



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

VALUES-BASED TRAINING MODULE FOR COACHES





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

"VALUES-BASED TRAINING MODULE FOR COACHES"

TRAINING MODULE for SPORT COACHES/TRAINERS TO
COMBINE SPORTS ACTIVITIES WITH VALUES-EDUCATION
METHODOLOGY.

This training module is produced as an output of the "**Combating with Hazards Through Olympic Values**" Project that is coordinated by the Turkish Sports Foundation in the scope of the Erasmus+ Sport Small Collaborative Partnership Program which is funded by European Commission.

Project Reference Number: 613613-EPP-2019-1-TR-SPO-SSCP

Project Consortium & Content Developers:

- Turkish Sports Foundation (Coordinator Organization)
- Bayrampaşa Youth Sport Club Association - BSK (Partner Organization)
- BK Klatovy Z.S. (Partner Organization)
- Fundacja Europejski Instytut Outsourcingu - FEIO (Partner Organization)
- Siauliu Juliaus Janonio Gimnazija – SJJG (Partner Organization)

Disclaimer:

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





TABLE OF CONTENTS

INTRODUCTION

Foreword	4
What is this Training Module for?	5
About the Project	6

CHAPTER - I

- Theoretical Background on Values Education in and Through Sport and Olympism **9**

CHAPTER - II

- General Overview of Safety and Health Hazards faced by Young Athletes
- Overview of Fact-Finding Conferences Results **20**
- Over practicing and related medical threats **22**
- Insufficient and harmful supplements & bad habits **25**
- Ambitious Interventions of families, coaches and other actors towards young athletes **31**

CHAPTER - III

- Adaptation of Olympic Values to combat with hazards and their effects into the Solution (5 Values - 5 Hazards) **37**

CHAPTER - IV

- Practical Tools & Methods from Local Sport Activities **55**

CONCLUSION	72
-------------------	-----------



FOREWORD

Turkish Sports Foundation was founded by the members of the Turkish National Olympic Committee in 1974 to support, in the country and abroad, the efforts of all athletes, administrators, academicians and trainers in the sports areas they are active in.

One of the most important missions of the Turkish Sports Foundation is to ensure, encourage and contribute to a scientific-based set of actions and activities towards the healthy development of the youth of the country both in the manner and in character through moral and cultural education. In doing this, the most significant principle is the Olympic values and fair play at all levels, which the Foundation has been a proud supporter of in all its activities over almost 5 decades.

The title 'Combating with Hazards Through Olympic Values' is not only the name of our project but also represents our overall purpose of compatibility with our values. We are proud of the work that has been put into this module by all partners of our Project – work that brings value from different cultures represented by the Czech Republic, Lithuania, Poland and Turkey in the common idea over sports/basketball.

The Project Consortium worked in great harmony to gather all the materials that could be considered important to keep the young athletes from the hazards facing them, and this module - which was prepared as a guideline for coaches, parents, athletes and all other sports stakeholders – and was planned as a resource of that work and comprehensively sums up all the analysis.

This Module takes the readers on a guided tour within general concepts which we believe to be helpful, especially to the 'non-expert' sportspeople. It underlines the role of Olympic Values in keeping athletes within a somewhat 'sheltered' area in the tremendously consuming competitiveness of modern sports.

On behalf of the Turkish Sports Foundation and all our Project partners, we are proud to present this manual, which will be translated into Czech, Lithuanian, Polish, Turkish and English and will be entirely accessible to everyone interested in alignment with our aim of reaching as many people as possible.

Sinan MISIRLI

Secretary-General of Turkish Sports Foundation



WHAT IS THIS TRAINING MODULE FOR?

Contemporary society is marked by high complexity, uncertainty and rapid changes and young people represent a highly vulnerable population. Sport is commonly intended as a privileged educative setting, a sort of universal language that can unite people and can be beneficial for social cohesion and inclusion. Taking into consideration of this feature of sport has important key roles to promote and protect amateur and professional athletes all around the world.

The Olympic Charter establishes the values an athlete should possess. On the other hand; Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of a good example and respect for universal fundamental ethical principles.

There may be many projects prepared in this subject aiming at coaches, trainers, families etc. However, in our project, we are aiming at the young athlete himself/herself. This way we are not only helping the kids in their sports career but also in other areas of life that they can come across. We believe that 'Better Sports Ethics' based on 'Olympic Values' are two legitimate keys worth trying.

We know that most of the children participating in youth sports will never make it to the highest levels. We know that many will drop out. But when they drop out, we want to make sure they take the value with them – value that is not only based on talent and winning and losing but possibly a wider range of good memories. Memories that will enable that child to cherish sports values in his/her heart and continue to benefit from them, even though he/she was not talented enough to make it to the top.

The goal is evolving the youngsters into happy, healthy, well-adjusted, self-supporting adults with a career they are passionate about, with their youth sporting success receiving the interest it should as a means towards this goal. The output of this long-term cooperation is the value-based Training Module. We want to take the attention of sports coaches who are coming from countries where sports culture is inevitably at the center of people's life. Instead of results-oriented sports activities; we want to show that "value-oriented sports activities" can be possible.



ABOUT THE PROJECT

“**Combating with Hazards Through Olympic Values**” project is funded by European Commission (EACEA) in the scope of the Erasmus+ Sport Small Collaborative Partnership Program with the eligibility period of 01.01.2020 - 31.12.2021. The project consortium is led by the Turkish Sports Foundation in cooperation with Bayrampaşa Youth Sport Club Association from Turkey, BK Klatovy Z.S from Czechia, Fundacja Europejski Instytut Outsourcingu from Poland and Siauliu Juliaus Janonio Gimnazija from Lithuania.

The **overall aim** of the project is to educate young athletes to protect themselves from health and safety hazards by providing open space for them to internalize Olympic Values and Sport Ethics, particularly with Basketball. In line with this aim, our **specific objectives** are derived as;

- Reaching as many young athletes (12-16 years old) as possible to make Olympic values as core principles of their lives
- Reaching to better and ethic societies by giving a chance to youngsters to be role models to next generations through sportive and educational based activities
- Creating the Value-based Training Course Module for sports coaches and physical education teachers to focus more on value-oriented sports activities.
- Stimulating the contact-sharing activities and interactive sports methods among NGOs, CSOs, Sports Clubs, Sports organizations, public institutions.

With these specific focuses, such direct beneficiaries are defined to have a holistic approach: the NGOs, Sports Clubs, Schools, Sports Coaches, Sports Trainers, Physical Education Teachers, Young Athletes between 12-16 years old

In order to reach the above-mentioned aims & objectives with specified target groups, our project methodology is selected as values-education in the frame of Education Through Sport. The sport itself can be a great tool to create a healthy future and inform young people about dangerous products, showing them harmful external and internal actors, which are directly affecting the health and safety of young athletes.



What about Health and Safety Hazards & Basketball:

Our project takes one of the most popular team sports into account – basketball – and aims at making a shot at finding a way to fight health and safety hazards originating from young athletes' realities.

For reasons of simplification, Health and Safety Hazards has been grouped into 3 main areas:

- 1) **Insufficient** (or harming wrong) **nutrition, harmful supplements** (including bad habits like smoking, alcohol, etc.) which might lead to illegal doping
- 2) **Overpracticing and related medical threats** (caused by over-ambitious coaches, the players themselves or their families)
- 3) **Ambitious Interventions** of families, coaches and other actors towards young athletes

Approach

Youth players are very much pushed around among the various demands of modern life. We decided to take a different approach – rather than focusing on external factors, we preferred to focus on the youngsters themselves by encouraging them to take a proactive role in all Project activities. To reach the young athletes, we also targeted the narrowest circle of multipliers: their Coaches/Trainers. The initial step to raise the capacity of sports coaches was passing through the creation of an informative guideline: Value-Based Training Module for Coaches. To complete all these holistic cycles, we came up with such activities:

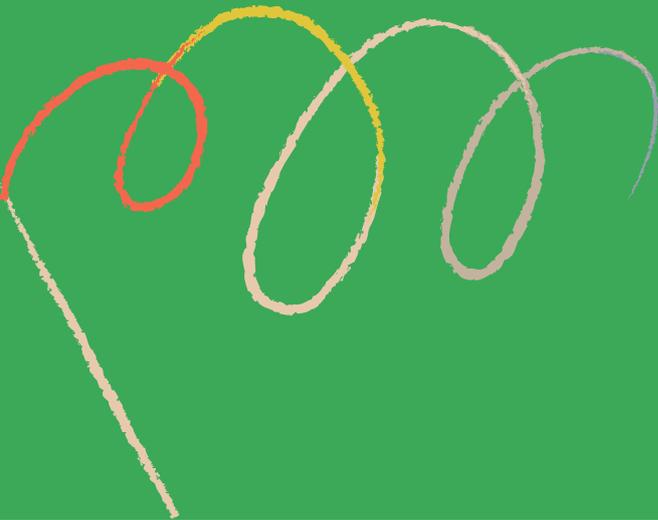




Co-funded by the
Erasmus+ Programme
of the European Union

CHAPTER 1:

THEORETICAL BACKGROUND ON "OLYMPISM & VALUES EDUCATION IN AND THROUGH SPORT"





OLYMPISM

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of a good example, social responsibility and respect for universal fundamental ethical principles.

The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.

The Olympic Movement is the concerted, organized, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games. Its symbol is five interlaced rings.

The practice of sport is a human right. Every individual must have the possibility of practicing sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.

Recognizing that sport occurs within the framework of society, sports organizations within the Olympic Movement shall have the rights and obligations of autonomy, which include freely establishing and controlling the rules of sport, determining the structure and governance of their organizations, enjoying the right of elections free from any outside influence and the responsibility for ensuring that principles of good governance be applied.

The enjoyment of the rights and freedoms set forth in this Olympic Charter shall be secured without discrimination of any kind, such as race, color, sex, sexual orientation, language, religion, political or other opinions, national or social origin, property, birth or another status.

Belonging to the Olympic Movement requires compliance with the Olympic Charter and recognition by the IOC.



It is the essence of Olympism, the pursuit of human excellence through the dedicated perfection of each person's talents. It is how we play true. The spirit of sport is the celebration of the human spirit, body and mind, and is reflected in values we find in and through sport, including Ethics, Fairplay and honesty; health; excellence in performance; character and education; fun and joy; teamwork; dedication and commitment; respect for rules and laws; respect for self and other Participants; courage; community and solidarity."

Which values take place at the core of Olympism?

- **Fairness and Justice**

Although individuals are fundamentally different and not equal, and the circumstances under which athletes might have to train are not the same (e.g. due to differences in resources), efforts should be made in sport to provide equal opportunity and to facilitate fair competition.

- **Inclusion**

Inclusion is about participation for all. These activities aim to encourage the participation of everybody, by celebrating and appreciating diversity, by understanding inclusion and solutions to promote accessibility.

- **Respect**

Respect is about having dignity for self and others. Sport is used within the resource to help promote respectful behaviors as the sport is often a meeting point for people with different ethnic, social, cultural, religious and political backgrounds, where individuals are given the chance to better know each other and share experiences.

- **Practicing Respect**

Need to show tolerance and acceptance to all those involved in sport and outside it. When young people who live in a multicultural world learn to accept and respect diversity and practice personal peaceful behavior, they promote peace and international understanding.

- **Friendship**

It is the willingness to integrate, to include, to approach even with cultural differences. It involves respect and knowledge, as well as affection and loyalty, even in situations where competition is present.



The concept of friendship suggests the integration among people, which is the promotion of peace. In the speech of Olympic athletes, Friendship value appears related to different aspects: both can be related as the friendly interaction with teammates, as the exchange with opponents. These different dimensions of friendship promote the expansion of technical knowledge and the maintenance of coexistence in everyday life, fundamental to overcoming the most difficult moments.

- **Equity**

Equity is about the opportunity for all to achieve. These activities focus on promoting opportunities where all can achieve their fullest potential and on understanding the importance of a level playing field.

Equity has generally been defined as “the absence of avoidable or remediable difference among groups of people, whether those groups are defined socially, economically, demographically, or geographically” (WHO, 2008). Equity can therefore be seen as making sure that personal and social circumstances are not obstacles to achievement.

- **Performance and Achievement**

Performance should always be linked to the effort used to achieve objectives.

- **Health**

Sporting activities and behavior associated with these should never jeopardize the health and well-being of athletes and their teammates/opponents.

- **The Joy of Effort**

Young people develop and practice physical, behavioral and intellectual skills by challenging themselves and each other in physical activities, movement, games and sport. Winning or losing is not success or failure. Effort in and of itself is joyful. Show them how to handle difficult events. Recognize what is control-able, and what isn't. Not all nerves are bad. Help your child set boundaries around the sport.

- **Pursuit of Excellence**

A focus on excellence can help young people to make positive, healthy choices, and strive to become the best that they can be in whatever they do. It implies the highest degree of quality and perfection.



