perspectives and feelings**

Acknowledging students' perspectives, diversity, displays respect for their attitudes, feelings and thoughts.

Example: *“I understand you enjoy playing the game, but we have to adhere to our shared plan. We all agreed earlier to focus on skill training for the first half of the lesson because doing so will improve the quality of our gameplay in the long run”.*

### **Strategy 5. Demonstrating interest in each student**

Students should perceive their interactions with a PE teacher so that have a feeling that they are valued, supported, and respected.

Example: *“Hey, how was your game last night? Were you still able to prepare for your math test? How you settled in your new home?”*

### **Strategy 6. Encourage students to ask questions and be proactive**

Encouraging students to ask questions has many benefits. First, it signals trust and respect toward students, thus supporting students' basic need for relatedness. Second, encouraging students to be curious, self-initiating (i.e., asking clarification about desired outcomes), and critical will help the students to take more ownership of their learning.

Example: "Remember, you should always ask me if something is unclear. Also, if you are interested in developing a particular skill or ability, I am always willing to give feedback that will help you to learn."

### **Strategy 7. Encourage cooperation**

The research suggests that positive peer feedback can be more competence-supporting and motivating compared to teachers' feedback (Fransen et al., 2018).

PE teachers should emphasize student collaboration toward shared goals and the value of prosocial behavior. In addition, it is wise to minimize comparing students' performances to one another and refrain from emphasizing winning and losing.

Example: "*Let's modify the game a bit. Now, everyone in your team needs to touch the ball at least once before scoring. Let me know if you have any questions.*"

### **Strategy 8. Clarify expectations**

The teachers should explain that they are not expecting a perfect performance from students, but that making mistakes can promote new learning when approached the right way. Teachers should also expect students to encourage and support one another whenever possible.

Example: "*The objective of the lesson is stated above the evaluation rubric. [Student's name], can you read the lesson objective?*"

### **Strategy 9. Set optimal learning challenges**

Finding the optimal level of challenge and difficulty for students is the central feature of effective teaching. The prerequisite for this strategy is that the teacher knows their students.

Example: "*When you have made three shots in a row, you can move on to the next spot. Use the attached rubric with skill cues for desirable performance.*"

### **Strategy 10. Give constructive, clear, and relevant feedback.**

Sometimes PE teachers are forced to use negative feedback. In such scenarios, the feedback should also have constructive and corrective elements and should not focus solely on the student.

Example: "*Well done (Student's name), that was great. I like how you just completed that throw. I think that by taking a large step before the throw you made the ball fly a lot farther.*"

## **Conclusion**

1. PE teachers are one of central agents for supporting the safe communication with vulnerable children in PE classes. PE teachers must ensure a safe learning environment and create the pedagogical circumstances under which positive outcomes can be obtained in support of children's emotional needs, and reinforcing positive skills for socialization and psychological development.
2. PE Teachers have to have personal and professional experiences to recognize vulnerable children' emotions, understand social and ethical norms for behaviour and predict their expectations; to have social awareness as the ability to empathize with from diverse backgrounds and cultures "put yourself in his/her shoes".

3. Results from many studies have indicated that the most cited factor had impacted children in PE classes or sport activities participation was peer, adult, and family relationships. They are very important to the formation of positive inclusion children from vulnerable group. Friends not only make PA fun, but they motivate and include youth. Making new friends was a commonly cited reason for refugees participating in sport. Was also noted with their family being a major support system for youth physical education: they facilitate or prevent participating in PE, if they have negative point of view. That is why important for PE teacher to know a lot of different strategies how to combine children through physical activities (PA).

## Test YOUR knowledge

### Module 2

Please mark the right answer. There is only one correct answer per question (where Red highlighted = Correct answer). Time 10 minutes.

**1. The first step for a PE teacher in PE classes could be:**

- a) Education of physical abilities.
- b) The social goals (to develop and maintain harmonious and positive social relationships);
- c) Creating the main rules of children behavior in PE classes.

**2. Personality Traits of the Best PE Teachers (please mark incorrect answer):**

- a. Teaching Ability.
- b. Interpersonal Skills.
- c. Patience and Adaptability.
- d. "Strict rules first".
- e. Focus on the Students

**3. Self-determination theory is useful for physical education teachers because it can help educators understand:**

- a) Factors influencing student motivation.
- b) Cognitive processes.
- c) The personality of the student.

**4. Teaching principles: Principle 5 - Provide Models. It means:**

- a. Presenting all information to students via three sensory modalities: visual, auditory, tactile.
- b. Providing students with opportunities for success is key.
- c. Models are concrete examples of what teachers expect. For example, teachers should show students an exercise step by step when teaching basic movements.

**5. of particular importance into physical activity with children from vulnerable groups is PE teacher cultural competence, which refers being able to:**

- a) Create a more tolerant, encouraging and accommodating environment in PE classes.
- b) Awareness of potential biases, differing cultural norms, and the effectiveness of enacting participants' intersecting identities through physical activities.
- c) Adapt and find new activities keeps students engaged and interested in PE classes.

**6. PE teacher as a corrective agent in PE classes. It means:**

- a) To correct children behavior and do it in this way: laying out specifically what was incorrect and then tell them, what exactly you want to do at this moment.
- b) To reinforce desirable behavior of children. Tell them exactly what you liked about that positive behavior.

c) To teach skills, drills and how to use those drills in activity.

**7. How are we to reduce language barriers in PE classes working with refugees and asylum seekers?**

a) Use informational and noncontrolling language.

b) To observance of Rituals. Is a way to invite children to activate their cultural and spiritual identities and strengths?

c) Incorporating expression and symbolism through body movement.

**8. “Put yourself in his/her shoes.” it means PE teacher be able to:**

a) Be empathic.

b) Appreciate diversity;                      c) Respect others.

**9. The strategies who will help children from vulnerable groups “get hooked” into PE classes (please mark incorrect answer):**

a) The activity must be noncompetitive; the child chooses and wants to do it.

b) Choose activities that can be done only in groups, for example active games

c) Choose activities that can be done alone- without partners or teammates

**10. How to motivate children in a Need-Supportive Way in PE classes? We must start from:**

a) PE teachers should demonstrate interest and curiosity toward students’ thoughts, background, and interests. "What do you like?"

b) Introduce the rules and requirements of a physical education class

c) Teachers should build learning outcomes in PE classes around more extrinsic goals (e.g., looks, winning, public recognition, and grades).

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#### Links to activities during PE lessons:

- 6 Ways to Integrate Technology into Physical Education: <https://blog.schoolspecialty.com/6-ways-integrate-technology-physical-education/>
- Activity Ideas:

- <https://www.gophersport.com/blog/category/activities/activity-ideas-gopher-pe-blog/>  
<https://www.gophersport.com/blog/7-innovative-invasion-games-for-pe/>
- Some ideas for team building:  
<https://www.edutopia.org/article/13-powerful-sel-activities-emelina-minero>
  - <https://www.thepespecialist.com/category/blog/teaching-tips/page/3/>
  - Interacting with Children Guidelines:  
<https://www.playbytherules.net.au/resources/templates/interacting-with-children-guidelines>
  - Child Protection Online Course:  
<https://www.playbytherules.net.au/online-courses/child-protection-online-course>



# **IO3 – 3.3.**

## **MOTIVATIONAL THEORIES**



## Introduction

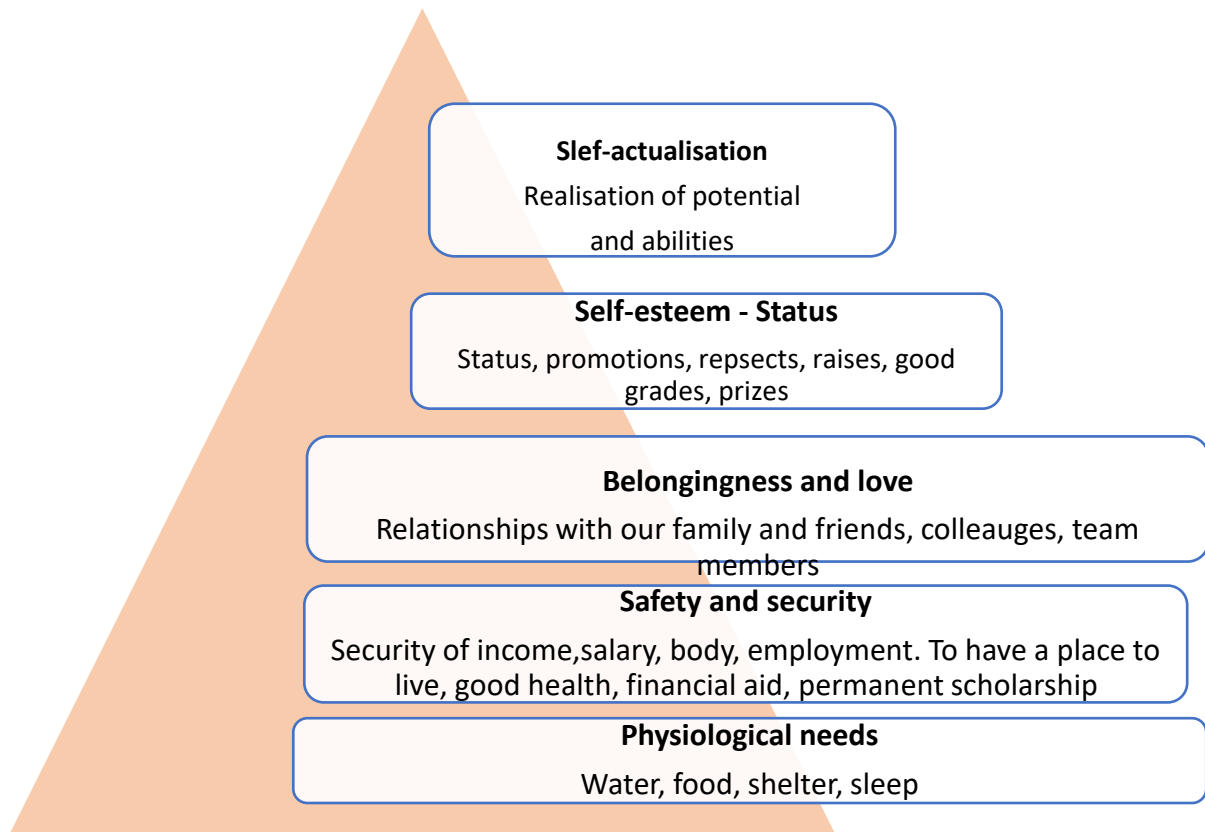
General Objective of the module	This training module is about introducing physical education (PE) teachers with different motivational theories in sports.
Expected Results	<ul style="list-style-type: none"> <li>• Be able to promote cooperative relationships between students from diverse backgrounds and students from the mainstream community</li> <li>• Be able to understand the needs of the students coming from various vulnerable backgrounds</li> <li>• Be able to promote fair-play</li> <li>• Gain a complete knowledge on the importance sports bring to vulnerable students' lives</li> <li>• Get to know effective ways in supporting the social inclusion of vulnerable target groups through sports</li> </ul>
Keywords	<ul style="list-style-type: none"> <li>• Social inclusion, Vulnerable target groups, Physical activities, Skills, Schools, Community-based organisations, Intercultural communication, Conflict resolution</li> </ul>
Introductory Remarks	<p>This module has a duration of approximately three (3) hours and responds to the development of knowledge and skills of PE teachers in their daily work with children coming from various vulnerable backgrounds, as well as to the development of networking between schools and community-based organisations. Therefore, the learners will become familiar with examples of sport games in schools, successful practices, and case studies.</p> <p>The main units of this training module refer to:</p> <ol style="list-style-type: none"> <li>1. Different motivational theories and how to apply them in sports</li> <li>2. Value of sport activities for socially vulnerable youth</li> <li>3. The role of physical education teachers in motivating sports participation</li> <li>4. Strengthening the cooperation between schools and community-based organisations</li> <li>5. Conclusion</li> <li>6. Assessment Activity – Quiz</li> </ol>

### 3.1. Different motivational theories and how to apply them in sports

Motivation works as an effective approach in driving people achieving specific goals. It can be described as engagement, or commitment and refers to certain kinds of behavior. According to the website KnowledgeHut (2021), many psychologists have stressed out the importance of motivational theories to examine the human behavior of individuals or groups and understanding the reasons that motives them to behave in certain ways. Even though motivational theories are a complex field of study over the last years, it can be characterized as a controversial way of thinking. However, many theorists and researchers approach various motivational theories and models, to give specific explanations behind certain actions and motivation drivers. Here are some:

#### ➤ Maslow's hierarchy of needs

According to Abraham Maslow, motivation is driven by someone's needs. The pyramid below, is a characteristic model of motivational theories, where the basic needs are indicated in the lowest level and as it moves up to the highest level, we are able to identify the fulfilled needs.



