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**SUPPORTING
MANUAL**
FOR THE KIT

SOUL & SPORT

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1. INTRODUCTION



Some might say that sports are overvalued. But it has been proven by many researches that taking part in sports in a healthy, well-balanced way has numerous positive effects.

An illustrative example is the Zero Hour P.E. programme at Central High School in Naperville, Illinois. In this average public high school they started a distinct physical education program. In 2003, Naperville Central determined that some of their students were not performing at grade level because of poor reading skills. The school formed an academic reading class for these students and created a before-school or zero hour physical education class, based on research that students who were physically active and fit were more academically alert. This zero hour was an opportunity to test whether or not physical activity could have an impact on the academic performance. The result: physical activity seems to be the best brain food! Data consistently show that since the inception of the program, students who participated increased their literacy and math capabilities. Neuroscience research shows that the more fit a student is, the better his or her academic performance¹.

Besides the widespread fact that doing sports is good for your personal health and acts as a preventative against many diseases, it has also a positive benefit on the soul of a human being. In this regard one can often read that being active respectively doing sports is “balm for the soul”².

To prove this some researchers of the European Space Agency, of the DLR, the national aeronautics and space research center of the Federal Republic of Germany, and of the NASA undertook some specific studies in the last years. In these so-called “bed rest studies,” they paid ordinary persons a certain amount (in 2015, €15) to stay in a bed for 60 days without moving; even daily hygiene issues were dealt with by members of staff. In doing this the researcher would simulate what happens if a human body would fly to the Mars in a rocket where he/she cannot move³.

The results, that are also interesting for ordinary people who do not want to go to another planet, were astonishing: Already after the first 2 or 3 days the body of the test persons showed some negative symptoms: headache, back ache, and nausea. The participants often said that their body was causing more problems than usual due to the lack of activity⁴. And these negative impacts could also be observed when taking into account the human soul: one participant mentioned for example that he becomes mentally inactive due to the not move⁵. Another participant, who took part at such a study that was organized by the NASA, described his experiences as follows: “By the fourth week, I could feel a significant psychological shift. I got used to my isolated antisocial state. I wrote fewer emails to friends. Conversations with the staff became shorter, more practical. I made phone calls to family less often. I often felt I had nothing to share”⁶. Thus, these experiment shows that not being active has not only a

1 http://iphionline.org/pdf/P.E._Case_Study_Naperville.pdf

2 Der Spiegel (2016): Ära des Faultiers; in: Der Spiegel 39/2016, 98-107.

3 See ESA (2005): Wise bed-rest study: Second campaign under way; available online at: http://www.esa.int/Our_Activities/Human_Spaceflight/Research/WISE_bed-rest_study_second_campaign_under_way [02.12.2016]; Der Spiegel (2016): Ära des Faultiers; in: Der Spiegel 39/2016, 98-107; Iwanicki, A. (2015): How I Felt After 70 Days of Lying in Bed for Science; available online at: <http://www.vice.com/read/nasa-patient-8179-200> [02.12.2016].

4 See Der Spiegel (2016): Ära des Faultiers; in: Der Spiegel 39/2016, 98-107.

5 See Der Spiegel (2016): Ära des Faultiers; in: Der Spiegel 39/2016, 98-107.

6 Iwanicki, A. (2015): How I Felt After 70 Days of Lying in Bed for Science; available online at: <http://www.vice.com/read/nasa-patient-8179-200> [02.12.2016].

negative benefit for the human physiology, but also for the human psychology: humans need to do some active exercises in order to feel good⁷. And on this point, which kind of activities could be better used to achieve this aim than being active respectively doing sports?

This is all the more true for young people who still are in the process of growing up. Statistics show that in many European countries more than 30%, and sometimes more than 50%, of the young population either spend only a small amount of time or no time at all on sports. These people can be described as inactive⁸. Doing sports can help them to keep a positive attitude even when they face the typical problems of an adolescent when growing up.

Therefore, the project “3SP: Special Sports for Special People” aims at motivating young people who are not used to do sports regularly to actively engage themselves in sport activities in the upcoming weeks and months. At this point one has to mention that it’s not so important that the young people learn how to do one specific sport. Instead, it is more important that the young people are actively moving around. Other objectives are to foster the social inclusion of the young people into the society, to promote equal opportunities, to foster the awareness of the importance of the connection between health and doing sports, and to foster the academic skills of the young people through doing sports. Most of these aims are in line with the aims of the European Union like the European Year of Education through Sport of 2004⁹ or with European Union policies like the White Paper of Sport, which is “the first large-scale European initiative on sport”¹⁰.