It is the search for the best of oneself and not necessarily to overcome the other. This condition can be extended to many areas of life which would ultimately imply in social transformation. Winning and losing are part of a sports competition, as well as success and failure in our lives, since; through our choices, we can make these different paths. For the athlete to achieve the winning track he must make the right choices.

- **The balance between Body, Will and Mind**

Embracing Olympic values can help young people achieve a well-balanced approach to life. Learning takes place in the whole body, not just in the mind, and physical literacy and learning through movement contribute to the development of both moral and intellectual learning. Finding a balance; the courage and determination displayed by some competitors at the Olympic Games can inspire us all.

- **Fair Play**

Fair play is a sports concept, but it is applied worldwide today in many different ways. Learning fair play behavior in sport can lead to the development and reinforcement of fair play behavior in the community and in life. It is closely connected to the concepts of 'Fair Play' and 'sportsmanship', which are all more complex than simply playing by the rules. They are concepts that speak of team spirit, equality, integrity, harmony, tolerance, care, excellence and joy. As such, fairness encompasses many values, behaviors and skills. A fair player shows awareness for themselves and others, thinks critically and acts responsibly. Fairness is closely linked with the values of respect, equity and inclusion.

Many coaches say they would rather lose a lot of games through fair play with an honorable team than win a lot of competitions with athletes who lack sportsmanship and honor. Rutten has conducted research on how sport can be understood as a "practice imbued with moral values. Sport not only entails respect for the rules of the game, but also relates to respect for one's opponents, equal opportunities to perform well, mutual cooperation, fairness, and sportsmanship. These elements are considered to be constitutive of sport, and maybe summarized by the concept of 'fair play'".



VALUES EDUCATION IN & THROUGH SPORT

The Olympic Movement is based on the commitment of people in relation to moral and ethical human values more broadly. These values and their development is a complex process that is reflected in other aspects of human life and the athlete, and has the influence of society, the family and the community where they live (Binder, 2005; La Taille, 2006). The Olympic values that are directly related to the life of the athlete, are in the condition of training or in life in general since the athlete has ruled his life not only by those circumstances but also by control outside the competitive environment. They are directly related to respect yourself, the body and the opponent as well as the rules and regulations so that individuals do not use means other than their own abilities to overcome proposed objectives; friendship and brotherhood that lead to social interaction, the understanding and the understanding; the formation of character for self-knowledge, self-control and self-fulfillment that allows freedom, spontaneity, creativity and the desire to identify with the real-life conditions; equality and justice. Recognized the sports educator action to practice the Olympic values can help the individual's character building, through better search itself, both in sports activities, such as in everyday actions (Rubio, 2008; 2009)

The Fundamentals of Olympic Values Education includes background information and a variety of learning activities to help promote the educational values of Olympism. In many countries, sport and recreation centers help to create community cohesiveness and promote positive social values. With this section, we would like to provide you set of benefits on how value-education can be beneficial with the combination of sport activities?

Sport enhances socialization by bringing people together and by providing a bridge between different backgrounds and individual personalities. Sport also offers a unique way of developing morally – as the values learned through participation transcend into all areas of life. Furthermore, these values and attitudes learned through sport are the underpinning of a peaceful, productive, healthy and cohesive community, which contribute to a more just world.

The world faced many challenges: unemployment, conflict, inactivity, malnutrition, poverty. We need Teachers' help to deliver quality education. That is active innovative and socially relevant. So no child is left behind. Quality education is learning cognitive skills and building values creatively. Sport provides a common playground and a universal framework of values.



Equality, respect, fairness, inclusion which activate learning and complement cognitive skills. Sports values can be delivered in any classroom in any subject.

Empowering students to be responsible, motivated, sensitive, engaged and respectful values-based learning supports happy, healthy, educated citizens to contribute actively to society generation - after generation with values education through sport. We can help build a tolerant, healthy, inclusive just world.

- **Enhancing the role of sport in education and training**

Through its role in formal and non-formal education, sport reinforces Europe's human capital. The values conveyed through sport help develop knowledge, motivation, skills and readiness for personal effort. Time spent in sports activities at school and at university produces health and education benefits that need to be enhanced. Based on experience gained during the 2004 European Year of Education through Sport, the Commission encourages support for sport and physical activity through various policy initiatives in the field of education and training, including the development of social and civic competences in accordance with the 2006 Recommendation on key competences for lifelong learning.

- **What are sports values?**

Education in the 21st century increasingly recognizes the role of values and social skills in tackling global challenges, such as inactivity, obesity, unemployment, and conflict. Sport can teach values such as fairness, team building, equality, discipline, inclusion, perseverance and respect.

Sport has the power to provide a universal framework for learning values, thus contributing to the development of soft skills needed for responsible citizenship. We can see some sports powers below:

- Sport's power to transcend, getting ahead (skill-building with sports values education)
- Overcoming the odds (the power of teamwork),
- Sport as a springboard for social transformation



- Sport and empowerment (transforming stereotypes)
- Post-disaster(sport filling the void),
- Psycho-social support (values education through sport),
- Solidarity through sport(think fair play),
- Leveling the playing field (civic engagement through sport),
- Creating community through physical activity
- Social mobilization through sport
- Reinforcing cultural heritage Through sport
- The power of positive role models (showcasing the strength and excellence),
- Sport as a school for human values
- Learning healthy competition for life etc.

• **What can Values Education through Sport offer?**

Values Education through Sport (VETS) programs support active learning, complement cognitive skills and give students increasing amounts of responsibility and enhance their level of concentration and participation.

VETS programs are flexible and have a strong cross-curricular potential: they can reinforce existing curricula and can be streamed across different subjects, including physical education, civic and moral education, nutrition, biology, arts.

Ultimately, these programs help students to transfer and put values into action outside the school environment, by getting engaged in their communities, making informed decisions, being sensitive and respecting others and the environment. VETS contributes to the development of self-confidence, active and healthy lifestyle choices, and an understanding of rights, supporting the delicate transition to the independence of adulthood.

Children can be steered in the direction of task orientation at an early age if they are provided with opportunities to play and improve their skills—that is, to harvest the intrinsic rewards of the sport. This might mean using lower basketball hoops, instituting must-play rules, using smaller playing fields, or marking “buddies” to guard in a basketball game. These little prods and gifts to children allow them to enjoy the game, master skills and develop a task orientation to the sport.



In the long run, these investments in building a desire for intrinsic rewards are more likely to lead to ethical and appropriate behavior on and off the field. For example, Chantal et al looked at anabolic steroids users in sports. They found that athletes who use anabolic steroids were less self-determined in their motivation (i.e., they felt more pressure to obtain external rewards or avoid punishment) and displayed weaker sportsmanlike orientations. In addition, they were perceived as more likely to engage in reactive aggression (i.e., intent to injure one's opponent versus merely hinder his performance).

- **What is the difference between Education For / By / Through Sport Methodologies?**

In order to fully understand the Education Through Sport Methodology to focus on values-education, it is necessary to make a distinction among Education FOR sport, Education BY Sport and Education THROUGH Sport:

- **Education For Sport**

Many traditional sports clubs are mainly mobilized by sports performance goals as their priority. Here we evoke the concept of Education FOR Sport, which has the main aim of developing competences in terms of sport performance. Education for Sport addresses the improvement of skills related to the sport itself. Thus, its purpose is only to serve the development of individual competences to improve physical performance. Education for Sport is normally related to diverse disciplines of competitive sport. This concept, therefore, has limited interest in the context of non-formal education.

- **Education by Sport**

The concept of Education BY Sport is a more complex process and includes specific objectives such as the aim to address health issues and wellbeing. In this case, the educational goals are not abandoned but they are sometimes relegated to the second plan. The aim is therefore to reconcile the sporting goals and the wellbeing of society. It uses sport, exercise and physical activity to work towards social causes such as health, wellbeing, public welfare or social inclusion. The new "sport for all" movements are very close to this approach. By playing different sports, it is expected that people learn more about healthy lifestyles and in this way raise their awareness about the mentioned issue in general.

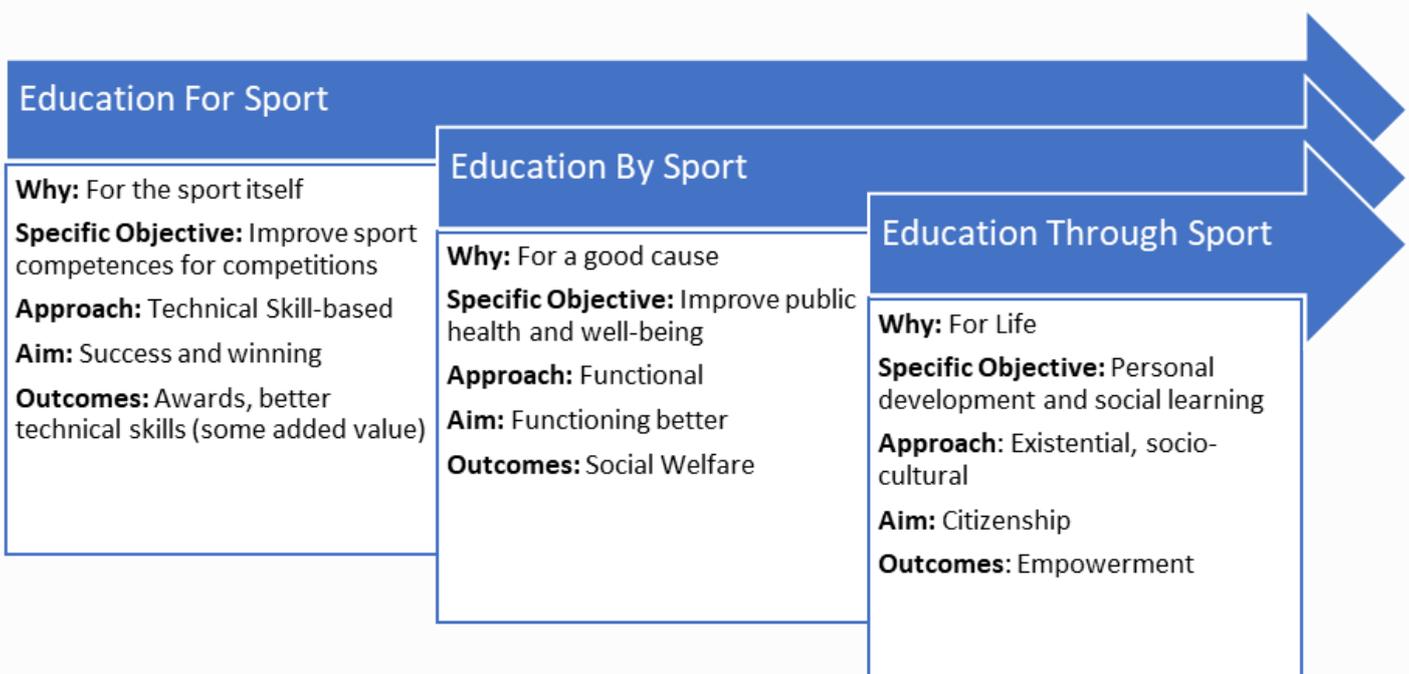


- Education through Sport (ETS)

ETS creates existential learning between people. Through ETS a lasting social change is supposed to happen. It aims to enable empowerment and provoke a sustainable social transformation. ETS requires many elements which go from using sport and physical exercise in order to provoke a strong lifelong learning outcome such as improving tolerance, solidarity, or trust among nations. ETS should be seen more as a plan for reflection than as field action.

From a methodological perspective, ETS consists of adapting sport and physical activity exercises to the objectives of the planned learning project. It is a matter and a process of adaptation of sport and physical activity, both in terms of their expression and their representation, which characterizes specifically the ETS approach. It does not propose any actions where sport becomes a central objective as/for a carrier solution. For instance, the practice of martial arts without any specific project behind it, led only by the desire for technical progress, remains a FOR sports involvement, but it may also develop self-control and respect for others. The important matter here is to conduct a process where sport and physical activities become tools for support to achieve the educational goals first, where the sport itself becomes secondary to the educational purpose.

These **3 approaches** and their differences are summarized in the table as below:





KEY NOTES FROM CHAPTER 1



Philosophy of Olympism

Blending sport with culture and education, **Olympism** seeks to create a way of life based on the joy of effort, the educational value of a good example, social responsibility and respect for universal fundamental ethical principles.



Olympic Values

Such values take place at the core of Olympism and recognized by IOC as **Olympic Values**:

- Joy of Effort
- Fair Play
- Balance between Body, Will and Mind
- Pursuit of Excellence
- Respect
- Friendship



Values Education In & Through Sport

Sport enhances socialization by bringing people together and by providing a bridge between different backgrounds and individual personalities. Sport also offers a unique way of developing morally – as the values learned through participation transcend into all areas of life.



Enhancing the role of sport in education and training

Through its role in formal and non-formal education, **sport** reinforces Europe's human capital. The values conveyed through sport help develop knowledge, motivation, skills and readiness for personal effort.



What can Values Education through Sport offer?