*Figure 8. A. Maslow's hierarchy of needs*

To explain each layer of the pyramid, the:

- Physiological needs focus on the physical survival necessities such as food, water, and shelter
- Safety needs refer to the protection from deprivation, threats or other dangers
- Belongingness and love refer to the social needs such as association, affiliation, friendship, etc.
- Self-esteem needs refer to the need for respect and recognition

- Self-actualization needs refer to personal development, learning and creative work - Self-actualization is the highest need, according to Maslow.

Watch this interactive video to learn more about Maslow's hierarchy of needs theory, by accessing the link [here!](#)

#### ➤ McClelland's theory of needs

McClelland believes that all people have three specific motivation drivers, regardless of our gender or age. Therefore, our behavior depends on our life experiences which are defined according to:

- Achievement: Addresses the need to accomplish and demonstrate self-competence. In this sense, it is believed that people with a high need for achievement and acknowledgement, target tasks of personal responsibility and results that indicate their own efforts.
- Affiliation: Addresses the need for love, belonging and social acceptance. Therefore, people characterised by this driver avoid conflicts and are motivated by being liked and accepted by others and by participating in social gatherings.
- Power: Addresses the need for controlling personal work or the work of others. Therefore, people with a high need for power desire situations, meaning that they like exercising power and influence over others. They like high-status and authority positions, and they concern less about effective work performance than their level of influence.

#### ➤ McGregor's theory X and theory Y

**Douglas McGregor focused his theory on the participation of workers by formulating the negative two opposite distinct views: The X Theory (negative) and the Y Theory (positive). These two theories indicate that people should be managed based on their nature. More specifically:**

- The X Theory supports that worker by nature are lazy, self-centered and they lack ambition. Therefore, the management style followed must be strong, focusing on top-down control.
- The Y Theory supports that worker are eager to take responsibilities and becoming motivated in completing specific tasks. Therefore, the proper management style focuses on creating a productive and reward environment.

#### ➤ Vroom's theory of expectancy

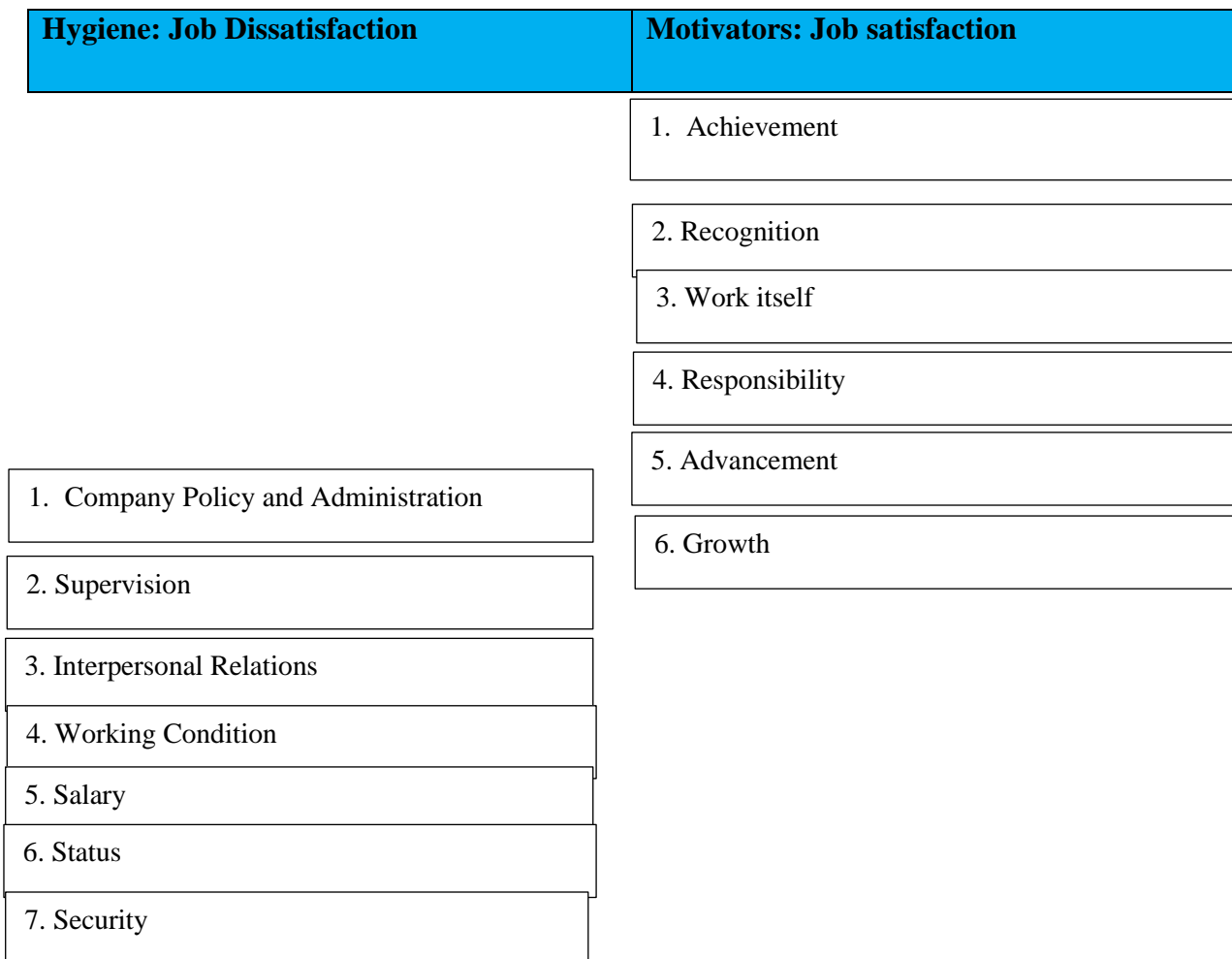
Victor Vroom supported that people will be highly motivated and show productivity only if two conditions are considered. For example, people tend to believe that their efforts will bring fruitful and successful results and that their success will be rewarded. These two factors are driven by the people's belief that their performance and efforts will be identified and rewarded.

#### ➤ Herzberg's two factor theory

Herzberg's theory supports that employee should not be dissatisfied, but motivated instead to bring higher level of performance. He pointed the presence of hygiene factors does not guarantee

motivation and that the presence of motivation factors in the absence of hygiene factors also does not work.

The diagram below gives a detailed description of those factors and their categories:



**Figure 9.** Herzberg’s two factor theory and their categories

If you have the time to watch more about the above theories and models, watch the 20 minutes video [here!](#)

As stated in the above models and theories, the environment in which people live and communicate plays a significant role in their adaptation process. For example, recognition and reward management can determine children’s engagement in sports. PE teachers can adjust such models in their everyday management and assist children coming from different cultural backgrounds to strengthen their productivity in sports. In other words, motivation is the readiness to learn and therefore, it requires satisfaction. It is considered one of the most important drivers to move forward and lead to high levels of achievement.

Here is another video, dedicated in personality and motivation is sports! Watch it out [here](#)

### 3.2. Value of sport activities for socially vulnerable youth

According to Barça Foundation and UNICEF (2019), participation in sports improves and develops youth' educational qualifications, skills, and competencies, as it boosts:

- Empowerment
- Leadership
- Self-esteem
- Well-being and future prospects
- Mental health
- Physical development
- Social inclusion
- Team building and cooperation
- Fair-play
- Conflict resolution
- Learning and skills development
- Positive attitudes
- Gender equality

To explain the ways sports, enhance and develop social inclusion and gender equality, the evaluator and report author Kylie Bates (2019; cited in ChildFund Rugby) of Game Changes notes that “The curriculum and program activities contribute to both sport and development outcomes effectively”. He elaborates on this by stating that “There are significant impacts in quantitative indicators that connect to resilience, leadership, community connection, gender inclusion and safeguarding. For example, there is a 16% increase in the percentage of players who believe girls should stay in school as long as boys and an increase of 16% of players who disagreed with the statement that boys and men are better leaders than women”.

### 3.3. The role of physical education teachers in motivating sports participation

PE teachers do not just have a simple role or responsibilities. They are directly involved in the physical and mental health of children, and they promote a healthy and active lifestyle. Their role is complex, as they promote the feeling of belonging and they assist children in developing their social and team-building skills.

1. Motivate children to be active:
  - ✓ They promote physical activities (i.e., dance classes, gymnastics programs, and martial arts, etc.)
  - ✓ They instruct home-fun physical activities (i.e., playing outside, walking the dog, taking a walk with parents, or practicing manipulative skills such as throwing, kicking, and striking, etc.)
  - ✓ They lead by example – To be a positive influence on children, transferring them the necessary knowledge and skills to be physically active
  - ✓ To support children during and after class activities when necessary

- ✓ Effectively organize space and equipment
- ✓ Plan practice opportunities, structured for maximum participation (i.e., individual, partner, and/or small-group activities)

2. Promote teamwork:

The emphasis on teamwork and competition by teaching (valuable) children to win and lose gracefully, as values like fair play are key success of a child's development. It is essential to also develop children's communication and team-building skills through various sport activities.

3. Develop personal skills:

To help students develop physically in areas such as flexibility, strength, endurance, and coordination and build successful relationships with the rest of the team, regardless of their cultural background. All children must feel equal and be part of fair play.

4. Develop interpersonal skills:

PE teachers must encourage healthy interaction with their peers, encourages teamwork, interaction, and group problem-solving. It is part of their successful role to push all children to strive and succeed.

5. Achieve a good transition from theory to practice:

- ✓ Support team bonding and move everyone to play together
- ✓ Identify challenges based on group and learning needs, especially in regard to those of vulnerable target groups
- ✓ Be a good listener, communicator, motivator, observer
- ✓ Have empathy, flexibility, problem-solving skills, time-management
- ✓ Be a good leader and be able to apply various styles of learning
- ✓ Be open-minded
- ✓ Have a sense of humour

6. Understanding the target group:

When we speak about sports, we should be able to understand that there are students with fewer opportunities and access to such activities. Considering their social, cultural, geographical, and economic background, we are capable to approach different target groups in certain ways and promote confidence, spot their strengths and weaknesses and identify specific skills and preferences. Communication plays a significant role in the clarification of such factors and the development of active participation.

7. Providing feedback

It is an important skill for PE teachers to be able to provide effective feedback. Based on this, the feedback must be positive to give more motives to children to have active participation and involvement in sports and it is therefore essential for their improvement. To elaborate on this, feedback can reinforce or change behaviors and it can shape identities. Here are some examples of positive feedback:



Figure 10. Examples of PE teacher's effective positive feedback

### 3.4. Examples of sport games in schools

“SPORT & YOUTH WORK - Bridging the gap for social inclusion” EU project (MATCH, 2016) shares some good examples of group participation in various sport activities that can work as motivating games for PE teachers. Here are some screenshots of the good examples:

#### 1. Marbles:

<b>MARBLES</b>	
Number of players	Max 8
Duration	20-30'
Materials	<ul style="list-style-type: none"> <li>• Glass marbles (with a diameter of up to 1.5 cm)</li> <li>• A wooden stick</li> <li>• Pen and papers</li> </ul>
Description	Draw a circle 8 cm wide on a pavement in chalk and a line 2-meter distance from it. Players decide the order in which they play. They all stand behind the line and throw their marble trying to reach the circle. Once player manages to do it, he takes back its marble and tries to hit the other marbles, starting from the closest one. When the player succeeds, he/she wins a point and keeps playing as long as he strikes other marbles while the other player is out of the game. The winner is the person with the most marbles at the end of the game.
Game variations	Instead of drawing a circle, you can use a shooter marble, larger than the others. Players try to get their marbles close to it. The player whose marble is the closest, has to hit this large marble first and then shoot at the other players' marbles.
Educational Value	Strategy, precision, agility

#### 2. Ping pong ball relay:

<b>PING PONG BALL RELAY</b>	
Number of players	Max 4



Duration	5-30'
Materials	<ul style="list-style-type: none"> <li>• A teaspoon</li> <li>• A ping-pong balls</li> <li>• A piece of chalk to draw the path</li> </ul>
Description	Participants are divided in 2 teams. They follow a square drawn on the ground holding a teaspoon with a ping-pong ball in one hand. The player has to carry it without making it fall and give it to the teammate once he/she drops it. They cannot touch the other player though. If the ball falls, the player must start over again. The two teams do not compete at the same time. The quickest team wins.
Game variations	The team who is not involved in the relay can follow these rules: <ul style="list-style-type: none"> <li>• Not to speak</li> <li>• Stay still (even through they can keep blowing on participant's spoons)</li> </ul>
Educational Value	Team-spirit, rapidity, dexterity

## Conclusion

Socially excluded people experience lack of access to resources, basic rights, goods, or services prevent them from creating and developing social interactions and participate in social, political, economic, or cultural arenas.