Therefore, the 3SP project consists of different kits aiming at reintroducing sport activities towards the young people living in the countries of the European Union in order to achieve the aims that are mentioned above. These kits were developed by professionals working in different areas in both of the fields of sport and education. As the main aim of these kits is not to introduce one specific form of sport towards the young people but more to motivate them to actively move around, the kits are composed more of separate activities. Part of these kits is the “Kit: Soul and Sport”, which will be presented in the following chapters.

7 See Der Spiegel (2016): Ära des Faultiers; in: Der Spiegel 39/2016, 98-107.

8 See Der Spiegel (2016): Ära des Faultiers; in: Der Spiegel 39/2016, 98-107.

9 See European Commission (2005): European Year of Education through Sport 2004; available online at: <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AI35008> [02.12.2016].

10 European Commission (2007): White Paper on Sport; available online at: <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV%3AI35010> [02.12.2016].

As the other kits too the "Kit: Soul and Sport" has been developed by professionals working with people with special needs in different fields of sports education. Thus, the "Kit: Soul and Sport" can be used by other professionals working in these fields in order to foster the health of the youngsters, their academic skills to achieve better results, and their inclusion into the society, which are at the same time the main objectives of this kit.

The main aim of the Soul and Sport kit is to foster the education on fair and integrated sports and physical activities for young people with fewer opportunities living in the different member states of the European Union. This shall have a positive benefit on the general wellbeing of the young people. Research has shown in the last years that these aims are better suitable to VET-Centers and other Civil Society Organisations (CSO) instead of traditional sport clubs that are widespread over the different EU member states¹¹. The reason for this lies in the fact that traditional sport clubs are normally based on the concepts of competition and performance, and these factors dominate when compare them with other factors like the improving of healthy lifestyles or the inclusion of marginalised people into the society: "[T]he focus of the local sports clubs [...] is not to administer various social problems"¹². Instead of sports clubs, which focus on competition, VET Centres and CSOs can focus on social issues when implementing physical or sporting activities. Therefore, this kit and the other two kits that were developed within this project aim at exactly these kind of organisations: all three kits shall help the professionals that are working in a VET center or in another CSO to address social problems like the improvement of healthy lifestyles and/or the inclusion of new people into physical activities that have not been (very) active before.

For this reason, the "Kit: Soul and Sport" does also address the following targets:

- › to make educational institutions and sports organisations aware of the need for cooperation in order to develop education through sport and its European dimension, given the very great interest that young people take in all kind of sports;
- › to take advantage of the values conveyed through sport to develop knowledge and skills whereby young people in particular can develop their physical prowess and readiness for personal effort and also social abilities such as teamwork, solidarity, tolerance and fair play in a multicultural framework;
- › to encourage the exchange of good practice concerning the role sport can play in education systems to promote the social inclusion of disadvantaged groups;
- › to create a better balance between intellectual and physical activity in school life by encouraging sport in school activities;
- › promote volunteering and active citizenship through sport: Volunteering in sport organisations provides many occasions for non-formal education which need to be recognized and enhanced. Sport also provides attractive possibilities for young people's engagement and involvement in society and may have a beneficial effect in helping people steer away from delinquency;

11 See Aggestal, A./Fahlen, J. (2015): Managing Sport for Public Health: Approaching Contemporary Problems with Traditional Solutions; in: Social Inclusion 03/2015, 108-117.

12 Aggestal, A./Fahlen, J. (2015): Managing Sport for Public Health: Approaching Contemporary Problems with Traditional Solutions; in: Social Inclusion 03/2015, 108-117.

- › use the potential of sport for social inclusion, integration and equal opportunities: Sport promotes a shared sense of belonging and participation and may therefore also be an important tool for the integration of immigrants;
- › promote, between the young involved in VET, voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activities, through increased participation in, and equal access to sport for all;
- › combat doping and sensitise on the value of sport and physical activity for personal, social and professional development as well as for the prevention of violence, intolerance and racism within sports and through sports¹³.

In conclusion, the “Kit: Soul and Sport” is more concerned the psychological dimension of the human body than the physiological dimension, even if the last dimension always will be part of any sport or physical activity, especially under the consideration of health issues. In order to achieve this the sport, physical and group activities that are within the “Kit: Soul and Sport” do target at factors like team-building, the promotion of healthy competition, fair play, inclusion, and a positive management of competitiveness, allowing for tension discharge without generating conflict and making of fairness a value and point of honor.

13 See also European Commission (2005): European Year of Education through Sport 2004; available online at: <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AI35008> [02.12.2016]; European Commission (2007): White Paper on Sport; available online at: <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV%3AI35010> [02.12.2016].