VETS programmes are flexible and have a strong cross-curricular potential: they can reinforce existing curricula and can be streamed across different subjects, including physical education, civic and moral education, nutrition, biology, arts. Ultimately, these programmes help students to transfer and put values into action outside the school environment



What is Education Through Sport Methodology?

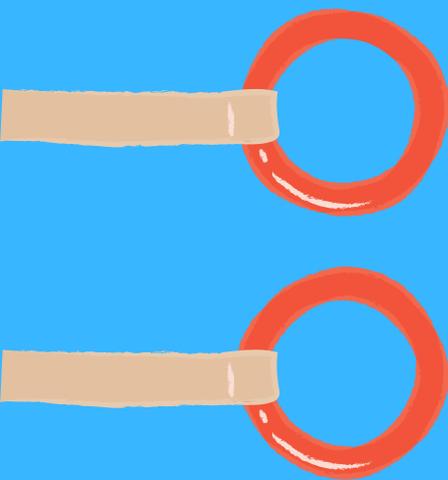
Education through Sport is a pedagogical approach that uses sport and physical activity as a vehicle to spread a set of values in order to develop specific competences which can improve different fields in/of life.



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

CHAPTER 2:

GENERAL OVERVIEW OF SAFETY AND HEALTH HAZARDS FACED BY YOUNG ATHLETES





OVERVIEW OF THE RESULTS ACHIEVED WITH FACT FINDING CONFERENCES

In the scope of the “Combating with Hazards Through Olympic Values” project; the implementation of fact-finding conferences is planned to contribute a better understanding of the roles of local stakeholders to protect the young athletes from safety and health hazards in the sports field. Although there are many resources to provide more insights about the safety and health hazards are faced by athletes in the sports field, very few of them provides us information on current need analyses of relevant actors and target group in 4 countries in our works with young athletes between 12-16 years old.

As the result of implementing these conferences in 4 countries, **154 stakeholders** are reached, and their opinions are constructed in the theoretical background of this training module. When we look at the health and safety hazards faced by young athletes in 4 countries, we can see such common threats:

- Negative aspect of physical training conditions (such as quality of the floor and sports equipment)
- Pressures coming from practitioners/coaches and families and their projection of emotions and ambitions to their students or children
- Injuries at the early teenagerhood affect further stages of the lives of individuals
- Mental instability and “fear of missing out (FOMO)” concept which has been the subject of our lives after the pandemic
- Digital environment and technology addiction in the post-pandemic era
- Lack of nutrition habit of young athletes (consuming food just before or after the training might end with serious problems such as heart attack)
- Lack of appropriate training programs regarding the age group of athletes
- Lack of qualified managers - trainers - coaches - physical education teachers
- Lack of open space for the athletes to discover their potential and skills
- Lack of role models in the close environment of the athlete
- Sleep disorder
- Traditional mindset of parents to make their children choose either sport or education
- Lack of mental support mechanisms and mental training
- Gender-based discrimination
- Any stage of sexual harassment
- Lack of check-ups to have a deeper idea about the physical and mental suitability of potential young athlete



In addition to go deeper about the health and safety hazards faced by young athletes in 4 countries, such additional questions, in the name of support mechanisms, are asked in these conferences:

- Could you please share your opinion on what is your (individual or organizational) role to protect young athletes and come up with preventive measures from these hazards?
- What kind of activities are you organizing to minimize the safety and health hazards to protect the young athletes between 12-16 years old?
- Do you combine your sport studies/trainings within value-oriented approaches? How do you ensure the young athletes' mental growth and the internalization of Olympic / Sportive Values?
- Do you have information about the local and national policies targeting the protection of young athletes in their sport and education careers? If yes, could you please assess how they are effective in your works to protect the young athletes from safety and health hazards in the evolving feature of their sport and education paths? If not, what kind of policies should be reinforced to support the physical and mental growth of young athletes?

As overall results, we can see that coaches/sports teachers locate themselves at the core of the protection of young athletes. The other influential actors such as families, other department teachers, friends of these young athletes also have a complementary role like coaches. The protection mechanism is diverse to the city, country realities but mainly applies with the cooperation of school - sport club - family triangle. Each corner of the triangle has inevitable responsibilities to contribute to the other to support the athletes.

About values-oriented activities and approaches, it has been expressed in 4 countries that there are some individual initiatives are held but not commonly. Sport's soft skill development and values education aspect is not mainly seen by sport sector and society, as well. Last but not least, the protection of athletes and related regulations at the local - regional - national levels are not very well known by the stakeholders. At the end of these conferences, we could more clearly see that the realities of young athletes are quite the same in 4 countries.



THEORETICAL INFORMATION ABOUT OVER PRACTICING AND RELATED MEDICAL THREATS

- **General Description**

Sports injuries result from acute trauma or repetitive stress associated with athletic activities. Sports injuries can affect bones or soft tissue (ligaments, muscles, tendons). About 95% of sports injuries are minor soft tissue traumas. The most common sports injury is a bruise (contusion). It is caused when blood collects at the site of an injury and discolors the skin.

Sprains account for one-third of all sports injuries. A sprain is a partial or complete tear of a ligament, a strong band of tissue that connects bones to one another and stabilizes joints.

- **Classification of sports by contact**

In 1994, the American Academy of Pediatrics published an updated analysis of medical conditions affecting sports participation. It provides additions and changes to increase the accuracy and completeness of the information.

Sports are categorized by their probability for collision or contact "Collision" sports (eg, boxing, ice hockey, American football...), athletes purposely hit or collide with each other or inanimate objects, including the ground, with great force. In "contact" sports (eg, basketball and football), athletes routinely make contact with each other or inanimate objects but usually with less force than in collision sports.

Contact or Collision	Limited Contact	Noncontact
Basketball	Baseball	Archery
Boxing	Bicycling	Badminton
Diving	Fencing	Body building
Field hockey	Field events	Bowling
Football	High jump	Dancing
Ice hockey	Pole vault	Field events
Lacrosse	Floor hockey	Discus
Martial arts	Gymnastics	Javelin
Rodeo	Handball	Shot put
Rugby	Horseback riding	Golf
Ski jumping	Skating	Orienteering
Soccer	Skiing	Power lifting
Team handball	Skateboarding	Running
Water polo	Snowboarding	Sailing
Wrestling	Softball	Scuba diving
	Squash	Swimming
	Ultimate frisbee	Table tennis
	Volleyball	Tennis
	Windsurfing or surfing	Weight lifting



The above-shown table does not separate collision and contact sports, because there is no clear dividing line between them. In “limited-contact” sports (eg, volleyball and squash), contact with other athletes or inanimate objects is infrequent or inadvertent. Some limited-contact sports (eg, downhill skiing and gymnastics) can be as dangerous as contact or collision sports.

Even in non-contact sports, such as powerlifting, serious injuries can occur. Overuse injuries are not related to contact or collision. For these reasons, the categorization of sports in the table insufficiently reflects the relative risks of injury.

- **Classifications of injuries**

There are several classifications of the injuries, but for the needs of this paper, two complementary ways will be introduced.

First distinction will be soft and hard tissue injuries:

- **Soft Tissue injuries** are classified as soft tissue injuries if they occur to soft tissue in the body. Soft tissue include all muscles, ligaments, tendons, skin, organs etc. Everything except bone and teeth. Soft tissue injuries can be direct such as a blister or bruise at the sight of external force, or they can be indirect injuries caused by internal forces such as a strain or sprain. e.g.) a sprained ankle is a indirect soft tissue injury or a black eye from a punch to the eye is a direct soft tissue injury.

- **Hard Tissue injuries** are injuries to the bone or teeth, i.e. injuries of the skeleton. Hard tissue injuries include breaks and dislocations, including lost teeth. Hard tissue injuries are less frequent than soft tissue injuries in sport, but are often more serious. An example of a hard tissue injury is a dislocated shoulder from a poor tackle in rugby league, therefore also direct.

Second distinction is direct and indirect injuries:

- **Direct injury** is an injury sustained at the site of external force e.g.) hit by a ball, bat, person. These are very common injuries in sports. Often then are bruises, broken bones, dislocations, abrasions, and blisters. In fact, blisters and abrasions are always direct injuries and bruises are frequently caused by direct external forces

- **An indirect injury** is an injury sustained from an internal force e.g.) pulled hamstring, sprained ankle. Internal forces are often generated by muscles but includes forces transferred from the outside e.g.) fall onto your arm, but injure your shoulder. Sprains and strains are always classified as indirect injuries as an external force does not cause tears in ligaments or muscles. Other common indirect injuries are dislocations and breaks.



- **Prevention**

Every child or adolescent who plans to participate in organized athletic activity should have a pre-season sports physical. This special examination is performed by a pediatrician or family physician who:

- carefully evaluates the site of any previous injury
- may recommend special stretching and strengthening exercises to help growing athletes create and preserve proper muscle and joint interaction
- pays special attention to the cardiovascular and skeletal systems.
- Telling the physician which sport the athlete plays will help that physician determine which parts of the body will be subjected to the most stress. The physician then will be able to suggest to the athlete steps to take to minimize the chance of getting hurt.

- Other injury-reducing game plans include:

- being in shape
- knowing and obeying the rules that regulate the activity
- not playing when tired, ill, or in pain
- not using steroids, which can improve athletic performance but cause life-threatening problems
- taking good care of athletic equipment and using it properly
- wearing appropriate protective equipment.

References:

- <https://medical-dictionary.thefreedictionary.com/Sports+Injuries>
- <https://pediatrics.aappublications.org/content/pediatrics/107/5/1205.full.pdf>
- https://en.wikipedia.org/wiki/Sports_injury
- <https://www.pdhpe.net/sports-medicine/how-are-sports-injuries-classified-and-managed/ways-to-classify-sports-injuries/>



THEORETICAL INFORMATION ABOUT INSUFFICIENT AND HARMFUL SUPPLEMENTS & BAD HABITS

Excellence, Respect and Friendship are the three core values of Olympism. In this section, the emphasis will be put on Excellence and the problems young athletes encounter while pursuing it such as harmful supplements and habits.

Excellence means doing the best we can, not only in our professional life but in the field of play as well. It includes the healthy combination of body, will and mind. According to the Olympic Values Education Programme “a focus on excellence can help young people to make positive, healthy choices and strive to become the best that they can be in whatever they do”.

Unfortunately, some young athletes struggle to develop particular behavioral patterns that might help them win, partially because of using insufficient and harmful dietary supplements and embracing certain bad habits. A product that young athletes choose can be classified as a dietary supplement, conventional food, or drug and usually, their function is based on the intended use. Most often, classification as a dietary supplement is determined by the information that the manufacturer provides on the product label or in accompanying literature, although many foods and dietary supplement product labels do not include this information.

Without proper knowledge and education about the product, it can be extremely confusing for a young adult to choose the right pathway to success. Knowing where to turn for correct information, access to nutrition experts, and spotting misinformation from social media can be challenging for young athletes to recognize facts from fiction. That is why it is vitally important to know what types of dietary supplements are, their benefits and their dangers.

• Dietary Supplements

To begin with, according to the National Institute of Health a dietary supplement is

- A product intended to supplement the diet;
- They contain one or more dietary ingredients: vitamins, minerals, herbs or other botanicals, amino acids, and other substances or their components;
- Supplements are taken by mouth in a pill, capsule, tablet or liquid form that is identified on the front label of the product as being a dietary supplement.



Due to the fact that young athletes have a very high energy demand based on their need for growth, development, overall health and activity level, many of them struggle to meet their nutritional needs and often turn to supplements to help fill this gap.

There are **several reasons** why young athletes use dietary supplements:

- To gain a competitive edge: to improve their performance (endurance, focus, speed, strength) or change the way they look (desire to lose/gain weight, improve muscle tone, decrease body fat);
- Shortcuts are easier: planning, grocery shopping, and meal preparation takes time and effort;
- Effective marketing: companies may use misleading tactics to get young athletes to buy their products and make people believe “more is better!”
- Concern for vitamin/mineral deficiency: an athlete may need to take a supplement if they have a medical diagnosis, food allergies/intolerances, or a change in their eating habits. Many athletes start taking supplements without consulting a medical professional first.
- Word of mouth or trust: young athletes are very influenced by the personal experiences of friends, peers, coaches, and social media.

- **Performance Enhancing Substances**

In the majority of cases, teenagers might turn to steroids and other substances to boost their sports performance. A performance-enhancing substance (PES) is defined as any ingredient consumed through food or supplements taken with the goal of improving sports performance.

Among teenagers, common performance-enhancing substances and supplements include:

- **Creatine** is used to improve performance during high-intensity bursts of activity and to help increase muscle mass;



- **Anabolic steroids** are used to build muscle and increase strength;
- **Steroid precursors** are substances that the body converts into anabolic steroids. They are used to increase muscle mass.
- **Amphetamines** and other stimulants are used believing that they will increase alertness and improve endurance;
- **Caffeine**. Teens may turn to energy drinks or certain endurance sports supplements containing caffeine, hoping to boost endurance and alertness.