The participation in sports causes a reduction of depression and anxiety, and it can lead to higher self-confidence, self-esteem, as well as develop strong relationships and active involvement. Sport-based activities can bring health promotion and well-being, and therefore it is significant for children, especially those coming from various cultural and economic backgrounds, to actively participate in sport programs. Based on this, PE teachers and sport coaches serve a significant role in the social inclusion of vulnerable target groups, as it is their responsibility to promote equality, healthy living, fair play, well-being, and physical and mental development. According to the sports code of ethics of the Europe Council,

“Sport is a social and cultural activity that enriches society and friendship between nations, provided that it is practiced legally. Sport is also regarded as an activity which, if exercised fairly, allows the individuals to know themselves better, to express themselves, be accomplished and fully develop themselves, acquire art and demonstrate their capabilities” (Pereira Soares, Lourenço Antunes, Bárbara, Escórcio & Saldanha, 2016)

## Test YOUR knowledge Module 3

There is only one correct answer per question (where Red highlighted = Correct answer). Duration = 20’

### **1. Integrated educational framework is essential for the successful for the smooth integration of children of vulnerable target groups in the school and community**

- Yes
- No

### **2. According to Maslow’s hierarchy of needs, motivation is driven by someone’s needs**

- Yes
- No

### **3. Maslow’s hierarchy of needs theory was focused on a set of needs, such as:**

- Safety and security
- Self-actualization
- Belongingness and love
- All of the above

**4. McGregor's theory of X and Y identifies that:**

- X is the positive theory which indicates that people are self-centred
- Y is the negative theory which indicates that people by nature are lazy
- All of the above
- None of the above

**5. Vroom's theory of expectancy supports that people will be highly motivated if two conditions are considered:**

- If their efforts will bring fruitful and successful results and their success will be rewarded
- If their efforts will bring fruitful and successful results and they will receive productivity bonus

**6. Participation in sports improves and develops youth' educational qualifications, skills and competencies, as it boosts:**

- Learning and development
- Social inclusion
- Physical development
- All of the above

**7. The role of PE teachers is to:**

- Evaluate children's strengths, weaknesses, challenges and needs
- Invite children's parents at school and inform them about their children's weaknesses in sports

**8. What kind of partnerships are important when forming cooperation between schools and community-based organisations?**

- Family partnerships
- Community partnerships
- Both

**9. An effective and successful partnership needs communication to work**

- Yes
- No
- I don't know

**10. PE teachers' responsibility is to promote:**

- Equality
- Mental development
- Fair play
- All of the above

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4. MATCH. (2016). *SPORT & YOUTH WORK Bridging the gap for social inclusion* [Ebook] (pp. 1-86). Retrieved from <http://file:///C:/Users/Panagiota/Downloads/MATCH-Manual-onlineversion-EN.pdf>
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## **IO3.4.**

# **WAYS TO ENCOURAGE CHILDREN FROM VARIOUS VULNERABLE GROUPS IN PHYSICAL ACTIVITY AND SPORT**

**VIDC-fair play**

**VIDC**  
Vienna Institute for  
International Dialogue  
and Cooperation

Prepared by

**fairplay**  an initiative by VIDC

## Introduction

<b>Guidelines</b>	<b>Aim</b>	<b>Content</b>	<b>Skills / competences / knowledge</b>
<b>Ways to Encourage Children from various vulnerable groups in Physical Activity and sport.</b>	To introduce practical ways to involve vg into PE classes.	Video, games, etc.	Will get practical knowledge, competences, and skills to encourage children from vg. to participate in PE classes

General Objective of the module	Introduce practical ways to involve vulnerable groups in PE classes.
Expected Results	PE Teachers are getting background information on the importance of social values in teaching and of the term's social inclusion, gender equality, respect, and fair play. PE teachers increase their practical knowledge, competences, and skills to encourage children from vg. to participate in PE classes
Keywords	social inclusion, (gender) equality, respect, fair play, discrimination, interculturalism
Introductory Remarks	<p>In this module the user gets an overview and background information why it is important and how it can be practical possible to involve vulnerable groups in PE classes. Concrete practical ways, like activities and games which are useful for the involvement of vulnerable groups are introduced.</p> <p>Overall, this module will help physical education teachers to be better prepared to work with people from diverse backgrounds and to promote intercultural education.</p>

## 4. Working with vulnerable groups

Since education for children and adolescents is compulsory in all European countries, school is the social space which is the most important to foster the social inclusion of vulnerable target groups. At the same time, school is the social space in which a high number of young people from different social and ethnic backgrounds can be addressed through sport programmes.

### 4.1. Playing and Learning?

We, the KINESIS partners, are convinced that “play based learning” is a key approach in successful teaching on social inclusion, diversity, respect and teamwork with kids and youth. Combining sport with reflections, discussions and theoretical background is a proved approach in the education sector and more often used by teachers also in regular classes and sessions.

Especially PE classes have an enormous potential to improve, next to sport as well social skills of participants and create a **“not just competitive but more inclusive atmosphere”**. All kids shall be equal, no matter of their origin, language skills, skin color or sexual orientation. Sport is an excellent tool to prove that. The role of PE teachers is essential in that process and often underestimated.

#### a. The role of physical activity in a learning process

As described above PE teachers play an essential part in the involvement of vulnerable kids and youth into the group but at later stage also in society.

Physical activity can empower, motivate, and support learning process of target groups. They can learn in a playful way that every player (human) is equally needed in a game (life) and has same rights and rules to respect. A reflection on real life situation and opportunities can be done after physical activities and (role) games.

For this process excellent PE teachers, trained in that field and process, are needed as well as adequate activities and games.

#### b. Theoretical background

European societies are increasingly diverse, and migration has become a socio-political priority in most European countries. Although this diversity offers countless opportunities, it also presents a challenge. Countries that were not traditionally viewed as destination countries of migration are now facing difficulties to deal with greater diversity.

Vulnerable groups in terms of socio-economic factors are on the rise. To work with this target group PE Teachers, need a knowledge and awareness of certain topics:

### Methodology of playful learning

Our idea is to use the power of sport, physical activity, and games as a play-based learning method. This learning method is proved for example by the NGO Right to Play and the partner in the KINESIS project VIDC-fairplay.

Within this idea we believe that our developed games and physical activities as such, have the potential to use so called **“Teachable moments”** to develop a learning process.

This means that during or after activities physical education teachers introduce and reinforce the key messages of through guided discussions. PE teachers are aware of the key learning outcomes they

would like to achieve with a certain activity and shape their instructions, discussions and reflections around this key learning outcomes.

Right to Play refers to this reflective process as REFLECT – CONNECT – APPLY. It is a teaching strategy that guides the learners through three-steps that help them process their experience:

### **1. Reflect**

*What did I just experience? Children and youth are taught the vocabulary to share their ideas and feelings and to respect the ideas and feelings of their peers.*

### **2. Connect**

*How does this experience relate to earlier ones? How is it relevant to what I already know, believe, or feel? Does it reinforce or expand my view?*

### **3. Apply**

*How can I use what I have learned from this experience? How can I use it in similar situations? How can I use this learning to benefit myself, and my community?*

When participants look back on an activity via the guided discussion, they understand the meaning and carry it forward to new experiences.

## **Using activities**

The presented activities are combining movement and education. All sessions are delivered in an interactive way. Working in small groups, discussions and inputs are interacting with sport games and training settings.

It is very important for PE Teachers, to create an open space for discussions in which the participants have the possibility to speak out what they think, without being afraid of mistakes. In such a setting pupil have a high possibility to get involved and increase their knowledge on social topics.

The inclusion of various games or PE classes are creating an open and positive session. The main aim of the activities is to support social inclusion and diversity and to gain respect and teamwork.

### **a. Guidelines for teachers**

The role of PE Teachers is highly important for the inclusion of vulnerable groups!

For delivering these activities physical education teachers and coaches must be trained by qualified educators or coach developers to foster the specific competences, skills and tools needed to deliver intercultural activities.

Awareness and knowledge in the fields of interculturalism, social inclusion, diverse forms of discrimination and gender equality are a basic requirement for involved PE teachers.

In the best case the sessions can be delivered in tandems of two professional persons (PE teachers, sport coaches, Workshop-Facilitators, Social Workers).

The language use of the PE teachers should be clear and slow, body language used on a high quantity. An inclusive approach in guiding and leading groups is necessary!

### **b. short introduction on activities**

The activities we are presenting, are a mix of games and reflection exercises. They are meant to relay the key points on our social topics in a fun and interactive manner.

We try to include so-called „movement games “in most of the methods. The background is that we experienced higher motivation and learning outcomes with kids and youth in combining sport activities or training methods with theoretical input and discussions.



The aim of „movement games „is to combine sport activities with content. With exercises for self-reflection during and after the games, participants increase their attention and knowledge regarding social inclusion, forms of discrimination, teamwork, and respect - in the game, the classroom and society!

The games are based on the concept of **social movement**. **Social movements** are **defined** as networks of informal interactions between a plurality of individuals, groups and or organizations, engaged in political or cultural conflicts, based on shared collective identities (*Mario Diani*)

Each activity has comprehensive, step-by-step instructions and includes facilitation notes to help deliver these activities. Before each session we recommend starting with a warm-up activity or “ice-breaker” games.

Following you can find short description of the activities. In the annex you can find a detailed description of how to deliver each activity in PE classes.

## 4.2. Practical ways to involve vulnerable groups into PE classes

### Description of activities & games

#### ➤ Fairplay-Warm up

As described above we recommend starting each session with a warm-up. We therefore use the so-called **fairplay warm up**. It is a sportive warm up session with the possibility for participants to get to know each other. Participants do exercises which allow eye- and body contact, remember names of each other and solve certain tasks in small groups as well as in the whole group.

The aim is to get participants ready and motivated for further activities. Within the fairplay warm up they already start to reduce the distance between each other, use body language and create groups without a selection process.

#### ➤ Ball & Adjective

This activity can be used to create a positive group atmosphere as in (PE) classes. It reveals the different cultural backgrounds of group members and promotes language diversity. **Ball & Adjective** is a group activity that can be played by everyone. The game lets you get to know all participants by name and reflect on a personal attribute and an attribute of someone else. The participant must reflect about him or herself creatively by searching for a suitable adjective.

#### ➤ Hope is in the air

This activity aims to energize the participants and provide reflection about intercultural and diverse settings. There are no pairs or groups in this activity, all the participants are in one team. Each participant blows up a large balloon to its full size. Each participant answers the question “*What is needed (e.g., personal traits, environment) to do well in teamwork?*” by writing an answer on the balloon. The goal of this “**Hope is in the air**” is to always keep all the balloons in play. After the game you reflect what was written on the balloons.

#### ➤ Helium Pole

A deceptively simple game that is easy to facilitate and gives the group a common experience through which to discuss issues of teamwork and inclusion and leadership. The group must work together in

lower a pole or stick to the ground and act as a team. In **Helium Pole** team member is of same importance, but some will certainly take over different roles in the group.