3. FOCUS ON THE SOUL



First of all the term “soul” needs to be explained as it can have different meanings. Here, maybe the best terms to describe the concept of the human soul are the human mind and the general wellbeing of an individual. Therefore, when talking about the soul within the “Kit: Soul and Sport” it mainly can be addressed towards the human mind and/or the general wellbeing of an individual. Furthermore, one has to say at this point that the concept of the human mind differs from the concept on the human brain which will be addressed in the „Kit: Brain, Heart, and Sport”. The concept of the brain is more about the neurotic processes, whereas the concept of the mind is more about the state of the mood of a person even when in reality both concepts overlap (see Kit: Brain, Heart, and Sport).

The human mind normally differs somehow from the concept of the human soul: “Mind and soul are two concepts that are closely related yet very distinct from one another”¹⁴. In this distinction the concept of the soul mainly means spiritual nature of a human being, whereas the mind mainly means a “man’s faculty of thinking, reasoning, and applying knowledge. It is human consciousness that starts in the brain and is manifested through man’s thoughts, actions, emotion, will, memory, and imagination”¹⁵. But for many the concept of the soul is synonymous with the concept of the mind due to the simple fact that one can learn about the soul by studying the human brain where the human mind is located¹⁶. As a result this meaning of the soul will be applied within the “Kit: Soul and Sport”.

The general wellbeing of a human individual is heavily affected by the emotions of a human being. As these emotions have their origin in the human soul/mind, there also is a close connection between the soul/mind and the general wellbeing of a person. This is underlined by the fact that young people who do sports on a regular basis are generally in a better mood than others who do not do sports regularly¹⁷. The mood of a person is taken here as a strong indicator for his/her wellbeing.

14 Difference Between (without date): Difference Between Mind and Soul; available online under: <http://www.differencebetween.net/language/difference-between-mind-and-soul/> [08.12.2016].

15 Difference Between (without date): Difference Between Mind and Soul; available online under: <http://www.differencebetween.net/language/difference-between-mind-and-soul/> [08.12.2016]. See also Richert, R. A./Harris, P. L. (2008): Dualism Revisited: Body vs. Mind vs. Soul; in: Journal of Cognition and Culture 8 (2008), 99–115.

16 See Difference Between (without date): Difference Between Mind and Soul; available online under: <http://www.differencebetween.net/language/difference-between-mind-and-soul/> [08.12.2016].

17 <http://www.zentofitness.com/how-sports-exercise-influence-psychological-well-being/>

4. COHERENCE OF SOUL AND SPORT



As explained before one can divide the concept of the human soul mainly into the concept of the human mind and into the concept of the general wellbeing of an individual. In the following part of this chapter the connection between both factors and sports will be described in more detail.

4.1 Coherence between the human mind and sport

The human mind is connected to the body of an individual. What happens in the body can modify the way in which the human mind of a person feels and thinks¹⁸. Hence there is a direct connection between the body and the mind: actively moving of the body can have an impact on the mind and the emotions of an individual. Even smaller physical exercises like dancing or jogging can have a positive impact on the mind of a person as the mind calms down by when doing these kinds of activities¹⁹. As a result, young people normally are in a better mood after doing physical activities and/or specific sports²⁰.

Neurologists and medical experts confirm that doing sports increases the production of dopamine, endorphin and serotonin. These neurotransmitters and hormones have an essential impact on our feeling of happiness. Dopamine is the biochemical precursor of noradrenaline and adrenaline. It is considered as the motivator of our body; it regulates our coordination and determines when we have appetite. Dopamine is responsible for our anticipation for something beautiful. Endorphins are often described as self-made morphine. They attach to the opiate receptors of our central nervous system and therefore have a pain-stopping effect. Furthermore endorphins and dopamine have an impact on our mood, and the production of male and female sex hormones. The neurotransmitter serotonin stabilizes our psyche and ensures that we feel peace and harmony. Sports create a truly firework of serotonin in our body. Producing these hormones and endogenous opioids by doing sports initiate a system with analgesic, painkilling and euphoria-inducing functions which calms anxiety and attenuates emotionally distressing states. Among other things, numerous studies have demonstrated how the level of GABA (gamma Aminobutyric acid – the chief inhibitory neurotransmitter) in the brain rise during physical exercise and reduces neuronal excitability throughout the nervous system. Also for this reason, physical activity is naturally anxiolytic. In conclusion we see, that while doing sports the brain produces hormones which protect itself from stress and from excessive activation and stimulation, which can lead to phenomena of excitotoxicity and to the death of neurons. At the same time sports increase the experience of pleasure and the possibility of feeling gratification and motivation²¹.