Performance-enhancing drugs can tempt young athletes, especially given the fact that famous athletes here and there on social media admit having used such substances and having achieved high results thanks to these enhancers. Trainers, teachers and parents must understand the warning signs and do everything to keep teen athletes from using shortcuts to improve athletic performance, educate them about the hazards.

- **Hazards of Performance Enhancing Drugs**

Performance-enhancing drugs can have severe, long-lasting health effects in growing adolescents. Side effects include:

- Blood circulation problems
- Cardiac issues
- Liver problems
- Mood swings
- Problems with reproduction
- Higher risk of infections such as HIV/AIDS if sharing needles
- Hormone imbalance problems
- Irreversible hair loss
- Acne
- Kidney damage

Possible red flags that a young athlete is using performance-enhancing drugs include:

- Behavioral, emotional or psychological changes — particularly increased aggressiveness ("roid rage")
- Changes in body build, including muscle growth, rapid weight gain and development of the upper body
- Increased acne



- Needle marks in the buttocks or thighs
- Enlarged breasts, male-pattern baldness and shrinking of the testicles in boys
- Smaller breasts, voice deepening and excessive growth of body hair in girls

Only by discussing performance-enhancing drugs, by explaining the consequences of using performance-enhancing drugs, trainers and teachers can help their teen athletes steer clear.

• **Harmful Habits**

In addition to misusing various performance-enhancing supplements, young athletes can also undermine their sporting achievement by embracing certain habits. Different sources outline different harmful habits, but there are several which reiterate:

- Smoking cuts a person's breathing capabilities, it makes the person gasp for air after a short practice run;
- Drinking alcohol dehydrates the body and slows coordination;
- Sleep Deprivation;
- Lack of Stretching - any athlete should never start to play without some sort of stretching or warm-up exercises;
- Not Using Proper Equipment and Gear.

• **Real Situation**

Taking a look at everyday realities faced by coaches and teachers reveals even more problems related to young athletes aged 12-16. During the Fact-Finding Conferences in Turkey, Lithuania, Poland and the Czech Republic some more risks were clarified, consequently, some of them later tend to turn into bad habits and constant behavior:

- Lack of involvement in extracurricular activities;
- Involving children in cyclical sports activities at the initiative of parents;
- Competition and desire to be the best;
- Implementation of parents' wishes through children;
- The under-estimating of the workload and the consequences of the athletes themselves;
- Bullying (in particular, through distance learning, gender-based discrimination, any stage of sexual harassment);
- Poor eating habits;



- Television and Internet influence (especially digital environment and technology addiction in post-pandemic era);
- Overtraining and overload;
- Gaps in coaches' physiological knowledge.

• **Keys to Solution**

Even though it is impossible to find the one and the only right way of solving the problem of misusing dietary supplements and eliminating bad habits and hazards from a young athlete's life, each institution, and organization should do their best.

Moreover, not only coaches, teachers, but also parents and the adolescents themselves have to be responsible. By training properly, young athletes can be prepared both mentally and physically, reducing their risk of injury and allowing them to have fun while participating in their sport.

Some useful pieces of advice were proposed in the Fact-Finding Conferences. It is extremely important to:

- **Explain** the significance and benefits of physical activity, its regulation, and review sports as widely as possible;
- **Develop** technical equipment that can help children monitor and understand their bodies;
- **Initiate** peer-to-peer communication, which helps to understand and solve children's problems;
- **Give students the opportunity** to prepare sports events, presentations and activities themselves;
- **Organize** camps and hikes in which students cooperate;
- **Conduct** sports films screenings and discussions;
- **Consult** with coaches, doctors and parents about the correct use of supplements;
- **Invite** famous people who are role models for children;

Sport and physical activity are powerful educational tools. Through sports, we can involve and inspire teenagers, and help them develop self-confidence, encourage them to be physically active. Sport helps young people to express and discover themselves. Sport also allows you to take leadership and take responsibility. It is very important to interest and encourages young athletes to move and develop values through various forms of physical activity.



When working with youngsters, we need to allow them to learn life skills on their own through a wide range of educational activities.

Family, friends, along school, television, the Internet, school culture, non-formal education institutions, and NGOs, are key factors in children's positive socialization. Properly organized non-formal education of children distracts them from meaningless spare time, harmful habits, crime. By participating in various non-formal education activities, they develop competencies that allow them to become active members of society, to solve problems on their own.

References:

- <https://ods.od.nih.gov/factsheets/DietarySupplements-Consumer/>
- <https://www.nationwidechildrens.org/specialties/sports-medicine/sports-medicine-articles/dietary-supplements-and-young-athletes>
- <https://www.mayoclinic.org/healthy-lifestyle/tween-and-teen-health/in-depth/performance-enhancing-drugs/art-20046620>
- <https://www.pasveik.lt/lt/rekomendiamos-naujienos/vaiku-ir-paaugliu-zalingi-iprociai/197/>



THEORETICAL INFORMATION ABOUT AMBITIOUS INTERVENTIONS OF FAMILIES, COACHES AND OTHER ACTORS TOWARDS YOUNG ATHLETES

Nowadays young athletes are faced with numerous risks, be it health or social ones. The former include overtraining, inadequate regeneration, injuries and so on. Among the later over saturation by given sport, loss of motivation or school peers or presence of over-ambitious parents stand out. This chapter focuses on risks that are associated with the presence of over-ambitious parents.

Results and victories play an important role in today's society hence it is not easy to be a parent of a young athlete especially in situations when emotionally demanding situations occur. Both wins and losses might be connected with set emotional patterns that could lead to situations in which parents sometimes create illusions with their children about their champions status accompanied by never-ending winning streaks under all circumstances. Such a false sense of always having to win and being the victor can complicate normal and healthy development of young athletes.

Too much parental care and involvement can often pose a risk rather than benefit as it can lead to selfish, self-centered and greedy behavior. High parental ambitions are usually manifested by accepting unrealistic high goals set for the young athlete as well as measuring or questioning the effectiveness of invested finances into his/her development. Competing with other parents' children's successes is another typical trait of such parental behavior. Ambitious parents view all complications of any nature as potential obstacles in the athletic development of their offspring that must be swiftly dealt with.

Surely parental support has its place and benefits such as financial and personal support of the child, attendance and support at events, financial and organizational support of the club, familiarizing with given sport's rules while also learning how to deal with child's sport performance and improvements. Parents can also take the important role of a coach, advisor and natural authority also off the court or field in normal real-life situations.

The negatives include unrealistic expectations, ambitions, involvement, conflicts with coaches or vulgar behavior at games. Both positives and negatives, while standing apart are multiplied by interactions with coaches, officials, children's teammates and their parents.



- **Psychological failure**

Ambitious parents but also coaches often put high expectations on young athletes' performance. Not delivering from the athletes' side might lead to psychological failure. Such can be divided into primary and secondary.

Primary psychological failure

- The athlete did not achieve the expected result even with the quality preparation process
- Athlete manifests better performance in practice rather than in official games
- Over responsibility, underestimating of the opponent, etc.

Secondary psychological failure

- The athlete did not achieve expected performance due to inadequate training process
- Athletes' awareness of inadequate training process decreases self-confidence

Young athletes are exposed to different pressures. Some parents award their children for points scored. Even such a small thing can have a large impact on kids' minds. Being awarded for scoring can lead to behavioral change on court. In most drastic cases some parents reverse the scenario and make children pay back in case of statistical poor performance.

Sometimes words of support and understanding other times critique and insults, that's how parents react to their kid's performance, be it in practice or game. Kids need to have felt at this age that all that he or she does is approved and accepted by their parents. Parents are the most looked upon role models for young children. A critical parent can lead to situations when a child refuses to play in order not to disappoint them.

- **Practical Aspect**

In line with the theoretical inputs mentioned above, a questionnaire with BK Klatovy athletes is implemented to test if they face a similar reality. In total, 184 young athletes have participated in this questionnaire.



- **Psychological failure**

Ambitious parents but also coaches often put high expectations on young athletes' performance. Not delivering from the athletes' side might lead to psychological failure. Such can be divided into primary and secondary.

Primary psychological failure

- The athlete did not achieve the expected result even with the quality preparation process
- Athlete manifests better performance in practice rather than in official games
- Over responsibility, underestimating of the opponent, etc.

Secondary psychological failure

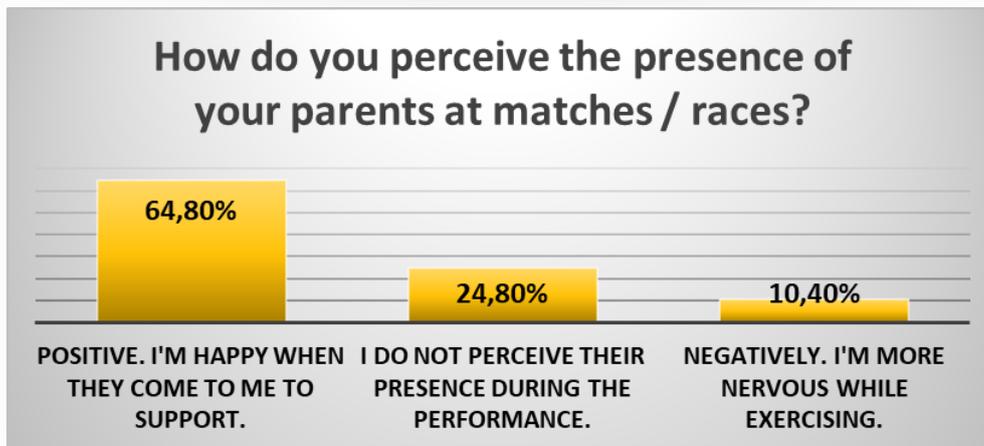
- The athlete did not achieve expected performance due to inadequate training process
- Athletes' awareness of inadequate training process decreases self-confidence

Young athletes are exposed to different pressures. Some parents award their children for points scored. Even such a small thing can have a large impact on kids' minds. Being awarded for scoring can lead to behavioral change on court. In most drastic cases some parents reverse the scenario and make children pay back in case of statistical poor performance.

Sometimes words of support and understanding other times critique and insults, that's how parents react to their kid's performance, be it in practice or game. Kids need to have felt at this age that all that he or she does is approved and accepted by their parents. Parents are the most looked upon role models for young children. A critical parent can lead to situations when a child refuses to play in order not to disappoint them.

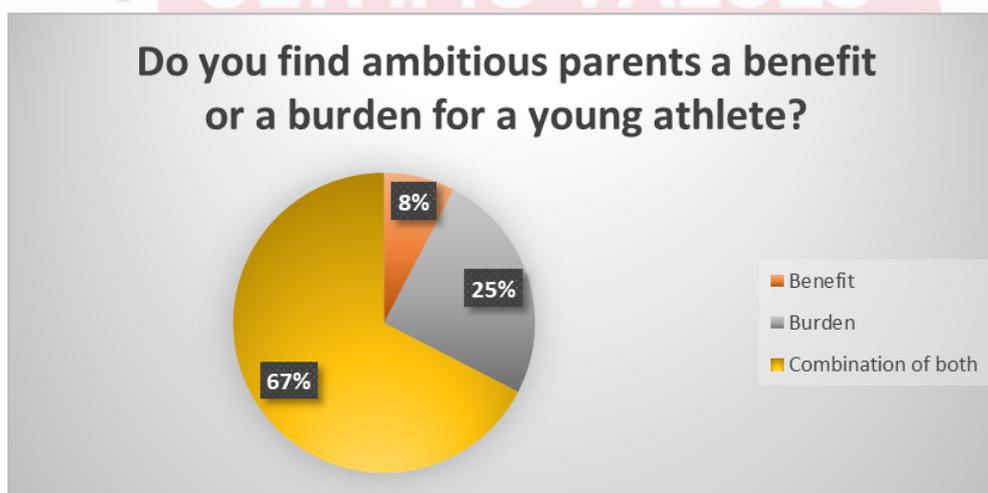
- **Practical Aspect**

In line with the theoretical inputs mentioned above, a questionnaire with BK Klatovy athletes is implemented to test if they face a similar reality. In total, 184 young athletes have participated in this questionnaire.



When we asked the young athletes how they see their parents' presence at their matches or races;

- 88% of young athletes considered parents' support to be important,
- 65% of young athletes considered parents' presence at games to be important and welcomed the attendance,
- 25% of young athletes do not perceive in negative way presence of parents at games,
- 10% of young athletes responded that parents' presence led to a negative influence on players' performance.



Another question was related to the concrete experience of the athletes if they perceive it as a benefit - burden or combination of both. The major part (67%) of respondents see their parents' presence as a combination of both. This is followed by the young athletes seeing it as a burden with 25% and 8% of the young athletes perceiving their presence as a benefit.



Ambitious parents still provide transport to practices and games, support at games, support of clubs, monitoring of player's rest and regeneration.

The most visible negatives are excessive demands on their offspring, over-emphasizing and accent on their own children, inadequate behavior at games, not following practice concept of children's coach, or disturbing bonds created in the team.