#### ➤ **Team Trust**

The goal of the game is to develop communication skills by safely guiding a partner through a complicated course. The students are set into pairs and asked to think of a person they trust in their life. The objective of **Team Trust** is to develop the ability to trust others and build a trusting environment

#### ➤ **Listening with your body**

This is a fun game that demonstrates the importance of body language. **Listening to your body** teaches how questions and effective listening can manifest themselves differently for different people. A game which shows that the same language skills are not the most important skill of a group.

#### ➤ **Football Field**

A strategy game that promotes teamwork, decision making and social inclusion. Participants in small groups are working on one common task. With the created **Football Field** there are further possibilities for discussions. Divide the field in plus and minus and think of a question, which is important for you as PE teacher and/or for the class (e.g., what is supporting the cohesion of a group, what is disturbing it, etc.)

#### ➤ **Circle the ball**

In this game the group understands the importance of each member of a team. Social inclusion means that everybody in a group has an important role. As an individual you might be better and faster but usually it is impossible to reach the aim of a group by yourself. **Circle the ball** lets the team win by creating a success together.

## **Conclusions & Recommendations**

- Having in mind that the role of PE teachers is getting more and more important of not just only teaching sport activities but also to teach kids and youth social values, this module can provide concrete methods and ways to work with diverse groups. In this, vulnerable groups such as ethnic minorities, migrants, refugees, girls, or kids with socio-economic weak backgrounds can be included in a group especially through sport activities.
- It is important to point out that sport can not take over the leaks of other parts in society of social inequality (housing, food, education), but can play an important role of an inclusive atmosphere in a group and of empowering individuals!
- Certainly, PE teachers do not see their role in taking care of also these matters, as they might be overwhelmed with regular tasks of class teaching and find themselves without tools to do so.
- That's why we highly recommend further education for PE teachers to develop skills in working with vulnerable groups and create awareness in identify them. We also recommend including other experts in the PE classes like sport coaches, social workers, and psychologists. To teach in pairs can be fruitful and create a win-win situation for both sides – the teachers and the students!

## Test YOUR knowledge

### Module 4

#### QUIZ: Which answer are correct?

Please mark the correct answer:

**1. How many goals does have “SDGs”?**

- a. 10
- b. 5
- c. 17
- d. 18

**2. Why do we practice so-called movement games in our method?**

- a. Higher motivation and learning outcomes in combining sport and theoretical inputs
- b. Being different from normal lessons at schools
- c. It is funny and movement is healthy

**3. What is the aim of fairplay-warmup?**

- a. To get the participant ready and motivated
- b. Introduce them to each other
- c. Preparing them for further tasks
- d. Icebreaker to reduce the distance between them

**4. Which of the following Goals mentioned as a SDGs by the UN?**

- a. Zero Hunger
- b. Climate action
- c. Clean energy
- d. More electricity cars

**5. What are important points that a PE Teacher must consider during the session with the participants?**

- a. Creating open space for discussions
- b. Everybody must participate although he/she does not want to
- c. Combining movement and education
- d. Create Safe and inclusive environment

**6. What is the goal of the “team trust”?**

- a. To develop communication skills
- b. Build a testing environment
- c. To win the prize of the game as the first one

**7. Can sport take over the lack of other parts in society?**

- a. Yes
- b. No

**8. What are the objectives of “hope is in the air”?**

- a. Motivation for the PE Class
- b. To know the stereotypes
- c. Develop critical thinking

**9. What is the aim of Football field?**

- a. Capacity for teamwork
- b. Getting to know potential and barriers of sports
- c. To draw the best football field

**10. What are the related learning competences from “circle the Ball”?**

- a. Effective communication
- b. Social inclusion
- c. Teambuilding

**11. What were the challenges which faced the experts during their work with vulnerable groups?**

- a. Language and lack of information
- b. Transportation Issues
- c. Compliance with the rules in the clubs
- d. Lack of trust in institutions and bureaucracy

## References

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2. Show Racism the Red Card Irland (Hg.) (2013). Education Pack, show racism the red card, 2013. Dublin.
3. VIDC (Hg.) (2012). Inclusion of Migrants in and through Sports – A Guide to Good Practice. Wien.
4. VIDC (Hg.) (2012). Football for Development. Good Practice Guide on Development Initiatives through Football, Wien.

## Useful Materials

### a. Videos

<https://www.youtube.com/watch?v=i1AjvFjVXUg&t=6s>

<https://www.youtube.com/watch?v=TJBRg1jA7AQ>

<https://www.youtube.com/watch?v=ew6b9JaolUE&t=21s>

<https://www.youtube.com/watch?v=uIl3bTxiHD8>

<https://www.youtube.com/watch?v=T7S0DADJTzM>

[https://www.youtube.com/watch?v=8z7EOG8z\\_e0&list=PLcj1jOp-Zi0TyPXuLXfIO\\_Owor9b3jbf&index=13](https://www.youtube.com/watch?v=8z7EOG8z_e0&list=PLcj1jOp-Zi0TyPXuLXfIO_Owor9b3jbf&index=13)

[https://www.youtube.com/watch?v=aX57IUyL43s&list=PLcj1jOp-Zi0TyPXuLXfIO\\_Owor9b3jbf&index=7](https://www.youtube.com/watch?v=aX57IUyL43s&list=PLcj1jOp-Zi0TyPXuLXfIO_Owor9b3jbf&index=7)

[https://www.youtube.com/watch?v=whpJ19RJ4JY&list=PLcj1jOp-Zi0TyPXuLXfIO\\_Owor9b3jbf&index=31&t=0s](https://www.youtube.com/watch?v=whpJ19RJ4JY&list=PLcj1jOp-Zi0TyPXuLXfIO_Owor9b3jbf&index=31&t=0s)

[https://www.youtube.com/watch?v=EFeo2epi-Lw&list=PLcj1jOp-Zi0TyPXuLXfIO\\_Owor9b3jbf&index=5&t=88s](https://www.youtube.com/watch?v=EFeo2epi-Lw&list=PLcj1jOp-Zi0TyPXuLXfIO_Owor9b3jbf&index=5&t=88s)

[https://www.youtube.com/watch?v=K1kvBX8bg6k&list=PLcj1jOp-Zi0TyPXuLXfIO\\_Owor9b3jbf&index=27&t=0s](https://www.youtube.com/watch?v=K1kvBX8bg6k&list=PLcj1jOp-Zi0TyPXuLXfIO_Owor9b3jbf&index=27&t=0s)

[https://www.youtube.com/watch?v=whpJ19RJ4JY&list=PLcj1jOp-Zi0TyPXuLXfIO\\_Owor9b3jbf&index=31&t=0s](https://www.youtube.com/watch?v=whpJ19RJ4JY&list=PLcj1jOp-Zi0TyPXuLXfIO_Owor9b3jbf&index=31&t=0s)

## Online Learning Games

<https://kahoot.com/>

### b. Links

<https://edupact.eu/>

<http://edupact.sporteducation.eu/>

[www.righttoplay.com](http://www.righttoplay.com)

[www.fairplay.or.at](http://www.fairplay.or.at) | [www.fair-play.info](http://www.fair-play.info) | [www.vidc.org](http://www.vidc.org)

[www.sportintegration.at](http://www.sportintegration.at)

[www.sustainabledevelopment.un.org](http://www.sustainabledevelopment.un.org)

[www.clipcoach.at](http://www.clipcoach.at)

[www.sportinclusion.net](http://www.sportinclusion.net)

[www.theredcard.ie](http://www.theredcard.ie)

[www.fai.ie](http://www.fai.ie)

[www.uisp.it](http://www.uisp.it)

# **I03.5.**

## **CONFLICT RESOLUTION STRATEGIES**

Prepared By  
**Corporate Games**



## Introduction

General Objective of the module	<p>2-3 lines</p> <p>The goal of the course is to draw attention of PE teachers on potential conflict situations in school and enable them with the needed knowledge and skills to solve such issues in a quick manner, with best results.</p>
Expected Results	<p>3-8 small phrases: What is expected that the learners will learn after the completion of the module</p> <p>Learners will get specific knowledge on identifying potential conflict situations, conflict management and strategies to solving conflicts. As bullying is the most common situation in schools, PE teachers will learn about how to deal with students who bully and their victims. At the same time, learners will understand how to stay out of possible student – teacher conflicts.</p>
Keywords	<p>6-10</p> <p>Bullying, conflict resolution, aggression, safe playgrounds, prevention strategies</p>
Introductory Remarks	<p>The importance of the subject that is being analysed/ how this is related with other scientific fields and/or texts/ how should the learner study the module for the module to be effective/ which are the main units of the module?</p> <p>During adolescence into the developing stages of puberty, many children act out their emotions in the form of teasing, gossip, and physical aggression. If left unchecked, these same behavioral patterns will transfer over into the teenage years, or, worse, continue all lifelong.</p> <p>Basically, two types of conflicts are emerging during scholarship:</p> <ol style="list-style-type: none"> <li>1. Conflicts among children</li> <li>2. Conflicts among children and their educators</li> </ol> <p>Learner will be provided with a set of verified strategies to cope with these phenomena and to master any problematic situation.</p> <p>Tied to these two types of conflicts, but not directly involving children, there is another potential one taken into discussion, the conflict among parents and teachers.</p>

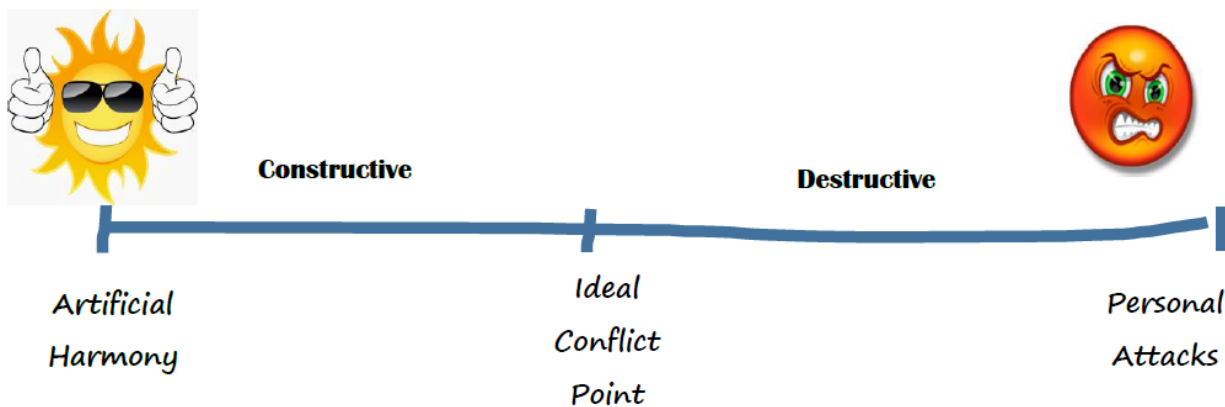


## 5. Conflict resolution strategies:

**Conflict is an inevitable fact of life.** It is borne out of differences and may arise in any situation where people are required to interact with one another. Conflict occurs when people's interests or different points of view intersect within a shared environment.

**Conflict isn't always a bad thing.** It can be a creative force for an organisation or team when managed effectively. Research suggests that some conflict may increase creative thinking and innovation as it encourages people to share perspectives and to challenge what is currently happening.

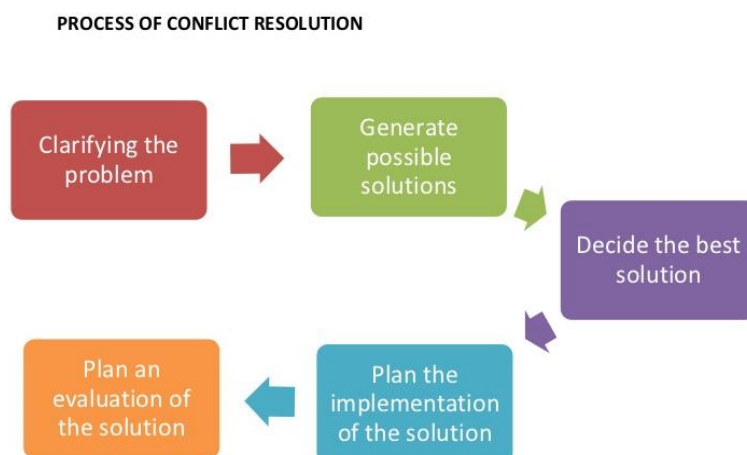
Conflict can be seen as a continuum where too little conflict resulted in artificial harmony and, at the other end, too much conflict resulted in anger and personal attacks. In the centre there is a spot where conflict is constructive (Conflict Resolution Strategies, 2020).