- 18 Larun L, Nordheim LV, Ekland E, Hagen KB, Heian F.: Exercise in prevention and treatment of anxiety and depression among children and young people. Cochrane Database Syst Rev. 2006 Jul 19;(3).
- 19 Smith PJ, Blumenthal JA, Hoffman BM, Cooper H, Strauman TA, Welsh-Bohmer K, Browndyke JN, Sherwood A.: Aerobic exercise and neurocognitive performance: a meta-analytic review of randomized controlled trials. Psychosom Med. 2010 Apr;72(3):239-52.
- 20 See Brooks, R. (2008): Physical Exercise in School: Fitness for Both Body and Mind; available online under: www.drrobertbrooks.com/ [07.12.2016].
- 21 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3622473/>

4.2. Coherence between the general wellbeing of an individual and sport

Taking running as a first example to show the coherence between the general wellbeing of an individual and sport, Prof. Canali writes that “running increases the experience of pleasure and the possibility of feeling gratification and motivation and, at the same time, it diminishes the activity of the physiological and emotional components that mediate stress and conditions of physical and psychological distress”²². As all the factors are relevant for the general wellbeing of a human person, one can directly see that there is close connection between being physically active and the wellbeing of a person. At this point Brooks speak of the “evidence of the far-reaching power of regular exercise in improving the learning and emotional and physical well-being of students”²³. This contributes not only in better academic results of the young people but also to the fact that the young people are in a better mood when being regularly physically active²⁴. Furthermore, it results most of the times in a better lifestyle that is healthier, a topic that has been become more and more important in the recent years²⁵. And what is very important here is that these results could be observed by youngsters with every background, regardless of the socioeconomic situation of the families where the young people live²⁶. This is one of the main reasons why the kits and sessions that were developed in the 3SP project try to foster sports that can be done without much preparation respectively without the need of expensive sport infrastructure and/or materials. Additionally the sessions that were developed within the “Kit: Soul and Sport” respectively within the different kits of the 3SP project in general pay attention to the improvement of healthy lifestyles of the young people.

Furthermore, sports can have an impact on the values of a young person. When doing sports young people learn new values like fair play, team work, respect, responsibility towards others etc., especially when doing sports together with other people. If they do it on a regular basis the young people start to internalize these values²⁷. Furthermore, it also fosters the integration and inclusion of the young people into the society when believing into these kinds of values. Research in the last years have shown that “[s]ocial inclusion is acknowledged as a fundamental step in improving disadvantaged people’s social situations [...], and sport is beginning to gain attention as a viable medium for promoting social inclusion”²⁸.

22 Canali, S. (2016): RISE Manual, not published yet [07.12.2016].

23 Brooks, R. (2008): Physical Exercise in School: Fitness for Both Body and Mind; available online under: www.drrobertbrooks.com/ [07.12.2016].

24 See Brooks, R. (2008): Physical Exercise in School: Fitness for Both Body and Mind; available online under: www.drrobertbrooks.com/ [07.12.2016].

25 See Dodd, J./Jones, C. (2014): Mind, body, spirit: How museums impact health and wellbeing, Leicester.

26 See Brooks, R. (2008): Physical Exercise in School: Fitness for Both Body and Mind; available online under: www.drrobertbrooks.com/ [07.12.2016].

27 See Brooks, R. (2002): Some Thoughts about Youth Sports; available online under: www.drrobertbrooks.com/ [07.12.2016].

28 Sherry, E. (2010): (Re)engaging marginalized groups through sport: The Homeless World Cup; in: International Review for the Sociology of Sport 45/01, 59-71.

5. RISKS



One of the main risks of conducting physical and/or sport activities is the exclusion of marginalised groups of the society from such activities: “Marginalised groups [...] are largely excluded from participation in, and the benefits provided by, sport programs and events”²⁹. A marginalised person can be described as someone who would like to take part at specific activities (like doing sports), but cannot participate in the activities for reasons beyond his/her control³⁰. Therefore, Levitas et al. define social exclusion as “[...] a complex and multidimensional process. It involves the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities, available to the majority of the people in a society, whether economic, social, cultural or political arenas. It affects both the quality of life of individuals and the equity and cohesion of society as a whole”³¹. Especially the last point is a strong indicator that sports and the state of the mood of a person are closely connected towards each other: (young) people who do sports on a regular basis are generally in a better mood than others who do not do sports regularly³².

Exclusionary processes occur often in Western societies, even when the majority of the people living in these societies would neglect this. But it happens for example when someone wants to do such kinds of exercises but cannot as they need cost expensive infrastructure and/or materials, which are just too expensive for many people³³. Besides other forms of exclusion do exist, like the exclusion of people with special needs or migrants: often sport courses simply do not address such groups of people even when it is known that these groups could benefit from doing sports³⁴.