These negatives are closely connected with additional risks facing today's young athletes such as overtraining, greater propensity to injury, the narrow focus at young age, or loss of motivation.

References:

- SEKOT, Aleš. Rodiče a sport dětí. Brno. 2019. SBN 978-80-210-9293-8.
- RADOSTNÁ, Zuzana. Význam podpory rodičů v dlouhodobě sportovní přípravě dětí (na příkladu vybraného sportovního odvětví). Praha. 2016. Diplomová práce. Univerzita Karlova v Praze.



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

CHAPTER 3:

ADAPTATION OF OLYMPIC VALUES TO COMBAT WITH HAZARDS & THEIR EFFECTS INTO THE SOLUTION





BRIEF EXPLANATION OF THE METHODOLOGY

As it has been explained in Chapter-1, we acknowledge that the goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.

With remarkable harmony of sport and development, there are various learning objectives for an individual which are hidden in the Values Education Programme. How we provide an innovative methodology is derived from the publication of IOC - "The Fundamentals of Olympic Values Education, A SPORTS-BASED PROGRAMME". In this publication, we could better understand the Olympic Values Education integrated with sports activities. This publication contains various information and methods starting from the opening ceremony of the Olympic Games to the discussions about the rights and responsibilities of individuals.

In the light of this reference document, we wanted to open a window on how the Olympic Values can provide long-term solutions to combat the health and safety hazards that athletes face, particularly in their younger ages. Our methodology is constructed in line with the results of the Fact-Finding Conferences in 4 countries. With the elimination of the hazards that various stakeholders in the sports field expressed in these meetings, we have come up with 5 main health and safety hazards and 5 Olympic Values that support each other to protect young athletes from numerous threats with the help of sport and physical activities. Here we would like to explain this adaptation with a simple chart:





HOW OLYMPIC VALUES CAN CONTRIBUTE TO THE SOLUTION OF HEALTH & SAFETY HAZARDS WITH THE HELP OF SPORT

- **Balance of Body, Will and Mind as a factor to prevent injuries.**

Historical view

From ancient times the importance of the body was strongly underlined. In the beginning, practicing physical culture or/and various sports were connected with preparation for taking part in wars, so young boys were practicing various physical activities to become better soldiers in the future.

However even in ancient Athens there was already an example of harmonic growth of humans, called Kalos Kagathos. It was very accurately summarized by classicist Werner Jaeger as "the chivalrous ideal of the complete human personality, harmonious in mind and body, foursquare in battle and speech, song and action".

Other interesting examples we can find in Buddhism. Buddhists are aware of their body and its "emptiness". They are not the body but they have their bodies. They work with it and on it - it is for of respondents as a tool for benefiting others. Besides, the body is recognized by Buddhists as an element of their operating system - body, speech and mind constitute a whole. Importantly, in the Buddhist perspective, the human body is considered a precious, rare, indispensable condition and basis for understanding the nature of the mind.

Improvement of mental health through physical activity

Also in the far history, we can find examples and proofs of the positive influence of physical activities for mental health. Already in the renaissance period, there is a variety of works about this topic. On the other side, many scientific articles confirm that physical activities are beneficial for mental health.

A large study published in The Lancet Psychiatry Journal in August 2018 found that training contributes to a lower mental health burden, regardless of age, race, gender, income, and level of education. According to another research, 12 percent of depression was preventable with physical activity.



BALANCE OF BODY, WILL AND MIND AS A FACTOR TO PREVENT INJURIES

Exercises are also considered vital for maintaining mental fitness, and they can reduce stress. Studies present that it is an effective way to reduce fatigue, improve alertness and concentration, and in the end: enhance overall cognitive function. This can be especially supportive when stress has depleted energy or ability to concentrate.

Scientific researches show that when stress affects the brain, with its many nerve connections, the rest of the body feels the impact as well. So it stands to reason that if your body feels better, so does your mind. Exercise and other physical activity produce endorphins—chemicals in the brain that act as natural painkillers—and also improve the ability to sleep, which in turn reduces stress. Meditation, acupuncture, massage therapy, even breathing deeply can cause your body to produce endorphins. And conventional wisdom holds that a workout of low to moderate intensity makes you feel energized and healthy.

Scientists have found that regular participation in aerobic exercise has been shown to decrease overall levels of tension, elevate and stabilize mood, improve sleep, and improve self-esteem. Even five minutes of aerobic exercise can stimulate anti-anxiety effects.

Risks to the mental health of athletes

In the previous paragraph, we brought many positive examples of improvement of mental health through physical activity. We can compare that also to the sentence, which was already underlined in the previous chapter, that “Sport is health”. However, there is an inevitable risk of injury, especially for those who are practicing sports in a professional manner. And as both: physical and mental health are strongly maintained by amateur physical activities, also both of them might be harmed during professional sport activities and competition. Certain examples among professional sports may show an increased risk of mental ill-health: retired sports stars; sportsmen who experience critical failures; and also those who suffered injuries and other negative life events (which happen to athletes more often as young adults).



BALANCE OF BODY, WILL AND MIND AS A FACTOR TO PREVENT INJURIES

The American Psychiatric Association has noted the dangers of the assumption that athletes should be mentally healthy or the false notion that "being strong" means handling things on your own. Hoping to increase awareness and remove the stigma surrounding the mental health of athletes, the organization published an article listing the following facts:

- First, mental illness is very likely as common in athletes as in the general population.
 - Second, it is not a sign of weakness and should be taken as seriously as a physical injury.
 - Third, getting help will most likely improve, not damage one's self-confidence.
- Lastly, the American Psychiatric Association asks people to acknowledge that sports subject a person to a unique set of challenges and circumstances that can make a person vulnerable to feelings of depression or anxiety.

One of the most significant things we can do when it comes to the mental health of athletes is to remove the stigmas associated with mental illness and enforce the message that help is available. Each person has a right to find the treatment that works for them. Friends, teammates, and family members can offer support by looking for warning signs, paying attention, noticing, and taking serious signs that the people we love are starting to struggle.

Practical view on the topic:

Especially after the start of the pandemic, at the beginning of 2020, topics related to the mental health of youth started to be more and more actual and important.

There are various examples and even adolescents by themselves are already aware of the importance of the public discussion about the mental problems of their peers.

Members of FEIO participated for example in the 1st School Councils Conference in Mikolow (a small city in the Silesian region in Poland) where students themselves announced the main topic as mental health. It's a huge difference compared to the previous years of our youth work when the most common was to discuss environmental issues or local activation.



BALANCE OF BODY, WILL AND MIND AS A FACTOR TO PREVENT INJURIES

From small research done in the sports clubs operating in our region, we can clearly infer that pandemic time brought a big raise of awareness about mental health both among adolescents and adults. It can be one of the few positive changes coming from a pandemic. At least in Polish conditions, there shouldn't be any more stigmatization of the psychological sessions or even contacts with psychiatric specialists.

We can also observe that it's more and more common to include psychologists as members of the staff in sports teams, even in junior age.

It is also important to mention there the clue of sports competition. Together with the mental health of sportsmen, it can be balanced in a way, to not to harm the rival through the unstoppable will to win. It can be only realized together with other Olympic values, like fair play or respect and friendship but in the end, it plays a dominating role in the prevention of injuries in contact sports (see table in Chapter 2).

References:

- <https://adaa.org/understanding-anxiety/related-illnesses/other-related-conditions/stress/physical-activity-reduces-st>
- <https://www.psychologytoday.com/us/blog/compassion-matters/201211/risks-the-mental-health-athletes>



FAIR PLAY TO COMBAT WITH HARMFUL SUPPLEMENTS

The majority of adults responding to USADA's survey believe that sport should play a role in teaching morality. More than four-fifths of respondents believe that it is important that sport overall promotes positive values, while three-fifths agree that sport overall actually promotes positive values. Adults believe that it is very important for sport to reinforce a variety of wholesome values—led by honesty, fair play, respect for others, doing your best, teamwork, and fun. Interestingly, competitiveness and winning rank as the least important values to reinforce through sport, but as highest in terms of the values that sport is actually reinforcing.

In addition, fewer than half of adults believe that sport is doing a good job of reinforcing their top five important values. Thus, although adults perceive a benefit in sport as reinforcing key values, overall they believe that sport is currently doing the opposite. At its best, sport is about the honorable pursuit of victory. It is not just about playing by the rules; it is also about playing within the spirit of the rules. **It requires sportsmanship, fair play, playing clean, and respect.** NCAA defines sportsmanship as exhibiting behaviors that are “based on such fundamental values as respect, fairness, civility, honesty, and responsibility”. Ethics violations and the desire to win at any cost threaten the inherent value of sport.

Fair play is violated when athletes engage in poor sporting behavior such as heckling and using offensive language or by losing self-control through tantrums, bragging, bullying, using performance-enhancing drugs, or engaging in overly aggressive play. Fair play also is transgressed through selfish play (e.g., ball-hogging or pursuit of one's advancement over that of the team).

Many coaches say they would rather lose a lot of games through fair play with an honorable team than win a lot of competitions with athletes who lack sportsmanship and honor. Rutten has conducted research on how sport can be understood as a “practice imbued with moral values. Sport not only entails respect for the rules of the game, but also relates to respect for one's opponents, equal opportunities to perform well, mutual cooperation, fairness, and sportspersonship. These elements are considered to be constitutive of sport, and maybe summarized by the concept of ‘fair play’”.



FAIR PLAY TO COMBAT WITH HARMFUL SUPPLEMENTS

A 2010 survey by the Awards and Recognition Association found that more than 65 percent of Americans believe that the current state of sportsmanship is worse than it was when they were growing up. According to the survey, respondents believe that “teaching good sportsmanship to children is a parental responsibility. More than 86 percent of respondents reported that a parent is the best person to teach sportsmanship, followed by coaches at 45 percent, teachers at 28 percent, and friends at 17 percent.” The survey found that badly behaving fans present the most common example of poor sporting activities.

There is some good news, though. For four previous consecutive years, 85 percent or more of respondents said the state of sportsmanship is worse now than when they were growing up, so the number has dropped. And, “coupled with other highly regarded sportsmanship viewpoints—more than 85 percent of us feeling one player that displays good sportsmanship makes the entire team stronger—the sportsmanship barometer is changing.” Perhaps this is not surprising in a climate in which corporate executives fabricate financial records, citizens evade taxes, professional athletes commit felonies or engage in immoral behavior, college football coaches are caught in recruiting scandals, colleges prefer students with athletic prowess over academic achievements, and university coaches are paid more than the president of the institution. Cheating and unethical behavior appear to pay off, or at least go unpunished in many cases. This breeds an environment in which only “chumps” play by the rules.

Sport reflects society, but true sport can serve as a beacon for better behavior and more civility—on and off the field. Fairness and Fair Play and the Importance of Personal Best The concept of fairness is a central moral issue for children. Children’s first sense of fairness typically is focused on coaching and the referee’s behavior.

Children can be steered in the direction of task orientation at an early age if they are provided with opportunities to play and improve their skills—that is, to harvest the intrinsic rewards of sport. This might mean using lower basketball hoops, instituting must-play rules, using smaller playing fields, or marking “buddies” to guard in a basketball game. These little prods and gifts to children allow them to enjoy the game, master skills, and develop a task orientation to sport. In the long run, these investments in building a desire for intrinsic rewards are more likely to lead to ethical and appropriate behavior on and off the field.



JOY OF EFFORT TO COMBAT WITH DROP OUT PROBLEMS IN SPORT

A key goal in the Olympic value system of Olympism is the all-around cultivation of the individual. According to the basic principles, Olympism is a philosophy of life with the ideals of combining a balanced set of properties of body, will and mind and creating a way of life-based on the joy of effort. These goals are to be achieved by combining sport with culture and education.

It is important for the development of young athletes to develop and practice their intellectual, behavioral and physical skills through sports and physical activities. Young athletes may also show signs of disinterest in a particular sport because they are forced to engage in a particular sport. We are talking here about the so-called dropout.

Younger children are naturally active. However, they often become less and less active with age. A decrease in activity can usually be observed in adolescent girls and women aged 15-20 years.

- Some of the reasons children participate in sports including;
 - having fun,
 - improving skills,
 - staying in shape,
 - the excitement of competition,
 - exercise,
 - to be part of a team
 - the challenge of competition.

- Some of the reasons for giving for dropout from sports including;
 - loss of interest,
 - lack of fun and playing opportunities,
 - failure to learn new skills,
 - too much pressure,
 - the coach was a poor teacher,
 - too much time involved
 - coach played favorites,
 - over-emphasis on winning.



JOY OF EFFORT TO COMBAT WITH DROP OUT PROBLEMS IN SPORT

Coaches play a big role in this regard because the social dynamics cultivated by a coach can be a direct determinant of how an athlete feels socially in a group. As children develop at different speeds, a weak 12-year-old could potentially be an excellent 18-year-old if given the right training and time for physical development. However, the nature of team sports and often coaches' "must-win" philosophies can have a huge impact on the willingness of weaker players to continue the sport for longer. The lack of gaming opportunities and trust on the part of the coach can mean that young players will never reach a stage in which they gain the self-confidence and respect of their peers through their successes, let alone reach their full potential (self-realization phase). The consequence of this process is the frequent dropout of young athletes.