### STEPS TO UNDERSTAND AND SOLVE A CONFLICT

- Define
- Plan the conversation
- Talk
- Listen
- Solve the problem
- Positive ending

## 7 Tips on How to Manage and Resolve Conflict in the Workplace (Samuel, Salami, 2009).



During the early stages of the project, interviews and meetings have been organized with educators in participating countries, focusing on PE teachers and conclusions were drawn:

- More than a half of the teachers stated that there were conflicts between vulnerable groups and mainstream children. The reasons for the dispute were the socio-economic status, clothing, technical things, discriminatory issues.
- The main way of resolving conflicts between vulnerable groups and mainstream children is personally discussing with children.
- All participating teachers mentioned that they started by personally discussing with children. If it did not work, then discussions with his/her parents begun. If needed, they addressed the school psychologist, to Child welfare Commission, also to the school advisory service, exchanging information between primary and high school, offering different activities to “unload” the child’s energy when he/she is stressful, for e.g., diversification of activities.
- Very important is that teachers applied the same behavioural rules to everyone (discussing a “Code of Conduct”; developing partnerships). Some findings from PE interviews and meetings are enlisted bellow:

### 5.1. Strategies for conflict management between children

Children find themselves in precarious situations that often lead to escalated conflict with their peers. Conflicts arise in the classroom, lunchroom, library, school bus, gym, playground. While in school, teachers have a definite role to resolve these conflicts in a peaceful way and reduce incidents of violence and bad behavior. In many schools, conflict resolution educational programs equip educators with the necessary tools to teach kids how to resolve conflict in nonviolent ways.

Specialists have identified four conflict resolution strategies that can be used in a variety of school-based settings:

**peer mediation** - under this approach, trained mediators work with their peers to resolve conflict. Mediation programs aim to reduce traditional use of punishment, such as suspension, detention, and expulsion.

**process curriculum** - this approach aims to teach kids how to solve disputes by helping them imagine scenarios that could occur in the future. This approach introduces different ways to solve problems before they arise.

**peaceable classrooms** – this approach reinforces cooperative behavior and encourages the acceptance of diversity. It also teaches caring and effective communication.

**peaceable schools** – acts much in the same way as peaceable classrooms, but at school level. It incorporates the above three approaches. A peaceable school creates an environment where everyone works together toward conflict resolution, including children, teachers, and administrators. The peaceable school approach ensures that the entire school remains watchful of possible conflicts.

These conflict resolution strategies have also given the youngsters increased self-esteem, self-confidence, and self-respect. Educators play an important part in making sure kids exercise their newly found conflict resolution skills. Therefore, it remains vitally important for school personnel to set an example.

## 5.2.WORKING WITH SCHOOL BULLYING. RESOLUTION OF CONFLICTS

### A. STUDENTS WHO BULLY

Students who bully are quite diverse. Some bullies are popular among their peers and have leadership skills, while other bullies lack social understanding and have accompanying relationship skill deficits.

Most students who bully are **proactively aggressive**, that is, their aggression is aimed at obtaining a desired end or goal, such as being driven by victim dislike and a desire to impose humiliation and control, obtain material goods, or peer social status, or as response to peer pressure. Consequently, the bullying behavior is more frequently the product of calculation and reasoning, not anger and impulsivity. **Proactive aggression** (cool, calculated) should be treated differently than **reactive aggression** (hot-headed, anger-induced). Bullying behavior is repetitive, intentional and rewarding and school personnel need to be vigilant for when such behavior occurs. Most of bullying occurs in conditions of secrecy and isolation, where adult supervision is lacking.

Once the bullying action has been notified to educators, they have a large variety of means to counteract it:

- restorative justice procedures where children who bully are required to engage in some socially acceptable behavior (eg., helping others)
- enhance peer support for victimized children
- promote positive peer interactions and ensure that marginalized/bullied children are included in positive peer groups
- report incidents: if reporting incidents of bullying is the norm, the likelihood of bullying behavior decreases

Reducing **bullying on playgrounds** is also possible by:

- moving around the play area a great deal in order to observe, monitor, coach and reinforce positive student behavior

- looking for and emphasizing examples of prosocial behaviors such as interacting nicely with peers, following directions, playing properly, staying within designated boundaries, including someone else in the game;
- calling attention and rewarding desired behavior by presenting the student with an armband (5 to 10 armbands per period may be given out)

Schools can implement a **No Bullying Policy** and accompanying staff training programs to reduce the likelihood of bullying behavior. This type of program can include:

- administrative meeting to address the school's issue of bullying
- arrange for teachers being more watchful and encourage accurate reporting
- assess facts carefully to be certain that the students' behaviors are indeed a form of bullying behavior (power imbalance, victim distress, repeated over time) and not one of the other prevalent forms of student-to-student aggression
- invite the parents of the student who bullies to participate in a meeting to explain the school's policies and solicit their support
- work individually with the students who bullies; never use victim's names with the bullying student so as to reduce retaliation possibilities
- identify and label the student's behavior as "bullying." Do not accept the student's characterization of it as "just playing around", or "having fun," or something that "everybody does."
- Train students who bully how to avoid engaging in bullying behavior by use of reminders to assist problem-solving in provocative situations (e.g., "I need to get away from him" or "Turn away", or "Take a time-out")
- Ensure that a student who bullies "takes credit" for the changes he/she has been able to make in his/her behavior
- repeating offenders will require a more intensive intervention. Assess for possible skills deficits, presence of co-occurring problems like ADHD (hyperactivity), presence of peer pressure, mood disorder or abusive family conditions. Even conduct a functional analysis of the child's aggressive behavior.

## B. STUDENTS WHO ARE VICTIMIZED

Most of the bullying conflicts have been reported between vulnerable groups and mainstream children. This fact adds a supplementary pressure on vulnerable students, worsening their actual situation.

Students who are victims of bullying **NEED TO KNOW** that they are not alone. Victimized students have a right to be and feel safe in the school setting and school expressly prohibits bullying in all its forms. Teachers, parents and other students should form a team to help children who are victims of bullying.

The first actions to be taken by their educators comprise:

- Assure the student who was victimized that he/she will not be asked to confront the student who was bullying, thus avoiding retaliation.
- Suggest a course of action that will protect the child in the short-term. Who should be notified of the bullying incident; who can be of help?

- Encourage the involvement of the child's parents. Role play how the child might explain the bullying to his/her parents. If necessary, ask permission to call the parents
- Encourage students to protect and engage marginalized students, to actively work for preventing conflicts and retaliations
- Conduct a risk assessment in terms of:
  - o Severity of the bullying (Is it physical, verbal, relational or a combination of these types of bullying?)
  - o Frequency of bullying (Does it occur often? Are there multiple students who do the bullying?)
  - o Pervasiveness of the bullying (Where does it occur? Is it happening in school, at home or in multiple settings)
  - o Chronicity of the bullying (How long has this been going on?)

### 5.3. Strategies for conflict management between children and teachers

Children in conflicts with educators are rarer and tend to be solved immediately. Classroom conflict provides the opportunity for educators to model appropriate conflict resolution strategies and teach students to cope when things do not go their way. Teachers can seize this opportunity to teach their students the rules of civic discourse, effective self-expression, active listening, and how to separate the person from the idea to maintain everyone's dignity and self-respect. This will encourage students to discuss ideas without attacking the people who have other ideas.

Occasionally, students and teachers may have **competing ideas**. For example, in the current politically divisive climate, different ideas regarding nationalistic patriotism, problems of poverty, issues of gender or race and other situations can spill over into a student's life and into the classroom.

Sometimes, there may be **things happening at home** that result in unmet emotional, familial or psychological needs. It is worth having a conversation with students who regularly engage in conflict to determine what these issues might be. Educators could help them mitigate those problems. It is possible that one of the unmet needs at home is learning healthy ways to resolve a conflict and so teachers can provide that need at school.

Other times the conflicting needs and desires **relate directly to teaching the students** effectively. For example, many teachers need their students to do homework and many students desire not to do their homework. It helps to make a connection between the assignment and the learning goal so that students see homework as opportunities to increase their grade and improve scores on the test. Provide an explanation and rationale for expectations you put on the students so that assignment do not seem arbitrary or a necessity.

Not all conflicts can be avoided with proactive measures. The following six steps describe a **flexible strategy** as response to many conflict situations [5].

1. Don't take it personally
2. Choose when and where to deal with the situation
3. Listen to the student
4. Check your perception
5. Select and explain your position

## 6. Discuss next steps

When you have explained what you have decided to do, you can discuss possible next steps with the students. If your plan of action requires follow-up on your part, you may want to briefly explain the process.

### 5.4. Parent - Teacher Conflict Management

Parent-teacher conflict management isn't seen too often. For the most part, relationships between the two parties are smooth and help them accomplish their goal: the best possible education and experience for the child in question. But like any human interaction, communication is complicated, and conflict can arise.

A couple of strategies can be used to put an end to this kind of conflicts (Kodikal, Ur Rahiman, Pakeerrappa, 2014; Conflict Resolution Skills, <https://www.edmonds.edu/counseling/documents/Conflict.pdf>).

- Always listen to the parent
- Get advice from other teachers
- Involve your administration if necessary

If the previous two strategies have failed, it's time to involve your administration in the parent-teacher conflict management process. Describe the issue, what you've tried, what's worked and what hasn't worked. They may give you advice or take over the issue so you can focus on teaching.

#### Conflict resolution Activities and Games for kids

Incorporating fun activities and games in the classroom can help teach essential conflict resolution and social-emotional skills to children.

One place to start is **simply by reading**. Read-alouds can prompt class discussions about empathy, different perspectives, and the virtues of patience. Regular reading and discussion about these themes, and how they relate to real-world conflict resolution, can help children build their ability to handle conflicts. Children may also benefit from coming up with other ways for characters to handle situations in the books.

**Group activities like role playing** help children understand differing perspectives, while also being fun for the class. When they're put in a situation and portraying something different from what they're used to, children learn empathy and practice considering other peoples' points of view. For younger students, it can be helpful to have a discussion after the role play to remind them, they were playing a different "character," and to ensure students learned from the fun activity (Scannell, 2010).

When conflict arises, having the students involved **write or draw a picture about what happened** can be helpful for several reasons. First, it sets a cooling-off period. It also encourages them to reflect on what happens and how it made them feel. Teachers can help students consider their actions by prompting them with questions like, "What would you choose to do differently?" or "How did this make you feel?"

**ANYTHING GOES** - conflict resolution game for kids (can be applied in classroom)

Objectives

- To engage in conflict
- To practice the skills of dialogue
- To build consensus

Time - 10 to 20 minutes

#### Procedure

This game is a great way for participants to engage in a mini conflict with another team member in a nonthreatening manner. Ask participants to find a partner. Have each pair stand face to face, right fist out (as in Rock, Paper, Scissors), and say together at the same time, “Nothing, something, anything!” Once the word anything is said, the two participants yell out the name of any item they can think of (dog, cat, coffee mug, rain, yellow or shoe). After yelling out their items, team members must now debate one another as to why their item would “beat” the other person’s item. Allow about two or three minutes of debate, then call a brief time-out to discuss the difference between debate and dialogue. After that, have the team continue with their conversations, only now, encourage team members to engage in dialogue—asking questions and listening to the answers—to come to an agreement between the two of them (Scannell, 2010).

#### Discussion Questions for kids

- How did you react to your so-called conflict?
- Is this how you normally act in conflict situations? Why or why not?
- How were you able to come to a consensus?
- What happened when you switched from debate to dialogue?
- When someone disagrees with you, do you always stop to ask questions?
- Is it difficult to listen when someone disagrees with you? Why?
- What made it easier in this activity?
- In what ways could you use these skills the next time you’re in conflict with another person?