Less activity in combination with unhealthy alimentation is a serious problem of our modern society and leads to obesity and furthermore to psychological and physical illnesses. The WHO (World Health Organization) declares that childhood obesity is a major global public health problem. Over 41 million children under the age of five were estimated to be overweight in 2014, mostly coming from low- and middle-income countries. The WHO’s Commission recognizes that “*childhood obesity undermines the physical, social and psychological well-being of children and is a known risk factor for adult obesity and non-communicable diseases*”, and urges to act now to improve the health of this generation and the next³⁵. Doing voluntary and frequently sports is one of the main ways to physical and mental health.

29 Sherry, E. (2010): (Re)engaging marginalised groups through sport: The Homeless World Cup; in: International Review for the Sociology of Sport 45/01, 59-71.

30 See Sherry, E. (2010): (Re)engaging marginalised groups through sport: The Homeless World Cup; in: International Review for the Sociology of Sport 45/01, 59-71.

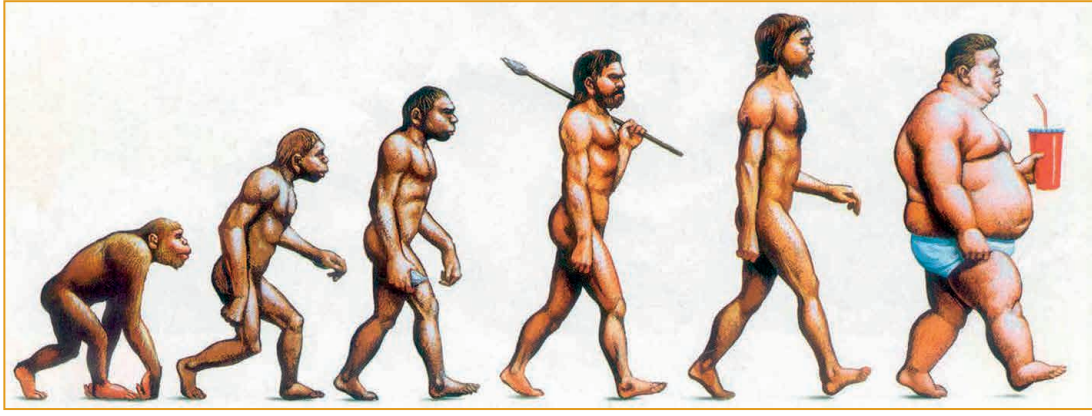
31 Levitas, R. et al. (2007): The multi-dimensional analysis of social exclusion. A report for the social exclusion task force, London.

32 www.sport-training.de/pdf/skript-gesundheitssport.pdf

33 See Haudenhuysen, R./Theeboom, M. (2015): Introduction to the Special Issue “Sport for Social Inclusion: Critical Analyses and Future Challenges”; in: Social Inclusion 03/2015, 1-4; Kingsley, B. C./Spencer-Cavaliere, N. (2015): The Exclusionary Practices of Youth Sport; in: Social Inclusion 03/2015, 24.38.

34 See Sherry, E. (2010): (Re)engaging marginalised groups through sport: The Homeless World Cup; in: International Review for the Sociology of Sport 45/01, 59-71.

35 http://www.eufic.org/page/de/show/latest-science-news/page/LS/fftid/Recommendations_from_WHOs_Commission_on_Ending_Childhood_Obesity/



6. DESCRIPTION OF THE SINGLE UNITS AND ITS ACTIVITIES



The following chapter in forms of tables gives you an overview about the units (including its sessions) that have been developed by the partners of the “Kit: Soul and Sport”.

6.1 Physical condition evaluation for mentally retarded people: Live differently

UNIT TITLE:	3SP physical fitness evaluation for mentally retarded people
BRIEF DESCRIPTION OF THE UNIT:	Useful tool implemented to evaluate the level of physical fitness of people with mental retardation with exercises making sense for this public and sensitive, faithful and valid for this population
GENERAL AIMS:	<ul style="list-style-type: none"> ○ Improve the quality of life ○ Increase enthusiasm and optimism ○ Promote sport practice ○ Promote team-building ○ Stimulate competences and attitudes such as concentration, reaching the goal ○ Develop physical prowess and readiness for personal effort. ○ Create a better balance between intellectual and physical activity in school life by ○ Encouraging sport in school activities ○ Use potential of sport for social inclusion, integration and equal opportunities
SPECIFIC AIMS:	<p>The following specific aims will be applied to reach the general aims mentioned above:</p> <ul style="list-style-type: none"> ○ to fix determinants of health linked to physical activity for people with mental retardation ○ to find the most appropriate tools, exercises or questionnaires for this population ○ to explain how to implement them with this population ○ to orientate toward different useful follow up exercises
PLANNING RECOMMENDATIONS:	<ul style="list-style-type: none"> ○ indoor or outdoor ○ individual testing ○ groups of maximum 20 persons for mentally retarded people as teenagers as adults ○ could also be proposed to teenagers with low physical condition
DURATION:	Each session lasts 60 minutes