As coaches in our ardent pursuit of excellence in sports, we must not lose sight of the fact that children play for pleasure, not for the success of the coach. A far more appropriate criterion for a coach's success with a youth team would be whether weaker players under the age of 12 still play, develop and enjoy their sport at a later age. If this is not the case, you need to ask yourself questions about the methods, goals, and way of coaching.

As a coach of young players, one needs to ask and answer some of these questions.

- Are the players having fun and enjoying the training?
- Am I making them technically better?
- Am I developing a love of the game in my players?
- Am I helping all of my players feel wanted?

This can only be achieved by accepting each individual athlete as a person, creating a positive group dynamic, and allowing all athletes to enjoy the sport for the right reasons.

References:

- <https://believeperform.com/drop-out-from-youth-sport-responsibilities-of-the-coach/>
- <https://www.tandfonline.com/doi/abs/10.1080/17511321.2012.666990?journalCode=rsep20>



PRACTICING RESPECT & FRIENDSHIP TO COMBAT WITH BULLYING PROBLEMS

Every person has the right to participate in an environment that is fun, safe and healthy, and to be treated with respect, dignity and fairness. This can be also applied to the field of sports. According to the Fundamentals of Olympic Values Education “when young people who live in a multicultural world learn to accept and respect diversity and practice personal peaceful behavior, they promote peace and international understanding.” Easier said than done.

Throughout sports history, sports leaders, educators, teachers have encountered the problems of racism, intolerance, violence, peer bullying which are often the result of ignorance and fear. An enormous effort has been made to implement Olympic Values, especially in the youngsters, young athletes aged 12-16 because this group is the most vulnerable.

By emphasizing such aspects of the sport as enjoyment, teamwork, sportsmanship and skill development, sporting organizations may promote a “win at all costs” mentality which may lead to bullying behaviors. Bullying is more likely to occur in environments that are highly competitive, especially at the junior level.

According to Childhelp “Blow the Whistle on Child Abuse”:

- 40-50% of athletes have experienced anything from mild harassment to severe abuse in their sport of choice;
- 4% of young athletes reported that a coach had hit, kicked, or slapped them;
- 8% of coaches acknowledged encouraging athletes to hurt opponents, 33% yelled at players for making mistakes and 20% made fun of a team member with limited skills;
- Athletes are responsible for more sexual harassment of their peers than coaches;
- Abuse occurs in all sports.

In order to understand and solve the problem of bullying, it is essential to define the very term of it. Bullying is when one or more team members intentionally set out to bully a person. Bullying can be a 'one-off' incident but usually involves repeated actions or incidences. **When it comes to team sports and athletic bullying, the most common forms of bullying are:**



PRACTICING RESPECT & FRIENDSHIP TO COMBAT WITH BULLYING PROBLEMS

- Verbal bullying (name-calling, nasty and cruel nicknames, taunting, rudeness and threats of violence and/or harm to a teammate or another student);
- Physical bullying (hitting, slapping, towel snapping, tripping, head butting and physical violence against another's will);
- Relational bullying (excluding another player, gossiping, hurtful talk and embarrassment of a player in front of others.);
- Psychological - ganging up, preventing a person from going somewhere, taking a person's possessions, sending hostile or nasty emails or text messages)

Such behavior is damaging to all involved: the bully, victim, family members, those that witness the behavior and the sporting organization involved. Athletes, parents, coaches, administrators and sporting organizations all have an ethical (and possibly a legal) responsibility to take action to prevent bullying occurring in sport and manage it, should it occur.

In a sports context, **bullying can take many forms**, for example:

- a parent telling their child that they are incompetent, hopeless, useless, etc.;
- a coach alienating an athlete (adult or child);
- several people ganging-up on an individual team member;
- spectators verbally abusing players from the opposition;
- an athlete calling referee names and using put-downs;
- a parent intimidating a young coach.

Usually, there are obvious signs a person is being bullied, even though adolescents are afraid, ashamed or even embarrassed to talk about it, vigilant parents and coaches can detect the problem:

- Finds excuses for not wanting to attend training or games (e.g. feeling sick, has an injury, has too much work to do) or talking about hating their sport;



PRACTICING RESPECT & FRIENDSHIP TO COMBAT WITH BULLYING PROBLEMS

- wants to be driven to training or matches instead of walking;
- regularly the last one picked for team or group activities;
- alienated from social or shared activities;
- has bruising or other injuries;
- becomes uncharacteristically nervous, worried, shy or withdrawn;
- clothing or personal possessions are missing or are damaged;
- repeatedly 'loses' money or possessions;
- suddenly prone to lashing out at people either physically or verbally.

Bullying can result in feelings of disgrace, embarrassment, shame, or intimidation. It can also affect an individual's athletic performance, level of enjoyment, work or school life, academic achievement and physical and mental health.

There are a number of possible solutions to the problem:

- Learning about bullying. If you are a parent or a coach, start by reading about the different types of bullies, the risk factors for becoming a bully, and how to spot the warning signs of bullying. The more you know about bullying behavior, the better equipped you will be to help your child.
- Listening to a child. When discussing bullying incidents, it is important that the child is the one doing the talking. Find out what is going on and how the bullying makes them feel. Be sure you also ask the young athlete what they want to do about it. The goal is not to take over but to allow children to become advocates for themselves.
- Empowering a child. Give them tools for dealing with bullying like walking away, telling an adult, or telling the bully in a firm voice to stop. Teach them how to defend themselves against bullies and how to stand up to a bully.
- As a coach, take the situation seriously and take certain steps to stop the aggressor.



PRACTICING RESPECT & FRIENDSHIP TO COMBAT WITH BULLYING PROBLEMS

In some cases, it is impossible to solve the problem of bullying without the help of professionals, e.g. psychologists, social teachers, administrative members. Sometimes the anti-bullying policy established in the sports club, the organization can be of great help both to the child and a coach. It is important to ensure it works and everyone is aware of it. This will give everyone some responsibility to act in a positive way in sports.

“Coaches need to take a strong stance against bullying and let the members of their clubs know that this is not going to be tolerated. By having clear policies and strategies in place, the culture of bullying in sports can be changed for the better across the board. Coaches should work on building character and confidence as well as the sport as this will, in turn, give the children a fun and competitive experience.” -

References:

- <https://www.childhelp.org/blog/bullying-in-sports/>
- <https://www.stompoutbullying.org/bullying-and-sports>
- <https://www.playbytherules.net.au/got-an-issue/bullying>
- <https://www.playbytherules.net.au/got-an-issue/bullying>
- <https://www.playbytherules.net.au/got-an-issue/bullying>
- <https://www.verywellfamily.com/dealing-with-bullying-on-youth-sports-teams-460677>
- <https://www.bullying.co.uk/general-advice/advice-about-bullying-in-sports-clubs/>



PURSUIT OF EXCELLENCE TO COMBAT WITH OVER AMBITIOUS CHARACTERISTICS OF INFLUENTIAL ACTORS

Pursuit of excellence can enable youngsters to make positive, appropriate choices and move forward towards the best in any aspect of their life. Young people need a safe living and social environment in order to make good life choices and become the best they can be. The main goal of any healthy society should be the well-being of young people. A healthy society is above all:

- undamaged and safe;
- takes care of the needs of all children and young people - boys and girls, children with learning disabilities, children with visual, hearing and other physical disabilities;
- provides children and young people with a daily opportunity for physical activity;
- provides an environment free from discrimination, harassment and intimidation in any form;
- is an environment that respects and values individual differences and different cultural traditions; and
- is aware of the important role that parents and society in general play in the healthy development of young people.

The idea of striving for excellence in sports is as valid today as it was in the past. Athletes strive to strive for Olympic glory, fame, respect and personal satisfaction. However, it is important to realize that excellence is not just about the result and is not achieved only by those who win. It's not just one day, one race, one jump. It is a set of many parts. It is the whole process that precedes the "excellent" result, which is the standard of excellence.

Achieving excellence on an international or personal level is not an easy task. It is the result of many years of devoted training - physical, mental and spiritual. Excellence often begins with the athlete dreaming of his success, and after years of hard training, these dreams come true. There are many ways to achieve this. According to Terry Orlick, author of *In Pursuit of Excellence*, one way is to divide excellence into **seven elements** and address each one separately.

- 1. Commitment:** The first element of excellence is your commitment to;
- pursue your dream
 - be the best you can be



PURSUIT OF EXCELLENCE TO COMBAT WITH OVER AMBITIOUS CHARACTERISTICS OF INFLUENTIAL ACTORS

- do everything required to excel
- develop mental, physical and technical links to excellence
- set clear personal goals and relentlessly pursue them
- persist through the obstacles-even when they appear insurmountable
- continue to learn, nurture your passion and find joy in your pursuit

2. Focused Connection:

The second element of excellence centers on being fully focused or completely connected;

- for the duration of your task, performance or interaction
- on the task at hand
- at the moment
- in your zone
- in the performance
- totally absorbed in what you are doing or experiencing
- freeing yourself to let things go naturally

3. Confidence:

The third element of excellence is confidence, trust or belief in:

- your own personal potential
- your capacity to overcome obstacles and achieve your goals
- your preparation or readiness
- your focus
- your choices
- the meaningfulness of your mission or pursuit
- those of whom you work or play

4. Positive Images:

The fourth element of excellence is using your imagination in positive ways to;

- create inspiration and positive visions
- target specific daily goals
- speed up the learning process
- prepare yourself to follow your game plan and perform to your capacity
- act and react in more positive ways



PURSUIT OF EXCELLENCE TO COMBAT WITH OVER AMBITIOUS CHARACTERISTICS OF INFLUENTIAL ACTORS

- improve the flawless execution of performance skills
- enhance your confidence

5. Mental Readiness:

The fifth element of excellence is your mental readiness to;

- Create positive learning opportunities
- Take advantage of performance opportunities
- Develop essential mental, physical and technical skills necessary to excel in your pursuit
- Plan, prepare and evaluate effectively
- Follow a path that brings out the best in you
- Relax yourself and your focus away from the performance zone

6. Distraction Control:

The sixth element of excellence is developing your skills for controlling distractions in order to;

- maintain a positive, effective focus in the face of distractions
- regain an effective focus when distracted before, during, or after an event or performance
- quickly re-enter your best focus
- perform consistently at your desired level
- stick with your own game plan
- get adequate rest
- stay on your own path for personal excellence

7. Ongoing Learning:

The seventh element of excellence is a commitment to and passion for ongoing learning, which includes:

- reflecting on what you have done well
- reflecting on what you can refine or improve
- drawing out impotent lessons from each experience or performance
- assessing how your commitment, mental readiness and to focus affected your performance



PURSUIT OF EXCELLENCE TO COMBAT WITH OVER AMBITIOUS CHARACTERISTICS OF INFLUENTIAL ACTORS

- targeting relevant areas for improvement
- acting upon lessons learned on an ongoing basis

These elements, which form excellence, allow a person to excel and become the person they really want to be. Each of these elements of excellence is under human control and can be learned through example and experience. Practicing perfection is one way to achieve this.

References:

- https://stillmed.olympic.org/Documents/OVEP/Seychelles/18._7_Excellence.pdf
- <https://www.icsspe.org/system/files/The%20Fundamentals%20of%20Olympic%20Values%20Education.pdf>
- https://www.researchgate.net/publication/254360580_A_Well_Balanced_Life_Based_on_%27The_Joy_of_Effort%27_Olympic_Hype_or_a_Meaningful_Ideal



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

CHAPTER 4:

PRACTICAL TOOLS & METHODS FROM LOCAL SPORT ACTIVITIES





BRIEF INTRODUCTION ABOUT LOCAL SPORT ACTIVITIES & METHOD DEVELOPMENT PHASE

- **The objectives of the Local Sports Activities:**

With the participation of Sport Coaches/Trainers/Physical Education Teachers to Training Course & Study Visit in Klatovy, Czechia between 26-30th of September 2021; the innovative methodology to combine the sports activities with Olympic Values to promote the philosophy of Olympism and provide the opportunity to young athletes aged 12-16 years old to protect themselves from health & safety hazards will be held.

In the scope of Local Sport Activities, it was expected from each country to produce 5 methods based on values education through sport (particularly basketball but all team sports are welcomed). In total, 20 methods are developed/integrated into team sports (particularly basketball).

In the testing and implementation phase, the coaches and sports trainers from the Turkish Sports Foundation and Bayrampaşa have developed together 7 basketball drills and implemented them with 85 young athletes in Istanbul and Elazığ/Turkey. Czech basketball coaches from BK Klatovy have created a training session with 5 elements, all focusing on Values Education. They have implemented this session with 40 young athletes. The sports trainers of FEIO have developed 5 tools related to Volleyball to combine the learning objectives of Values Education in a different team sport and implemented these methods with 32 kids between 10-16 years old. Last but not least, our partner school - SJJG has launched an Olympic Day on Sunday with the participation of 34 student-athletes in Lithuania. They have used the help of Non-Formal Education methodology in sport.