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**IO3.6.**  
**PSYCHOLOGICAL AND SOCIAL SUPPORT WITHIN  
THE SCHOOL**

Prepared by  
**Action Synergy**



2021



## Introduction

General Objective of the module	The purpose of this training module is to introduce PE teachers with the necessary elements to create a psychosocial system of support for students of disadvantaged backgrounds that includes and can benefit all student
Expected Results	<p>. Knowledge:</p> <ul style="list-style-type: none"> <li>• Become familiar with the basic principles of Psychosocial Education</li> <li>• They will be able to recognise protective functions and dangers at the individual and social level</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• They will be able to manage a multifaceted classroom using effective techniques and methods</li> </ul> <p>Competences:</p> <ul style="list-style-type: none"> <li>• recognise the multifaceted needs of children and their rights to normal development and psychosomatic well-being</li> </ul> <p>Ability to recognise the multifaceted needs of children and their rights to normal development and psychosomatic well-being</p>
Keywords	Psychosocial education, resilience, communication
Introductory Remarks	<p>To gain general knowledge about elements of psychosocial support specifically for disadvantaged children.</p> <p>To develop the teacher's knowledge, skills, and competencies regarding resilience, interpersonal communication and to get examples of seminars that can be delivered.</p>

## 6.1. Definition of psychosocial support

The following advice and suggestions are based on Greek and international research and experience. They aim to provide psychosocial support for children and adolescents.

**Psychosocial support** means:

- Recognizing the multifaceted needs of children and adolescents, as well as their rights to normal development and psychosomatic well-being,
- making systematic efforts to protect them from the negative effects that they experience in their everyday life; and
- Strengthening their mental resilience, their ability to cope with difficult situations and, in general, every positive aspect of their lives.

It is the obligation and responsibility of adults - parents, teachers, mental health professionals and others - to provide psychosocial support for developing people who are particularly vulnerable in today's circumstances.

### **The responsibility of the teachers, and the challenges faced**

In the current period of pandemic, combined with economic crisis, as in any crisis, children and adolescents need the constant support of you, teachers, as well as from their parents. Support means that teachers can absorb the stresses and anxieties of their students and being healthy role models for them. Providing this support is not only a need for the children, but also obligation of teachers.

Financial difficulties, however, make the exercise of the pedagogical role is a difficult task. This is so, firstly, because, when children's families face great difficulties, it becomes more difficult for them and for the school to compensate for the deficits, therefore the burden on the shoulders of teacher's increases. Secondly, because the education system itself is severely affected by the cuts in expenditure at many levels (e.g. teachers' salaries, training, heating and other school infrastructure), the increase in the number of teachers' salaries, training, education, heating and other, the increase in teachers' working hours and workload, the increase in the number of teachers' hours and workload, the policies reflecting the current health, economic and societal crisis, as well as the pressure on system by the families and communities affected. Third, you personally have probably been negatively affected by the current situation and you are experiencing daily practical problems, fear, anxiety, sadness, resentment, anger, helplessness, anxiety and despair about the future, feelings of disconnection, exclusion and loneliness, or even shame, guilt, feelings of unworthiness and failure; you experience problems sleep, eating, concentration, but also general psychosomatic or other health problems; you see your interpersonal relationships, such as you see your interpersonal relationships, such as your marital relationship, your contact with your social network you feel like you don't belong and experience so many other negative consequences of the current crisis. All the above increases the risk of burn out, a condition that, which, as research has shown, characterises many teachers in the in times of crisis.

### **Effects of adversity on children and adolescents**

Children and adolescents are extremely vulnerable to the negative effects of the current situation. On the one hand, adversity leads to the sudden collapse of the child's world; children are forced to to

grow up before their time. On the other hand, experiencing stress forces children to *regress*, i.e. they manifest emotions, thoughts and behaviors that are appropriate for younger ages.

International research has shown that the most common, expected reactions of children and adolescents to adversity (and to any types of crises) vary according to age and are the following:

➤ **Preschool age**

Behaviours that indicate regression, such as finger sucking, night enuresis and loss of sphincter control, fear of the sphincter. Fear of the dark, excessive attachment to parents, overexcitement, tics, tics, stuttering, sleep disturbances, loss of appetite, vomiting, diarrhoea, disobedience, temper tantrums, withdrawal from family activities and isolation from other children.

➤ **School age**

Irritability, aggression towards peers, opposition (to parents, teachers), excessive attachment to adults, sleep disturbances (e. g. nightmares), binge eating, refusal to attend school, attention span problems, drop in school attendance performance, loss of interest in past favourite hobbies, tendency to take things from other children that do not belong to them (e. g. food, school supplies), withdrawal from family activities, and isolation from friends.

➤ **Adolescence and youth**

Sleep and eating disorders, loss of appetite, physical discomfort (e.g. headaches), isolation, attention problems, (e.g., attention deficit, anxiety, anxiety disorders, anxiety disorders, attention deficit, attention deficit, drop in school performance, low self-esteem, conflicts with peers Conflicts with adults and authority, problems finding personal identity as a recognition of existence and collective identity as a recognition of status and integration in a group and in society in general, difficulties in difficulties in formulating goals for the future (e.g. cynicism, pessimism), devaluation of education and studies, inactivity and resignation, experimentation with various substances, bullying, risk-taking and misbehaviour behaviour, self-harm, suicidal ideation and suicide attempts.

## **6.2. What you can do to support your students**

### **a. Reassure your students**

It is very important to show your students that their situation is not an obstacle for them. Reassure them that they can feel safe at your school, that you are there for them and that you are available to help.

### **b. Inform your students in a way that is appropriate for their age and developmental level.**

Talk to students about the negative situations they are experiencing and resolve any questions about the issues they are facing. Ask for their views on them. The discussion should not be a series of announcements from you to the children; talk to the child, not at the child. Do not "bombard" children with a wealth of information and do not make assumptions and 'scenarios' about what might happen. Answer exactly what the children ask you, as this is what they need to know. Avoid discussing adult issues in front of them using technical terms and emotionally charged words. Avoid polarisation between 'good' and 'bad', which does not help children, as they already tend to think in terms of 'black and white', 'all or nothing'.

### **c. Tell the truth to your students**

Think carefully beforehand about what it would be good for students to know and what they should not know. Don't tell them the first thing that comes to mind. It is good that their information about their problems is as clear and specific as possible. Your tone of voice should be firm and show that you are confident in your abilities and that you maintain some control over the situation. Children and adolescents need to know that things have changed, to know the truth; it is not good for them to feel deceived by teachers because their confidence in them is shaken.

You should seek a balance between keeping students calm and familiarising them with the difficulties, so that they are prepared and shielded to face the uncertain future. After all, the present situation can turn into a great lesson in how to successfully face adversity, survive and function in a healthy way.

### **d. Recognise students' feelings and give them opportunities to express them.**

Sadness, anger, insecurity, anxiety, and panic are expected reactions of people of all ages to adversity. Explain to children that it is normal to feel this way and that many others, even adults, experience similar unpleasant feelings: "You're going through a difficult time and it's normal to act this way."

It is common for children to experience shock if a sudden negative change occurs in their family, to feel guilty about it, to blame themselves, or to believe that they are responsible and should do something to relieve their parents of their despair, e. g. that they should take on the parental role. Children's guilt is reinforced when parents openly express intense anger, rage, or frustration and when they project that they must go to great lengths and make sacrifices so that their children are not deprived of anything.

Discuss with students how they feel about this situation. Listen to them, be an active listener, e. g. listen carefully to what they have to say and try to put yourself in their shoes, feel their feelings and show them that you understand them. Encourage them to ask questions and questions about the issues that concern them.

It is not easy for students to disclose their problem in front of everyone. Therefore, what is needed is, firstly, group discussions, which help children to realise that they are not the only ones who have something unpleasant happening to them, but that other classmates may feel the same way; and, secondly, private teacher-student discussions, in which the child can confide his or her thoughts.

### **e. Offer opportunities for expression**

Children and adolescents tend to express fear and anxiety in their lives. Fear and anxiety through negative behaviors, which might embarrass you, because while you wish to be non-discriminatory, you are reluctant to impose discipline on your students who are suffering or feel guilt when you do so. It is therefore important to give children space and time to express negative feelings. Do not try to deny and suppress them. Help children and adolescents to verbally articulate the discomfort and pain they are feeling. Talking makes it easier for children to gain some control over their feelings. In addition to speech, the school (should) offer opportunities for expression through expression through painting, literature, role-playing, theatre, music, physical exercise, dance, school celebrations and events etc. In general, expression should not only be about negative emotions, but should be all-round; and it should be all-encompassing and must use all areas of human creativity and human culture, as this diversity responds to the great individual differences which characterise the students themselves.

All forms of expression constitute narratives about our lives and the world. Teachers who manage together with their students to build and tell a story about what happens to them, reduce children's

confusion. These stories create meaning by avoiding judgment and they help us maintain our continuity in space and time, when it seems that everything around us is changing or, even worse, falling apart.

#### **f. Believe in resilience and express it.**

Consider that in all times there have been many people who, despite adverse conditions, managed not only to survive, but to become even stronger. Using real-life examples, explain to your students those similar difficulties are faced by many families and many social groups in different countries around the world. Remind the children of occasions when they themselves had effectively dealt with various difficulties and experienced success. Ask them to do the same now. Explain to them that people have great reserves of strength and that they too will succeed. You can ask the children themselves to think of ways in which the crisis is likely to mean something positive for human life. Try to maintain your role as strong role models with whom children and adolescents can identify and inspire belief in their personal strengths. It is an attitude that enhances the self-esteem of children and adolescents.

Mental resilience also means that you replace dysfunctional beliefs with other, alternative beliefs that make sense of your situation. Some common thoughts that don't help us and need to be brought to the surface to change them are:

*"No matter what I do, it won't change anything."*

*"I'm alone, no one can help me."*

*"Everyone looks after themselves, I intend to do the same to survive with my family."*

*"Let him who saves himself be saved".*

Many of these thoughts express the sadness we feel because of the difficult situation we face. This grief is likely to be experienced by children and adolescents themselves and they need help to process and resolve it. Thoughts that motivate us to act could be the following (and many others, of course, generated by human ingenuity):

*"I have good people in my life."*

*"Just because some people didn't care about the common good and that led us to this situation, doesn't mean we should adopt that attitude."*

*"It is worth fighting for myself and for others."*

*"No matter what happens, we will get through this eventually."*

### **6.3. Building a system of psychosocial support**

#### **Psychosocial education**

After assistance in meeting basic survival needs (food, water, shelter, clothing, medical care), children from disadvantaged backgrounds generally have greater needs for education and support than other young people/children to have a basis for social interaction and the creation of social support networks. The role of education is to bring about psycho-social normalisation in addition to educational outcomes.

The school setting is an environment that offers itself to the psycho-social development of all students, therefore including disadvantaged children, for the following reasons:

- The school is an organised context which aims at the all-round development of pupils
- It is a space for the expression of children's individualities and talents

- It is a place for the socialisation of children and their families

In the heart and soul of an efficient psychosocial support system lie psychosocial interventions. Sums of group activities designed to increase children's socialisation and resilience. These interventions usually take the form of workshops and other social activities that are based on a gamification methodology to engage children and have the maximum effect.

### **Goals of the psychosocial interventions**

When planning and implementing the children's workshops and the meetings with parents and caregivers, it is important to keep the overall goals of the children's resilience programme in mind. The goal will always be to improve and strengthen the children's psychosocial well-being. This means helping the children to:

- resume normal, routine activities
- After or even during crisis situations
- Experience less stress
- be physically and emotionally strong and healthy
- To be playful and happy
- feel good about themselves and have confidence in their own abilities
- make good and safe decisions
- be more social
- trust others and be able to share their feelings
- seek help from other peers and adults
- cope better with everyday challenges
- solve problems without violence.

## **6.4. Characteristics of programs supporting disadvantaged and excluded youth in schools**

One of the most modern ways to support children who are in school, and their families and education are social and emotional development programmes and education that have been designed and implemented in recent decades. Their purpose is to strengthen children's emotional intelligence and to cultivate the necessary skills so that they can recognise, express, manage and control their emotions and feelings. Their emotions better when interacting with others.