OVERVIEW OF SESSIONS:

Sessions consist of didactical sessions and physical activity sessions:

- 1h: Theoretical session to explain the objectives of the unit – medical agreement – BMI calculation I
- 1h: Theoretical session to explain the objectives of the unit – medical agreement – BMI calculation II
- 1h: Physical activity session for the testing of strength I
- 1h: Physical activity session for the testing of strength II
- 1h: Physical activity session for the testing of physical fitness I
- 1h: Physical activity session for the testing of physical fitness II
- 1h: Physical activity session for the testing of physical fitness III
- 1h: Physical activity session for the testing of balance I
- 1h: Physical activity session for the testing of balance II
- 1h: Physical activity session for the testing of flexibility I
- 1h: Physical activity session for the testing of flexibility II
- 1h: Physical activity session for the testing of coordination I
- 1h: Physical activity session for the testing of coordination II
- 1h: Physical activity session for the testing of speed I
- 1h: Physical activity session for the testing of speed II
- 1h: Theoretical session for the final evaluation

6.2. Orienteering

UNIT TITLE:	Orienteering
BRIEF DESCRIPTION OF THE UNIT:	<p>The activity of orienteering allows to hold together different instances:</p> <ul style="list-style-type: none"> the orienteering activity is easy to learn and does not require any special equipment; orienteering has the ability to adapt to different environments , also stimulating a wider knowledge of the area in which the student live; the students have the chance to achieve (means participate, but also organize in first person) sports activities open to the public; orienteering has the possibility to connect sports activity to many typical skills of a professional training course (knowledge of the area, maps reading, a lot of cross competencies such as ICT, teamwork and all the key competences). <p>During all the session students will be engaged in the organization, preparation, participation to an orienteering race that'll be open to all the boys and girls of the territory.</p>
GENERAL AIMS:	<ul style="list-style-type: none"> Improve the quality of life (making the most of the environment) improve self-image and self-esteem (students will be promoters of an activity to the territory) promote sport practice and team-building stimulate competences and attitudes such as concentration, decision making, memory, co-ordination, reaching the goal, cooperation, negotiation skills, ethic and solidarity develop physical prowess and readiness for personal effort and also social abilities such as teamwork, solidarity, tolerance and fair play in a multicultural framework creation of a better balance between intellectual and physical activity in school life by encouraging sport in school activities (interactivity between training unit and physical activity) promote volunteering and active citizenship through sport
SPECIFIC AIMS:	<p>The following specific aims will be applied to reach the general aims mentioned above:</p> <ul style="list-style-type: none"> teach young people about their own responsibility for healthy lifestyles (preventative aspect + health-promoting) and open to the surrounding environment teach young people the basics about running (eg. the importance of stretching, fostering condition as a continual process (instead of a one session thing)) (sport pedagogics) teach young people the relation between citizenship and voluntary work apply skills acquired in training course in an activity directed to the territory
DURATION:	12 h for the whole unit

OVERVIEW OF SESSIONS:

Sessions consist of didactical sessions and physical activity sessions:

- 2x 1h Didactical sessions: Sharing objectives, orienteering and organizational aspects characteristics (project and responsibility)
- 1h Physical activity session:
 - If we keep running as physical activity: training planning
 - If we assume a different mode of movement (cf. Nordic walking) specific physical preparation
- 2h Didactical Session: division into groups for the preparation of the event (technical organization, promotion, management ...) (learning by doing)
- 2x 1h Physical activity session: training and improvement assessment
- 2h Didactic session on: division into groups for the preparation of the event (technical organization, promotion, management ...) (learning by doing)
- 1h Physical activity session: training and improvement assessment
- 1h Didactic session on: division into groups for the preparation of the event (technical organization, promotion, management ...) (learning by doing)
- 2h (or more) Physical activity session: orienteering race
- 1h Didactic session on: Final evaluation