In total, 191 young athletes are reached in the scope of value-oriented sports activities.

To multiply the effect of these activities, the produced methods are shared in this chapter to reach more beneficiaries and underline the idea that sports values are not only winning or losing.



PRACTICAL METHODS & TOOLS

1st Method's Name: Box Out Drill

- **Which Olympic Value is referred to:** Balance of Body, Will and Mind

- **What are the Learning Objectives:**

- Increasing the ability of players to use their bodies.
- Experiencing winning and losing with the help of competition.
- To be able to fight by respecting the rules of the game.
- Gaining strength.
- Developing reflexes according to the opponent's movements.
- Ensuring the player's ability to distinguish between the feelings of struggle and ambition
- Increasing the concentration by showing the physical and mental will to win

- **Estimated Duration to implement this Method:** App. 10 Minutes

- **The Size of the Group:** Min. 10 to 20 People

- **What kind of Materials Needed to Implement this Method:** Timer and the basketballs (equal to half of the group)

- **What are the Instructions to Implement this Method:**

- 1) Players make pairs according to their physical strength.
- 2) The pairs decide who is defending and who is attacking.
- 3) The ball stays in the ground and the defense player takes his/her position between the ball and the attacker. By using his back and arms, the defensive player tries to block the opponent (attacker) to reach the ball.
- 4) The attacker makes different deceptions (fake movements) to reach the ball on the ground.
- 5) The person who touches the ball most wins, while the coach is keeping the time.
- 6) Then pairs switch the roles for the next round.

- **Tips & Suggestions for the Further Implementation of This Method:**

- As this method involves contacts in a particular measure, it's important to define the fouls and unacceptable movements in the beginning and inform the players. At the end of the game, the importance of using the body - will and mind in a harmony is explained to the players.



PRACTICAL METHODS & TOOLS

2nd Method's Name: 1vs1

- Which Olympic Value is referred to: Fair Play

- What are the Learning Objectives:

- To apply previously learned "pass-through" techniques against the defense
- To increase the defense capacity
- To be able to score in one-to-one.
- To increase the passing capacity in one-to-one.

- Estimated Duration to implement this Method: App. 10 Minutes

- The Size of the Group: Min. 15 to 25 People

- What kind of Materials Needed to Implement this Method: Basket Hoop and Balls

- What are the Instructions to Implement this Method:

- 1) The attacking player tries to give a pass below the basket to the coach while there is a pressure of defense on him/her.
- 2) The defense players try to block when the attacking player tries to give a pass.
- 3) After the coach receives the pass, the attacking player tries to take the pass back by making deceptions (fake) from the defense in the forwarding area.
- 4) The defense player gives the struggles not to give any pass to the attacking player or take the pass far from the basket.
- 5) The attacking player tries to score after he gets the pass.
- 6) The defense players try first not to be passed in line with rules, then to take the ball back, lastly not to get scored.
- 7) Meanwhile the coach doesn't interfere with the players during the game and supports the effort of each player.

- Tips & Suggestions for the Further Implementation of This Method: The most fundamental movement of the basketball is one-to-one drills and position and it requires various contacts within. It's important for the coach to support/cheer for players to increase the contact and struggle for more aggressive effort. However, it's important to give the sample about the fair play at the end of the drills so players can understand their limits and mindset of fair play. It's important to give a look to the game at the end and evaluate it all together.



PRACTICAL METHODS & TOOLS

3rd Method's Name: Shoot-Fest

- Which Olympic Value is referred to: Joy of Effort

- What are the Learning Objectives:

- Improving the sense of acting as a team while they practice their shooting
- Providing a proper environment for the players to experience the "achieving together"
- Understanding the meaning of support - friendship and teamwork.

- Estimated Duration to implement this Method: App. 20 Minutes

- The Size of the Group: Min. 15 to 25 People

- What kind of Materials Needed to Implement this Method: 5-7 Balls, Hoop and Timer

- What are the Instructions to Implement this Method:

- 1) The players are divided into 4 teams and only half-court with 1 basketball hoop is used.
- 2) Each team is located in the corner of 3 seconds corridor. One player waits in the foul line. Starting from the underneath, a number is given to each team from 1 to 4.
- 3) Each player of Team 1 receives a ball. Then the game starts with the whistle of the coach and a time limitation is given to the players. In the frame of the time, the player of team 1 is expected to shoot a defined number of baskets.
- 4) With the signal of the coach, 1st Team to 2nd, 2nd Team to 3rd, 3rd Team to 4th Team gives pass and run behind the team that they gave a pass. 4th team gives the pass to the player waiting in the foul line, then he/she makes the shot. The game continues non-stop with the roll.
- 5) Each basket is counted together and the target is raised in the next rounds.
- 6) If a target is not reached, the team members all together receive a punishment (funny punishment as singing out loud) and realize it all together.

- Tips & Suggestions for the Further Implementation of This Method: It's important that coach to end this game with an evaluation to make an emphasis to be a team and winning together / losing together but giving effort together.



PRACTICAL METHODS & TOOLS

4th Method Name: 3 to 3

- Which Olympic Value is referred to: Practicing the Respect & Friendship

- What are the Learning Objectives:

- Increasing the ability to find the right person to shoot and make the true assumptions during the game

- Estimated Duration to implement this Method: App. 15 Minutes

- The Size of the Group: Min. 15 to 20 People

- What kind of Materials Needed to Implement this Method: Basketball Hoop, Balls, Whistle

- What are the Instructions to Implement this Method:

- 1) The attacking player is located in 2 forwarding zones and to the top.
- 2) The defense players start to turn around the foul line. When the coach gives the signal, they try to find the defense players.
- 3) When the coach gives the signal and gives the ball to the forward player, the forward player penetrates the ball to the baseline. When the attacking player sees that defense players come to help, the attacker gives the ball to the coach underneath.
- 4) After the coach gets the ball, he/she throws the ball to one of the attacking players. The defense tries to catch the ball. The attacking players try to find the right shooting position and give a try to the basket.
- 5) After the defense players get the ball, they run to the opposite hoop and complete the 3 to 3.

- Tips & Suggestions for the Further Implementation of This Method: During the game, the coach should always stress the concepts of trust and friendship. At the end of the game, the "respect comes first" idea should be underlined and repeated by everyone.



PRACTICAL METHODS & TOOLS

5th Method Name: Star Pass

- **Which Olympic Value is referred to:** Pursuit of Excellence

- **What are the Learning Objectives:**

- Increasing the basketball performances and pass techniques with the reference to becoming better

- **Estimated Duration to implement this Method:** App. 15 Minutes

- **The Size of the Group:** Min. 10 to 20 People

- **What kind of Materials Needed to Implement this Method:** Basketball Hoop and 2 Balls

- **What are the Instructions to Implement this Method:**

- 1) The team is divided into 4 sub-groups.
- 2) Inside of 3-points line, these groups are located in each corner.
- 3) 1st group underneath gives cross-pass to the front team, other teams also give cross-pass. The last group's players make the layup and the game continues.
- 4) After the layup, the player waits underneath starts the game with the first pass to group number 1.
- 5) The person who shoots layup takes his/her rebound and waits for underneath.

- **Tips & Suggestions for the Further Implementation of This Method:** As the pass traffic can be challenging and complex at the beginning, the coach should support the players in the court and underline the step-by-step implementation. In the younger age group, it could be demotivating not to be able to understand and achieve the results but it's important for the coach to underline the repetition and training more frequently.



PRACTICAL METHODS & TOOLS

6th Method's Name: Dawg Passing

- Which Olympic Value is referred to: Pursuit of Excellence

- What are the Learning Objectives:

- Increasing the self-control as a team and as an individual on how players should follow the pattern related to passing the balls to each other in turns.
- Increasing the Solidarity among the young athletes through a teamwork

- Estimated Duration to implement this Method: 5 Minutes or as long as they go in full speed

- The Size of the Group: Min. 12 or 16 People, 4 Groups

- What kind of Materials Needed to Implement this Method: 3 balls for each group and whistle

- What are the Instructions to Implement this Method:

- 1) Divide the players into groups of 3 to 4 and ask these 4 groups to be in a square form. They will stand at every corner.
- 2) Players 1,2,3 are together on the top right corner. Against them down right corner players 4,5,6. On the top, left corner players 10,11,12 and down left corner players 7,8,9.
- 3) Players 1, 7, and 10 starts with basketballs. 1 pass to the line directly across from her to player 4. 1 then cuts on diagonal to receive a pass from the front of the bottom opposite line (player 7) and pass to number 8 and goes the end of this line. Player number 7 goes to the end of the line which is downright. Player 5 will pass to player 2 and cuts on diagonal to receive a pass from player number 11. And this pattern goes as long as they don't pass to a wrong teammate.
- 4) First, we start with a slow tempo then with one whistle we change to medium and finally, with one more whistle, we change our speed to the maximum. With a long whistle, we finish the drill. If already they did not do any mistakes on their own.

- Tips & Suggestions for the Further Implementation of This Method: During the game players must help each other by communication. They can try to fix other teammates' errors so the drill can flow smoothly.



PRACTICAL METHODS & TOOLS

7th Method's Name: Caterpillar

- Which Olympic Value is referred to: Fair Play

- What are the Learning Objectives:

- Increasing the awareness of young athletes on the concept of Fair Play
- Increasing the Solidarity among the young athletes through a teamwork
- Increasing the self-assessment on how we can follow the principles of Fair Play event at the highest level of competition

- Estimated Duration to implement this Method: 5 Minutes

- The Size of the Group: Min. 10 or 16 People, 2 Groups

- What kind of Materials Needed to Implement this Method: 1 ball per group, timer

- What are the Instructions to Implement this Method:

- 1) Divide players into 2 groups of 5 to 8 and ask them to lie down to the floor on their backs in parallel positions against the opposite basketball hoop.
- 2) Give each group one ball.
- 3) On 'go' players begin to pass the ball only with their feet without using their hands.
 - If the ball drops, players pick it up and begin where they left off only with their feet. They shouldn't pick up the ball with their hands in any case.
- 4) The first team to reach the other line wins the race.

- Tips & Suggestions for the Further Implementation of This Method: At the end of the game, the feelings & reflections should be taken from youngsters to ensure the learning such Olympic Value and how Fair Play can be enabled in the different paths of our lives.



PRACTICAL METHODS & TOOLS

8th Method's Name: S.O.S Game in Volleyball!

- Which Olympic Value is referred to: **Joy of Effort**

- What are the Learning Objectives:

- Increasing the cooperation among the team members to achieve a goal together
- Feeling the sense of being team and contributing to the common goal

- Estimated Duration to implement this Method: 20 Minutes

- The Size of the Group: Min. 10 or 16 People, 2 Groups

- What kind of Materials Needed to Implement this Method: Balls, Rings and Pins, Papers with S and O letters

- What are the Instructions to Implement this Method:

- 1) Divide players into 2 groups. Each team is consisting of min. 5 and max. 8 people. The general aim is to complete S or O according to their defined letter.
- 2) To reach the S.O.S rings, participants needs to strikes the 5 pins with bump pass.
- 3) How you can make a bump pass is with the help of another teammate.
- 4) After each 5 pins, team members can reach the common rings to put either S or O or they can just block the opposite teams with the location of their letters.
- 5) The team that reaches 5 SOS wins the game.

- Tips & Suggestions for the Further Implementation of This Method: After the game, it's important to ask the strategies of the teams and they communicated in between to reach the common goal. Also, it's important to ask them if they enjoyed the game together.



PRACTICAL METHODS & TOOLS

9th Method's Name: What is your Best of Best?

- **Which Olympic Value is referred to:** Pursuit of Excellence

- **What are the Learning Objectives:**

- Increasing the self-awareness on particular types of volleyball skills
- To understand the importance of practice and trainings
- To be able reflect the weak and strong points

- **Estimated Duration to implement this Method:** 15 Minutes

- **The Size of the Group:** Min. 5 people to 40 people

- **What kind of Materials Needed to Implement this Method:** Ball for everyone and whistle

- **What are the Instructions to Implement this Method:**

This game is consisting of 4 stages which all of them are going to be related a technique in Volleyball. In all stages, participants work individually in the volleyball court.

1) In the first stage, player are asked to count the sets they will make in 1 minute. If their ball touches to the ground, they need to start from 0.

2) In the second stage, they take position against the wall and they play bump pass by letting the ball bounce to the ground. They should reach min. 50 passes.

3) In the last round, they spike against the wall but they need to continue to play as they made in bump pass. They should reach min. 30 spikes in a roll.

4) In the last round, they mix all the techniques and count their final score.

- At the end of the game, each player is asked their final scores.

- **Tips & Suggestions for the Further Implementation of This Method:** At the end of the game, the reflection is really important to take. For the ones who reached a really low number should be talked and followed their progress.