As stated by Banti, A. (2010) "the development of all the skills, values and attitudes associated with emotional intelligence is the motivation that will enable children to resist self-destructive behaviours while making them more responsible and capable of making wise decisions and seeking opportunities for progress and learning in their lives".

The socio-emotional development of excluded and disadvantaged children also depends on informal interactions between adults and students and between students and their peers (Suarez-Orozco & Todorova, 2008). Training students in solving conflict resolution and problem-solving skills can increase the likelihood of pairs or groups of students being capable of resolving conflicts on their own. **Key skills** that can help students to resolve conflicts without adult intervention include the following:

- Calming down when they are upset
- Talking directly to each other

- Speaking assertively, honestly, politely
- Listening carefully to others and paraphrase their words accurately
- Suggesting solutions and agreeing on a solution to try it out

### **The role of resilience**

Major sources of stress (such as family and relationship problems, serious health problems, stress, and war), job loss, terrorist attacks, and the death of a loved one, threats or other traumatic events change people's lives. All are examples of serious and extremely difficult life experiences. How do people cope with these adversities? Most people react with an abundance of intense emotions and a sense of insecurity. However, people adapt well over time to life-changing situations and stressful circumstances. What helps them? *Resilience*.

Mental resilience is a quality that is part of human nature and is already part of children's psyche. Children have qualities and abilities, strengths that have been described as 'islands of competence'. It is the job of parents and teachers to help children to recognise these inner strengths and abilities and to develop the appropriate self-confidence which is a key component of mental resilience.

### **Identifying Mental Resilience**

To meet the goals above, it is vital to develop mental resilience. This important psychological skill has many facets that can be summarized below.

#### Relationships

Our human contact and relationships with others give us a sense of belonging to a group, receiving, and providing support and feeling that we are not alone in difficult times.

#### Self-confidence/Competence Recognition

Belief in self and personal sources of strength helps people recover from difficulties more quickly and effectively.

#### Sources of support

Recognition and awareness that there are sources of support (people and situations) in our lives during difficult life circumstances.

#### Responsibility/Active participation

Feeling that we take responsibility for actions helps us to gain a sense of control over things and maintain our calm.

#### Values/expectations

Awareness and a deeper understanding of the values we hold helps us to prioritise, set goals and pursue their realisation.

#### Goals

Redefining and prioritizing our goals in the context of new circumstances and based on our new emerging needs helps the individual to continue to derive satisfaction and give meaning to their life.

#### Optimism

A sense of hope/optimism is related to building resilience and the expectation that things will "work out".

### Promoting resilience in the school environment

After the family, school is the most appropriate environment for promoting mental resilience in the child and adolescent. School communities can a) ensure conditions that promote behaviours that characterise mental resilience, b) promote the implementation of appropriate educational approaches, appropriate educational programmes and prevention programmes aimed at developing individual protective factors. In the following figure you can see some of these factors, which are divided in endogenous and exogenous (environmental).

Endogenous protective factors	Environmental protective factors
Social skills (decision-making, assertiveness, impulse control, problem-solving skills)	Ability to create strong relationships
Putting yourself in the service of others	Promoting the learning process
Sociability	Positive mode of interactions (warm interpersonal relationships and low levels of criticism)
Sense of humour	Clear boundaries (rules, habits, laws)
Internal control	Developing supportive relationships with many caring adults
Autonomy – Independence	Sharing responsibilities, providing services and helping others
Positive view of personal development	Satisfaction of basic needs (housing, nutrition, health services, entertainment, etc.)
Adaptability	High but realistic expectations for success
Ability to learn	Encouraging children to set goals and be in control
Motives for achievement	Contributing to the development of values and social skills from early childhood
Self-efficacy	Providing opportunities to take responsibility and to participate in decision making
Valuing yourself and trusting your powers	Recognition of each child's strengths and possibly special abilities

An example of two experiential workshops of resilience for school children follow.

In the first, the **sources of power** and the reserves that every human being has are explored, identified, and extensively described.

In the second, ways of using them in difficult times are explored.

It is important that the trainer gives the necessary time and appropriate support so that they do not stay on a superficial level.



## **Workshop 1: "My unique self"**

### 1. Introduction/Duration 10'

Plenary/round: Introductions and reference to the objectives of the workshop.

### 2. Activity 1 "Have you ever ...?"/duration 15'

The trainer explains that they will read different things that are true or not true for each person. If the item is true for someone, then they run to the center/middle of the room, jump in the air and do a high-five with their palm to whoever else ran to the middle for the same reason.

At the end they are invited to say how they felt.

Here is a proposed list of statements:

"Have you ever ...."

1. Have you ever climbed the Himalayas/Olympus/the highest mountain in your home country?
2. Have you ever fallen off a bicycle?
3. Have you ever lived abroad for more than 1 year?
4. Have you ever sung karaoke?
5. Have you ever gone more than 2 weeks without showering?
6. Do you have a brother and sister?
7. Have you ever ridden a horse?
8. Have you ever eaten frogs?
9. Have you ever loved your dentist?
10. Have you ever spoken 3 or more languages?
11. Have you ever fallen in love with someone who was a vegetarian?
12. Have you ever swum in an ocean?
13. Have you ever been in a show?
14. Have you ever broken any bones in your body?
15. Have you ever done any volunteer work?
16. Have you ever climbed a tree?
17. Have you ever had a relative who lived past 100?
18. Have you ever cooked a meal by yourself for more than 20 people?
19. Have you ever had a pet?
20. Have you ever had a nickname?
21. Have you ever skydived, or bungee jumped?
22. Have you ever seen a bear?
23. Have you ever blushed from shyness/shame?

### 3. Activity 2 "The tree of my life"/duration 50'

The instructor gives an introduction about trees, their individual elements, their properties, their characteristics, how they are connected to each other in forests.

Then invites everyone to start drawing their own tree on A4 paper, starting from the roots and moving on to the trunk, branches, leaves, flowers, fruits.

On each of these they place elements of themselves as follows:

- Roots: Evidence of his/her ancestry and family history; the people who have helped him/her the most, loved him/her and influenced him/her positively in life or taught him/her useful things; favourite places/things/songs.
- The ground: it is the now of his life. Where he lives and some of the activities he has in his daily life.
- The core: skills, abilities in physical and social activities.
- The branches: His hopes, dreams, and desires that he has for the direction of his life and for others, children, youth, and adults and for his community. How has he managed to hold on to these hopes (perhaps under difficult circumstances)?
- Leaves: The people (living or dead) who are important to his life. How have they influenced it?
- The fruits: gifts they have received and given, gifts not only material but also emotional gifts, achievements, etc.
- Flowers: What makes him special, his strengths/strengths.
- Thorns: Challenges, threats, and difficulties.

#### 4. Small group discussion / duration 20 minutes

Divide into groups of four, first pairs and then join into groups of four, based on the greatest familiarity between students. They share what surprised them, moved them, made them proud, what emotions they felt.

They write a short paragraph to share in plenary.

#### 5. Plenary/cycle/duration 20 minutes.

In plenary each small group presents what they have written, and they close by saying one feeling each.

### **Workshop 2: My unique self among others**

#### 1. Introduction/Duration 20'

Plenary/round: invited to talk about their thoughts after the formulation the participants are invited to reflect on their thoughts after they have created their "Tree", if it helped them in any way or any other comments they would like to make.

#### 2. Activity 1: "The Forest of Life"/duration 50'.

Each person is asked to post their "Tree" on the wall and talk about it, its history, its favourite songs and stories. When they do so, everyone is invited to talk about the similarities and differences between their "Trees" and how they support each other in the forest.

#### 3. Activity 2 "When the crisis comes"/duration20'

Small groups: In the small groups of the previous workshop, they discuss:

- What are the trees really endangered by?
- What do they do to protect themselves from danger?
- What do animals do to protect themselves from danger?
- Are there things they themselves can do to react to their own dangers and crises?

- Are there things they are already doing?  
They write a short paragraph to share in plenary.

4. Plenary/cycle/duration 10 minutes

Each small group presents what they have written.

**The role of communication**

Communication is defined as the multifaceted process of developing contacts between people which stems from their need to connect, to interact with others and to people and develop common activity. There are no simple messages in human communication. We are always *transmitters* and *receivers* of multiple messages, verbal and non-verbal, each of which identifies or modifies each other. Each message acquires meaning not from its content alone, but also from its reinforcements, differentiations, cancellations, that it receives from other messages, which may be simultaneous, preceding or following in time. This means that the messages exchanged can be understood and can only be understood and interpreted correctly if the transmitter and the receiver, in addition to the language code, share a same code of knowledge, perceptions, values, attitudes and experiences.

One category of communication difficulties is the existence of stereotypes. Stereotypes are generalisations that express very widespread views about other peoples or social groups. They distort communication from the outset. As communication between people, that is, how I perceive what the other person says to me, has to do with three images of self:

- What I think of myself
- What I think of you
- What I think you think of me

There are two elements that make communication effective: an *individual* and an *interpersonal* element. In the first case, a communication is considered effective when each person gives verbal and nonverbal messages that agree with what he or she feels (Satir, 1988). In the second case, communication between two people will be effective if the receiver interprets the sender's message in the way the sender meant it. Finally, the context in which communication develops is one of the one of the most important factors in its effective functioning. The context is defined by many dimensions such as space, time, conditions or climate, the written and unwritten rules, the presence of others and the events that have happened between the transmitter and the receiver which shape the relationship between them.

Below are some basic communication skills and certain usual barriers to communication.

<b>Communication skills</b>	<b>Barriers to communication</b>
Expressing emotions	Different languages
Processing and control of emotions (observation or inner dialogue)	Carelessness - Distraction - Indifference - Apathy
Empathy - putting myself in the other person's shoes	Excessive impulse to speak by the listener - impatience
Acceptance	Innuendos
Active listening	Speculation, not accuracy

Decision making	Disagreeing with what has been said before the speaker has finished talking
Managing interpersonal conflict	Change of subject
Defending own view/rights	Attitude of superiority and avoidance of emotional expression
Working together	Continuous interruptions
Interest for others	Double messages

An example of an experiential activity of communication for school children follows:

1. Introduction/Duration 15'

Plenary/round: Everyone in the circle says the emotion they come with. Each person in the circle expresses the feeling he or she comes with. the connection is made with what has gone before and the objectives of this workshop are mentioned.

2. Activity 1: "The process of communication: SHAPE"/duration 20'.

Small groups: randomly (bridge A/B) divided into 2-3 groups (6 or 7 or 8) and sit behind each other in each small group (as they were in the order in which they were divided) forming 2 or 3 parallel rows (depending on the total number of the group).

The first person in the row gets hold of an A4 sheet of paper on which there is a shape, different for each row, which only he sees (up to 5 times). After seeing it, describes/conveys what he saw to the person immediately behind him in a low voice and without using his hands. In turn, the person behind him conveys it to the person immediately behind him and so on until the information reaches the last one. Everyone can only talk to the person in front and the person behind. Can only ask questions, clarify things with these two until the information is passed on. Information reaches either the first or the last. The last one draws/shapes what described to him. Before presenting the result, a group process takes place. Finally, the original drawing is placed side by side with the final drawing and the group sees the result.

3. Reflection/duration 20'.

Reflective questions:

- How did you feel?
- What did the group have to do?
- What was your experience as a member of your team?
- What did you learn about communication?
- Who was responsible for the outcome?
- What skills did you need to use?
- What obstacles were there?

4. Presentation/Duration 15 minutes

Topic: "Communication: basic principles and concepts, skills, barriers".

5. Activity 2: "Intercultural communication"/duration 20'.

Preparation. 4 cards must be created to be distributed to the small groups.

Small groups: random groups (they are asked to line up behind each other with a row of cards. (small groups are asked to go one behind the other based on age of birth with non-verbal communication. Being in this row once they have done so, they are divided into small groups). Each small group is given an instruction/rule of behaviour in each small group is given a set of instructions and instructions for the game, which each small group must follow. From each small group are read silently so that the others do not hear. When the instructor gives the cue, they move around the room. On the instructor's next cue "Let's say hello", they communicate to each other with the instruction/rule they have.