6.3. Long distance running

UNIT TITLE:	Long distance running with the option of a relay race
BRIEF DESCRIPTION OF THE UNIT:	As Condition is one of the central foundations to conduct other sports, running is the simplest, most flexible (does not need any infrastructure) and cheapest way to foster exactly this. Thus this unit deals with running with the option of a relay race. It will be underpinned by didactical sessions, aiming at teaching the importance of healthy lifestyles as well as various social skills.
GENERAL AIMS:	<ul style="list-style-type: none"> ○ Improve the quality of life ○ Improve self-image and self-esteem ○ Increase enthusiasm and optimism ○ Promote social skills like team-building, respect, and tolerance ○ Stimulate competences and attitudes such as concentration, decision making, memory, co-ordination, reaching the goal, cooperation, negotiation skills, ethic and solidarity ○ Use the potential of sport for social inclusion, integration and equal opportunities
SPECIFIC AIMS:	<p>The following specific aims will be applied to reach the general aims mentioned above:</p> <ul style="list-style-type: none"> ○ teach young people about their own responsibility for healthy lifestyles (preventative aspect + health-promoting) ○ teach young people about the connection between healthy lifestyles (preventative aspect + health-promoting) ○ teach young people basics about physiological knowledge (sport pedagogics) ○ teach young people the basics about running (eg. the importance of stretching, fostering condition as a continual process (instead of a one session thing)) (sport pedagogics) ○ teach young people social inclusion and social skills for a better integration of the target group into the society ○ foster the general wellbeing of the young people through sports
DURATION:	Minimum: each session lasts between 60-90 minutes

OVERVIEW OF SESSIONS:

Sessions consist of didactical sessions and physical activity sessions:

- 1h Didactical session: session on basic physiological knowledge + how to do running the right way (for example the importance of stretching and how to do it) + Training program + Analysis of the race technical elements
- 1h Physical activity session: Stretching
- 1h Physical activity session: Short distance running to build up the condition
- 1h Physical activity session: Aqua running
- 1h Didactical Session: Methods of training and subsequence tables training programming
- 1h Physical activity session: Short – middle distance running to build up the condition
- 1h Didactic session on: the connection between long-distance running and healthy lifestyles
- 1-2h Physical activity: Long distance running to foster social skills and the new training methodology
- 1-2h Physical activity: Long distance running to foster social skills and the new training methodology by using a relay race
- 1h Physical activity: Final evaluation

6.4. Quick Picks

The unit “Pills” has been developed together by all partners that were part of the “Kit: Soul and Sport”. It consists of single sessions out of the three units that were presented under 6.1. – 6.3.

UNIT TITLE:	Pills
BRIEF DESCRIPTION OF THE UNIT:	The unit „Pills“consists of single sessions out of the three units that were presented under the points 6.1. – 6.3. that are useful to reach the general and specific aims of the “Kit: Soul and Sport”. All sessions can be used flexible, as all of them only last 10 minutes.
GENERAL AIMS:	<ul style="list-style-type: none"> ○ Improve the quality of life ○ Improve self-image and self-esteem ○ Promote sport practice ○ Develop physical prowess and readiness for personal effort and also social abilities such as teamwork, solidarity, tolerance and fair play in a multicultural framework ○ Creation of a better balance between intellectual and physical activity in school life by encouraging sport in school activities (interactivity between training unit and physical activity)
SPECIFIC AIMS:	<p>The following specific aims will be applied to reach the general aims mentioned above:</p> <ul style="list-style-type: none"> ○ teach young people about their own responsibility for healthy lifestyles (preventative aspect + health-promoting) ○ teach young people about the connection between healthy lifestyles (preventative aspect + health-promoting) ○ teach young people social inclusion and social skills for a better integration of the target group into the society ○ foster the general wellbeing of the young people through sports ○ apply skills acquired in training course in an activity directed to the territory ○ to fix determinants of health linked to physical activity for people with special needs ○ to find the most appropriate tools and exercises for people with special needs ○ to orientate toward different useful follow up exercises
DURATION:	Each sessions lasts ca. 10 minutes

OVERVIEW OF SESSIONS:

Sessions consist only of physical activity sessions:

- 10 min Physical activity session: Stretching
- 10 min Physical activity Session: Methods of training and subsequence tables training programming > technique of running in intervals I
- 10 min Physical activity Session: Methods of training and subsequence tables training programming > technique of running in intervals II
- 10 min Physical activity Session: Methods of training and subsequence tables training programming > technique of running till you are exhausted
- 10 min Physical activity session: Testing of strength > lower limb
- 10 min Physical activity session: Testing of strength > upper limb
- 10 min Physical activity session: Testing of strength > abdominal strength
- 10 min Physical activity session: Testing of strength > Eurofit test
- 10 min Physical activity session: Testing of physical fitness > Walking test
- 10 min Physical activity session: Testing of balance > Flamingo test
- 10 min Physical activity session: Testing of balance > Flamingo test
- 20 min Physical activity session: Testing of flexibility > Sit and reach flexibility test
- 10 min Physical activity session: Testing of speed > shuttle run 10 x 5M

7. WARM UP AND COOL DOWN



What is warm up?