PRACTICAL METHODS & TOOLS

10th Method's Name: Do you know this Volleyball?

- Which Olympic Value is referred to: Practicing Respect & Friendship

- What are the Learning Objectives:

- Increasing the sense of inclusive approaches in a team
- Understanding the importance of being a team and involving everyone

- Estimated Duration to implement this Method: 1 hour

- The Size of the Group: 12 or 14 people, 2 teams

- What kind of Materials Needed to Implement this Method: 1 ball per group, whistle

- What are the Instructions to Implement this Method:

1) There are 3 stages in this game. The first one is related to play volleyball with the normal rules (making 3 pass, not letting the ball to touch to ground, a game starts with the service etc.). The team which reaches to 15 points win.

2) In the second stage, the coach introduces different rules. To make a score, each person in the team must touch the ball, they don't have to start with service, they can change the positions whenever they want. The team which reaches 10 points win.

3) In the last stage, the coach gives some role cards such as you're not allowed to use your strong hand when you serve or criticize everyone in your team etc. With the new cards, they play volleyball as in the first stage.

- Tips & Suggestions for the Further Implementation of This Method: At the end of the game, it should be made a circle ask the following questions.

- How did you feel when you play the game?
- Which stage did you like the most?
- How you could win this game in the third stage?
- Did you feel included in the second stage?
- What did you learn during the game?



PRACTICAL METHODS & TOOLS

11th Method's Name: 3 in 1

- Which Olympic Value is referred to: **Fair Play**

- What are the Learning Objectives:

- Increasing the honesty and trust between the coach and players
- Improving the fast and quick movements

- Estimated Duration to implement this Method: 5 Minutes

- The Size of the Group: Min. 10 to Max. 18 People

- What kind of Materials Needed to Implement this Method: 3 balls for each pair, timer

- What are the Instructions to Implement this Method:

- 1) Group is asked to work in couples / pairs. Then 3 balls are given to each pair.
- 2) It's asked to reach their higher scores not by letting the ball touch to the ground and playing bump pass with these balls. If the ball touches the ground, they need to start from the beginning.
- 3) Meanwhile, the coach turns his back to the participants and sets the timer to 5 minutes. Players make practice and strategy. Then it's asked to all group members what is their highest score.

- Tips & Suggestions for the Further Implementation of This Method: The main aim of this game is being honest to yourself, being honest to your partner in the assigned work, being honest to your coach. It's asked how they felt and if they could make strategy with 3 balls to reach the highest score.



PRACTICAL METHODS & TOOLS

12th Method's Name: Basketball As A Tool For Communication

- **Which Olympic Value is referred to: Balance of Body, Will and Mind**

- **What are the Learning Objectives:**

- To be aware of how our minds, feelings, focus, performance, cooperation, etc. are affected by how we communicate.

- **Estimated Duration to implement this Method:** 90 Minutes

- **The Size of the Group:** 12-16 People

- **What kind of Materials Needed to Implement this Method:** Basketball court, One basketball, Flip chart, blackboard or something similar, Bibs for one of the teams

- **What are the Instructions to Implement this Method:**

Basketball (1): Play basketball

- 2 x 6 minutes
- Each team has a coach (one of the participants)
- On one team the coach is told to be exclusively positive and do a lot of complements
- The coach on the other team is told only to have an eye on the player's deficiencies and be predominantly negative
- In the second half of the game the two coaches switch roles

A short introduction to the appreciative inquiry

- Make a short introduction of the concept and idea behind the appreciative inquiry
- Outline a few focus points for the participants to keep in mind when applying into practice..

OBS!: The goal is not to make an academically correct and complete introduction to the subject, so make it as short and simple as possible!

Basketball (2):

- Play basketball
- 2 x 6 minutes
- Different coaches (do some exchanges through the game)
- This time all coaches have to practice the appreciative inquiry

- **Tips & Suggestions for the Further Implementation of This Method:** Make sure to be very concrete and clear in the instructions for the negative communicating coach (We don't want this to run wild and out of hand!)



SESSION OUTLINE WITH 5 VALUES

- **Which Olympic Value is referred to:** Practicing Respect and Friendship, Joy of Effort, Fair Play, Pursuit of excellence, Balance of Body, Will and Mind

- **How do we order the value-oriented activities:**

1. Practicing Respect and Friendship (team shout and cheering for teammates),
2. Joy of effort (different types of lay-ups)
3. Fair-play (playing 1v1 and a defender calls fouls)
4. Pursuit of excellence (Dribbling alphabet with two balls – trying to improve their dribbling and position)
5. Balance of body (Static stretching after training)

- **What are the Learning Objectives:**

- To learn how to be a part of a team, cheer and enjoy sports activities

- **Estimated Duration to implement this Method:** Every method lasts about 10 minutes

- **The Size of the Group:** Min. 10 People to 25 People

- **What kind of Materials Needed to Implement this Method:** Vocal cords and Basketball balls

- **What are the Instructions to Implement this Method:**

For the first game, the players work in pairs. The coach gives a certain time to bounce the ball. In each round, 1 player is cheering for her/his pair, then they switch the places. For the second game, they eliminate the time pressure but define the number of the scores and passes. In that way, team players try to achieve the goal with layups. 1vs1 game is explained above. To be able to balance two hands and make practice, players work in pair and take care of the movement of the each other for the improvement. The last one is static stretching with the evaluation of the day and values they learned.

- **Tips & Suggestions for the Further Implementation of This Method:** The most important thing is to lead players to fair play. The coach has to choose the right drills, activities to keep the players entertained and improve their skills.



OLYMPIC DAY SESSION OUTLINE

- **Type of the Method:** Getting Know Each Other Exercise

- **Name of the Method: Name & Gesture**

- **How to implement it:** The participants stand in a circle and introduce themselves: tell their name and show any movement (Everyone copies their movement).

Note: No material is needed to implement this game. It can be implemented min. 8 people to the max. 40 people. The duration differs according to the group size but can be thought of as between 15 - 45 minutes.

- **Type of the Method:** Ice Breaker Game

- **Name of the Method: Drills: "Washing Machine", "Toaster", "Mixer" and "Elephant"**

- **How to implement it:** The leader standing in the middle of the circle says the name and points at the participant standing to the right and left to react and make different movements.

"Washing Machine": Participants make the door of the washing machine with the help of their hands, one of them bends in the middle of the 'door' made with hands, moving their head imitating the laundry moving in the washing machine;

"Toaster": students stand nearby holding their hands, the participant in the middle jumps like a toast;

"Mixer": The one in the middle raises his hands up, the ones next to him, rotating around him act like a mixer;

"Elephant": The ones in the middle hold their hands and imitate the elephant's ears. The student in the middle acts as if he was an elephant's trunk.

Note: No material is needed to implement this game. It can be implemented min. 8 people to the max. 40 people. The duration differs according to the group size but can be thought of as between 10 - 20 minutes.

- **Type of the Method:** Getting Know Each Other Exercise

- **Name of the Method: Sport Icons**

- **How to implement it:** Students find 5 strangers and write their names on a small piece of paper, then they get together and communicate with others for about one minute discussing the questions written next to the icon: - Childhood games; Likes and dislikes; Hobbies; Tell us about how you broke the rules; My greatest achievement.

Note: The needed materials are pens, a piece of paper, gloves (pandemic-related material). It could be implemented between 10-40 people and takes min. 20 and max. 45 minutes.



OLYMPIC DAY SESSION OUTLINE

- **Type of the Method:** Ice Breaker Game

- **Name of the Method:** Rock, Paper, Scissors

- **How to implement it:** There are 4 levels in this game: I - amoeba, II - mole, III - bunny, IV - monkey. When a student wins over another student, they reach a higher level. Finally, when they evolve, they become Super Saiyans and sit in a circle.

Note: No material is needed to implement this game. It can be implemented min. 8 people to the max. 40 people. The duration differs according to the group size but can be thought of as between 5 - 15 minutes.

- **Type of the Method:** Team Building Exercise

- **Name of the Method:** My Values

- **How to implement it:** Everyone thinks about their most important values and writes one-two on disposable gloves. Then students put on gloves and after the signal, they look for another person who "has the same value on their hands" and they hold hands. This way students make a chain of values.

Note: The needed materials are pens, a piece of paper, gloves (pandemic-related material). It could be implemented between 10-40 people and takes min. 20 and max. 45 minutes.

• Practical Activities

- **Name of the Method:** Team Task

- **How to Implement it:** Students have to pass the ball from one side to the other with everyone walking in one line.

Important! The ball must be passed from hand to hand. The ball must not be thrown. The whole team stands on the specified finish line and the last member of the team holds the ball in his hands.

The team members consult and find a solution on how to move the ball for the specified distance (middle of the gym) by passing the ball to everyone in the team. The team moves from one side to the middle of the gym. The ball must be accurately transferred from one side to the other, the first participant starts and the last one stops with the ball at the specified point (the ball can be passed by various methods).



OLYMPIC DAY SESSION OUTLINE

- **Name of the Method: With the Help of Olympic Rings!**

- **How to Implement it:** Students are divided into groups according to the colors of Olympic rings they have on their name card and get into 5 circles.

i. **Playing with a basketball.** After the signal, participants move in a circle to the right or left, adding a number and taking over the neighbor's ball. Modification to beat rhythm is from 1 to 4;

ii. Students stand in two circles trying to beat the rhythm;

iii. Students get back into one big circle and beat the rhythm.

- Students are counted out by the Olympic values (Respect, Improvement, Friendship). 3 teams are assigned to work in different stations for 20 minutes where different activities are prepared.

- **Basketball game 3x3** (boys and girls in one team).

Important! Game modification: the game is played with a rugby ball or wearing boxing gloves;

- **Street racket game** presentation and testing;
- **A game of table tennis.** Game modification: playing tennis while sitting on a chair;
- **Orienteering.** The electronic stations with letters are placed in different places in the gymnasium. Students one by one search for these letters. When they find all the letters, they have to put together a word (OLYMPISM) and explain the meaning of this word.
- **"The Field of Values"** (40 letters). Letters are posted on the markers. The participant is given a scheme with the indicated directions. The participant moves in the specified direction and writes down the letter, and so on. The written letters must make a word in English. (Excellence, Respect, Friendship)

- Reflection: After the activities, everyone returns and stands in a circle, participants share their experiences with the help of leading questions:

1. How did you complete the tasks?
2. Which was the most interesting task?
3. What did you learn from the completed/incomplete tasks?
4. After counting from 1 to 3 participants show emotion(s) how they feel?



CONCLUSION

We started out with 3 considerations at the beginning of our work:

- Contemporary society is marked by high complexity, uncertainty and rapid changes which create a lot of pressure on everybody and young people represent a highly vulnerable population who are openly exposed to an extensive number of threats and hazards.
- Sport provides a unique educative setting – a universal language that can unite people and can be highly effective in social cohesion and inclusion.
- Olympism is a philosophy of life exalting and combining in a balanced whole the qualities of body, will and mind and the Olympic Charter establishes the values an athlete should possess – not only to the benefit of athletes themselves but for everybody – especially young people who are looking for strongholds to establish a presence for themselves in society as they are growing up.

Our work throughout the Project assured us over and over again about the validity of this reasoning. Through its unique way of blending sport with culture and education, Olympism does create a way of life-based on the joy found in effort, the educational value of a good example and respect for universal fundamental ethical principles – all of which profoundly contributed to our cause of work: equipping youngsters with effective mechanisms in combatting threats and hazards that they inevitably encounter during their journey to become an adult.

First, we established a wide range of current hazards, after that, we selected the most consequential of them to concentrate on for reasons of practicality, and we were ready to go. We matched the selected Olympic values with the selected hazards to utilize their help overcoming them. with the goal of helping teenagers (who were active sportsmen/women but would also be dropping out of sports at later stages of their life) evolve into happy, healthy, well-adjusted, self-supporting young adults.

Early into our work (which is described in the introduction of this module) we discovered that a major setback was created by the concentration of youth coaches/trainers on immediate results of daily sports encounters.



Everything was centered around 'winning' so all efforts were put into the development of the skills needed to win on the field of sports while the personal development of young athletes was mostly neglected. We realized that this trend was difficult to work against, so we decided that we needed to work on 'blending in' with it by finding a way to approach our currently neglected cause while also catering to competition-related goals at the same time as much as possible.

The output of this long-term multi-national cooperation is this 'Value-based Training Module.' We enjoyed the entire scope of work which was lightened and motivated by the very positive reflections we achieved with the youngsters we worked with.

Nothing was 'designed from above' in our work - all drills in this module were developed on the field of sports by the youth coaches themselves, after their being introduced to our goals and reasoning.

And all our suggestions were included in the module only after being tested with young athletes in international multi-cultural settings to make sure they would work. We are not only proud of our work but also highly confident that the drills contained in this module will work. They will provide value for the personal development of young teenagers while they are being trained for their respective competitive goals in the field of team sports (basketball).

We sincerely hope that our work will lay the way for a better understanding of the importance of the personal development of youngsters and open the door for further work in this direction.