#### Instructions for the 4 cards:

"In your meeting with someone else what you will do is ..."

Card 1: I speak in silence, and I am always half a step behind the person I have met

Card 2: I speak after I have counted from the inside to 7

Card 3: I speak loudly as I approach the other person to ask "Hello. How are you?"

Card 4: When asked "Hello, how are you?" or they approach me, I lower my eyes.

#### 6. Reflection/duration 10'

Reflective questions:

- How did you feel each time?
- What happened?
- What was observed?
- In what other dimensions of life can this happen?

## Conclusion

1. Psycho-social support means:

- a) Recognising children's multifaceted needs and their rights to normal development and psycho-physical well-being,
- b) Systematically trying to protect them from high risk factors for mental disorders,
- c) Strengthening their mental resilience and their abilities to cope with difficult situations.

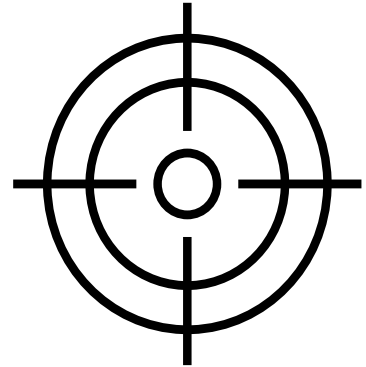
2. The main objectives of psychological and social support programmes are:

- a) to reduce and/or prevent high risk factors for the development or maintenance of mental health related problems such as the impact of stress/anxiety and psychological distress experienced by children who have experienced or are experiencing difficult situations, the activation of post-traumatic symptoms, loneliness, and social isolation,
- b) The strengthening of individual and community mechanisms, the process of recovery and the ability to react under conditions of great insecurity, constant change, separation, and loss. This can be achieved by creating a stable and secure environment and a relationship of trust.

This approach facilitates children's integration into the whole. They will cope with their traumatic experiences and the impact of these but after they have 'built' resilience or recognised and improved on it.

## Module evaluation

1. How satisfied are you about this module? “Shoot” the target (mark it with cross)
2. What could be improved?
3. Were the materials presented in this session useful for you?
4. The most important thing I learnt.
5. Could I use this knowledge in my daily work?



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# **IO3.7.**

## **MAIN STEPS TO BEGIN COOPERATION BETWEEN SCHOOLS AND SPORT ORGANIZATIONS**

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## Introduction

General Objective	Trainees should reflect on the current level of cooperation between the sport clubs and the schools, identify the problems that prevent this cooperation and develop strategies in order to resolve them.
Expected Results	After completion of this chapter the trainee will have an idea of what it could consist of a cooperation between a school and a sport club, which benefits it could bring and how to promote it.
Keywords	cooperation, benefits, social inclusion, openness
Introductory Remarks	The cooperation between the schools and sport organisations could prove beneficial for both. However, until now it is unusual that this happens because of a lack of a culture of cooperation. There are several activities and events that could be organised through the cooperation between schools and sport clubs, some more simple and others more complicated. This cooperation is crucial for the improvement of the social inclusion of vulnerable students.

## **7.Theoretical part: The need for cooperation**

Since education for children and adolescents is compulsory in all European countries, school is the social space which is the most important in order to foster the social inclusion of vulnerable target groups. In the same time, school is the social space in which a high number of young people from different social and ethnic backgrounds can be addressed through sport programmes. However, in order to foster in a sustainable way the social inclusion of these children, there is a need for the active involvement of non-school actors in the local level (especially sport clubs, associations active in the field of sport etc) that will be able to support these children, increase their self-esteem and foster their social inclusion outside the protected school environment.

Recent research (for example “Cooperation on Sport Market – Reasons and Ways How to Improve It”) shows that even if there is a will of both the sport clubs and schools to cooperate, the current levels of cooperation are very low. The same conclusion came also as a result of the research conducted in the framework of two reports developed in the framework of European projects, the report “Training Needs Analysis” of the ATHLISI project ([www.athlisi.eu](http://www.athlisi.eu)) where focus groups were organised with community-based organisations (including parents associations) and the report “Sports club policies in Europe. A comparison of the public policy context and historical origins of sports clubs across ten European countries” developed in the framework of the SIVSCE project. A key figure for the promotion of this cooperation and for the promotion of the social inclusion of disadvantaged target groups through sports is the physical education teacher in the schools.

The personal qualities and teaching styles of physical education teachers can be significant factors in the development of pupils’ perceptions of the subject and these perceptions can, in turn, exert an influence over the development of sporting values and the commitment to lifelong physical activity. However, frequently physical education teachers in schools do not have the contacts, networks and tools necessary to promote cooperation with other community-based organisations in the field of sport.

Also, in the recent years, the amount of children belonging in vulnerable groups has increased a lot both because of the increase of the number of refugees and migrants and because of the financial crisis. Most of the physical education teachers have not received any kind of training related with the specificities that are included in the management of such groups of children. Their training related with social inclusion is usually limited in the children with disabilities. Research has shown that physical education teachers find it difficult to identify and describe values and life skills that need to be transferred to school children engaged with sport activities both in an individual and in a group basis. More specifically, physical education teachers can be trained to develop their social-emotional skills in order to create an inclusive environment within their school children. In this way, children from vulnerable groups can develop the necessary life skills and self-esteem necessary in order to succeed in organisations outside school such as sport clubs.

## **7.1. Possible ways of cooperation between schools and sport organisations:**

There are several ways in which the schools can cooperate with sport organisations. Some of them are the following:

- The school can identify students with increased sports abilities and direct them to a local sport organisation
- Sport organisations could use the school infrastructure for their sport events
- The sport organisations could organise talent identification trials in the schools
- The sport organisations could make several presentations of specific sports to school students on the World Sport Day as well as on other occasions
- Sport organisations could organise speeches in relation with the promotion of the benefits of sports
- Sport organisations can organise an open day in their infrastructures which would be open for school students. Schools could notify students on such opportunities
- Sport organisations could notify the schools or parents association in relation with the events they organise
- The sport organisations could organise school championships in the club's infrastructure
- Sport organisations could organise seminars on topics such as first aid in schools
- Cooperation could be established in the area of equipment (balls and other sport equipment)

## **7.2. Benefits from the cooperation**

### **Benefits for the school**

- Improves the health and physical condition of the students which is important also for their school performance
- Improves the social inclusion of vulnerable students and prevents social exclusion for the students as well as risky behaviour
- Increases the contacts of the school with the local community
- Provides to the school, more opportunities to organise sport activities and events in case it has poor sport infrastructure
- Could improve the sport equipment of the school

### **Benefits for the sport organisations**

- Identify talents that could bring value to the organisation
- Increase contacts with children who might be interested to participate in sport organisations
- Increased role of the sport organisation in the framework of the local community

## **7.3. Common goals of schools and sport clubs:**

Beyond the practical benefits described above, sport organisations and schools share also the same values and goals, especially related to vulnerable children:

- The community development of vulnerable groups through a short-term and long-term multisectoral action plan with multifaceted social, cultural, cultural, voluntary, Sporting, environmental and local actions of solidarity of social inclusion, and awareness of the wider society for their warm welcome and the fight against racism and xenophobia.
- Providing information and counseling services, health, and education for their members experiencing social and educational exclusion.
- The elimination and condemnation of all forms of prejudice, racism, and xenophobia towards their members and the fight against discrimination, stereotypes, and social exclusion in the education system.
- Combating exclusion from services and ensuring social cohesion, orderly coexistence, and social stability.
- To ensure attendance, to combat school leakage, to reduce school failure, and to integrate pupils at all levels of education.
- To strengthen the relationship of their families with the school and to highlight the positive effects of education on the lives of these children.

Also, both schools and sport clubs aim at:

- Providing learning and socialisation
- Improving self-control and self-image,
- Maintaining good physical shape,
- The acquisition of experiences that help to mature and complete the personality,
- Support for any type of activity that will contribute to a substantial improvement in the educational and living standards of students,
- Prevention of students from alcoholic and toxic habits.

### **Practical part:**

#### **Example of Successful Cooperation**

- 1) A Sports Club hosted in the school premises based in Thessaloniki, among other things, proceeds to the following good practices:
  - 1.1) Informative lectures in schools: In the context of raising the awareness of society and students on issues related to sport and the equal inclusion of athletes, they make regular visits to schools, presenting Olympic sports. Young students have the opportunity to get acquainted with impressive sports, discuss with renowned athletes about the benefits of healthy sports and reflect on
  - 1.2) The difficulties that an athlete may face in his daily life. Above all, young students realize that individuals from vulnerable groups are active cells of a society that must be open and accessible to all.
  - 1.3) Is also a leader in the activities of other sports clubs of our country, participating in the last two years in the International Night Half Marathon of Thessaloniki and a dynamic walking road with a mixed team consisting of hundreds of people including school children? In this action, the Friends of the club also could participate in experiential actions.

1.4) Organizes a ten-day camp of Olympic sports for school-age children, on the school premises. In it, young students could get acquainted with a series of Olympic sports, adapted to the age needs of the participants. At the same time, they can develop rich motor and sensory skills by participating in creative activities. This action is the only way out for young students after the end of the school year, as the opportunities for sports, play and creative employment for children are practically minimal. The collection of enthusiasm of both participants and parents, gives the members of the Association the joy and the trigger for the continuation of the action and its development aiming at the participation of as many children of school age.

2) Helen Claudia Pollack is the champion of the Megara Athletic Club in the short jump. With a Polish father and a Sri Lankan mother he was born and raised in Greece. She is a girl of only 22 years old who lost her father at the age of just 8. Both sports club and school seem that they had supported her first steps. She studies aesthetics and in parallel with the championship she works in a children's playroom.

### **Proposal for training activities**

The training activities are proposed to train teachers and other professionals in the building of the cooperation between schools and sport organisations.

#### **Training Activity 1: Sociometry**

The participants are asked to stand up. The facilitator reads some statements and asks the participants to stand in a virtual line representing their opinion. The one corner of the room represents the answer “I agree completely” while the other corner represents the answer “I do not agree not at all”. After that every participant expresses his/her opinion by standing in a point on the virtual line, the facilitator asks them to explain their position and a dialogue could start as a result of this. The statements are the following:

1. The schools in your country encourage children to participate in sport?
2. A big percentage of the pupils in your country participate in sports clubs?
3. The level of cooperation between schools and sports clubs in your country is very good?
4. There are organised many joint sports events between schools and sports clubs in your country?
5. The level of sports facilities in schools in your country is very good?
6. The standard of municipal sports facilities in your country is very good?
7. The teachers have a very positive opinion about sports clubs and their work?
8. The pupils in your country have sufficient free time to engage in sport?
9. The idea that sport is a factor in shaping human personality and the cohesion of a society is very widespread in your country?

#### **Training Activity 2: Drama Exercise**

The participants are divided into two groups. The first group is representing the school and the other is representing a sport club. The scenario is that the members of the sport club want to establish a cooperation with the school while the school is not negative but reluctant to this perspective.

At a first stage, the participants work with their groups. The people in the second group should develop a strategy and arguments in order to convince the school to cooperate with them (possible activities, benefits for the school, possible ways of cooperation etc). The people in the first group should find possible obstacles and challenges for the process.

At a second stage, the first group decides who will play the role of the school director and the second group who will play the role of the school representative. Then, there is a dramatisation of a meeting between these two people, with the support of their group, in order to discuss the situation.

## Conclusion

The cooperation between the schools and sport organisations could prove beneficial for both. However, until now it is unusual that this happens because of a lack of a culture of cooperation. There are several activities and events that could be organised through the cooperation between schools and sport clubs, some more simple and others more complicated. This cooperation is crucial for the improvement of the social inclusion of vulnerable students.

## Module assessment

1. Make a SWOT analysis (Strengths/ Weaknesses/ Opportunities/ Threats) related with the cooperation of your school with a sports club
2. Develop a simple strategy in order to convince your headteacher to proceed with a cooperation with a sport club. Consider possible hesitations from his/her side
3. Describe the example of a specific vulnerable child in your school that could benefit from the cooperation with a sports club. Which is the profile of this child and how s/he could benefit?

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