A warm-up is usually performed before participating in technical sports or exercising. A warm-up generally consists of a gradual increase in intensity in physical activity (pulse raiser), a joint mobility exercise, stretching and a sport related activity.

Parts of Warm up:

› THE GENERAL WARM-UP

Joint rotations

(Fingers and knuckles, wrists, elbows, shoulders, neck, trunk/waist, hips, legs, knees, ankles and toes) .

Aerobic activity

(Running, jogging, games, etc)

› WARM-UP STRETCHING

Static stretching:

(Back, sides (external obliques), neck, forearms and wrists, triceps, chest, buttocks, groin (adductors), thighs (quadriceps and abductors), calves, shins, hamstrings and instep) .

Dynamic stretching:

involves a controlled, soft bounce or swinging motion

› THE SPORTS SPECIFIC WARM-UP

The same movements that will be used during the athletic event but at a reduced intensity. Such sport-specific activity is beneficial because it improves coordination, balance, strength, and response time, and may reduce the risk of injury.

Why is important to warm up?

Prepare the body and mind before exercise.

Increase the body's muscle temperature to make the muscles loose, supple and pliable.

Prepare the muscles, tendons and joints for more strenuous activity.

Reduce the risk of injury.

Increased speed of contraction and relaxation of warmed muscles.

Dynamic exercises reduce muscle stiffness.

Greater economy of movement because of lowered viscous resistance within warmed muscles.

Facilitated oxygen utilisation.

Facilitated nerve transmission and muscle metabolism at higher temperatures.

Increased blood flow through active tissues as local vascular beds dilate, increasing metabolism and muscle temperatures.

What is cool down?

Cool-down is an easy exercise that will allow the body to gradually transition from a post-work-out state to a resting or near-resting state.

Parts of Cool-down:

- › Gentle exercise: jogging or walking.
- › Stretching: Static stretching and PNF stretching is usually best.
- › Re-fuel: Both fluid and food are important.

Why is important to cool down?

Promote recovery and return the body to a pre exercise, or pre work out level.

Help with the post exercise muscle soreness that is usually experienced the day after a tough work out.

Assist your body in its repair process

Helps all this by keeping the blood circulating

Prevent blood pooling and also removes waste products from the muscles.

Aid in the dissipation of waste products - including lactic acid.

Reduce the potential for DOMS.

Reduce the chances of dizziness or fainting caused by the pooling of venous blood at the extremities.

Reduce the level of adrenaline in the blood.

Allows the heart rate to return to its resting rate.

8. LEGEND



Inside each kit you will see different colours for each session. All three kits share a common legend.

Below you can find the specific divisions created for the Soul and Sport kit, which indicate how approachable each session is to students.

8.1 Explanation of the different colors

RED

The high level of difficulty is represented mainly by the need to have competent personnel in the field of sports activities physically and methodological. The proposed activities are not inherently high learning difficulties, to the exclusion of orienteering for which you need to capture a level of preparation not of a physical nature but of a technical nature, but the methodological approach to teaching is fundamental for an effective communication with the students of the reference age group.

YELLOW

The average level is represented both by the difficulty of execution of the exercises and the need to have on average a subject prepared (knowledge of the physiology of the movement) to the driving activity.

GREEN

The simplest level is the one that offers a low degree of difficulty in performing exercises and activities can also be carried out by unskilled personnel

8.2 Approachability of the developed units



Unit 1

PHYSICAL CONDITION EVALUATION OF MENTALLY RETARDED PEOPLE

To the exclusion of the body mass index (BMI) calculation remaining sessions represent progressively increasing difficulty according to different requests motor and to the knowledge of the motors tests detection techniques which must be objective and executed with high accuracy.



Unit 2

ORIENTEERING

Some theory sessions require a high degree of attention from the boys in consideration of the issues addressed and the complexity of the event, in addition to a thorough knowledge of the subject from the teacher.

The average levels are represented by the organizational sessions and physical activity that does not need for a high degree of readiness.



Unit 3

LONG DISTANCE RUNNING

The sessions are dedicated to running the biggest challenge in the knowledge of technique and methodology of training.

The teacher also through the proposed tests that verify the status of the form of each student must be able to motivate students to also train in extracurricular hours to transmit the basic concepts for the acquisition of healthy lifestyles.



Unit 4

PILLS

Some pills are at a high difficulty, due to the knowledge of physiology and training methodology required. the teacher must be able to evaluate and customize the task according to the individual abilities of each student.

Some very simple sessions (green) can be used in different ways depending on the time of year and the level of attention of the Group, being easy to perform.

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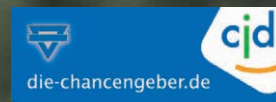
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