

HERITAGE & SPORT

CURRICULUM FOR EDUCATORS AND
VOLUNTEERS



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Dear teacher, pedagogue, educator, volunteer.

Thank you for being willing to participate in promoting physical activity for children, adolescents and adults. As part of the ERASMUS+ SPORT Heritage & Sport project, we have gathered various traditional games from different countries, through which the participants can learn about history and traditions while exercising and having fun.

This curriculum will help you design and lead these games in smaller or larger groups more easily and more confidently. At the same time, you will get to learn about and preserve cultural heritage by playing games.

These guidelines are aimed at working with all children, regardless of their cultural background, socio-economic status or special needs. You can play games in any environment: at home, at school, in different clubs, in a park, on a playground or in your backyard. You also don't need expensive or special equipment to play these games.

Sports and physical activity can be one of the best gifts we can bestow for a child's future, as they will grow up with healthy habits and co-shape a better society. That is why we would like to encourage and empower you that by using this curriculum you will start or continue your educational work in the sports field.

We wish you many pleasant moments while implementing our games!

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Introduction

Movement is a basic human need, because with it we understand, explore and get to know the world around us. Movement activities are mostly intertwined with play, which is one of the most important activities for children. Through movement children learn, relax, improve their physical health, develop social skills and mental functions, form their character and experience happiness (Murgelj, 2014).

All children need time to learn and acquire different abilities and skills. They learn new things gradually, step by step and skill by skill. Children with developmental disabilities take more time and take smaller steps to reach a goal (Pieterse, Treloar, & Cairns, 2000).

They need additional guidance, direction, adaptations or aids due to their difficulties or disabilities. Teachers, educators, volunteers and others who work with them must ensure equal opportunities for everyone and should not be held back by the differences between participants.

The various challenges children with special needs might face do not prevent them from wanting and having the right to be as independent as possible when involved in physical activities and performing various tasks.

By using the "Handbook of Traditional European Games/Sports", where traditional games of six different countries (Slovenia, Greece, Italy, Turkey, Croatia and Serbia) are collected, you can create simple physical activities that are also adapted for people with special needs.



General learning objectives

All European countries recognize the importance of physical education in school. The subject of physical education is part of all core curriculum frameworks and is compulsory in primary and lower secondary education throughout Europe. However, it should not end there. Engaging in physical activity and sports is a meaningful and important way of spending free time (European Commission/EACEA/Eurydice, 2013).

In order to achieve the most the activity should be well planned and have a clear goal we want to achieve. In the curriculum, we have collected some key objectives that should guide the preparation and implementation of physical activities and can be used in both school and extracurricular settings.



GENERAL OBJECTIVES

- To promote a person's holistic development.
- To enable a balanced physical and mental development.
- To improve the development of movement and functional abilities.
- To develop self-confidence, self-esteem, self-image and self-respect through physical activity.
- To develop creativity.
- To master various sports and movement skills.
- To master basic movement patterns and specific skills in relation to sport.
- To learn about theoretical information (rules of games, equipment, hygiene, staying safe).
- To experience positive emotions in relation to sports and physical activities.
- To engage in physical activities during leisure (free) time.
- To calm down and relax.
- To develop positive behavioural patterns and increase tolerance.
- To increase perseverance and endurance.
- To stay healthy, look after your health.
- To reduce the risk factors of various illnesses.
- To prevent and reduce obesity.
- To structure a healthy lifestyle.
- To form a genuine, emotional, respectful and cultural attitude towards nature and the environment as a special value (develop respect for natural and cultural heritage).

What these goals have in common is that they are connected to the holistic functioning of the child. They encourage physical activity and a healthy way of life, a way of expression, good self-esteem, cooperation and forming a positive relationship with the environment and culture. All of this can be achieved through the varied and well-executed physical activities found in the curriculum. By implementing various adaptations, everyone can participate in the activities, regardless of gender, age, cultural background, disabilities or other challenges they face.

The educator's role is to prepare the activities and the relevant adjustments before the actual implementation. It is necessary to check the age, physical abilities and motivation of participants and take into account how long the activities will be carried out (for example, if it is a one-time event or regular sessions)



We must follow the following **principles** in the implementation:

- **Active participation** – The participants will participate actively when they are sufficiently motivated to do so, and the contents, methods and tasks are appropriate for them.
- **Clarity** – The participant must have a clear idea of how a certain activity or task will be implemented. To enable this, we must demonstrate the task and give short and clear instructions.
- **Systematic and gradual expansion of tasks** – Tasks must be repeated several times and follow from familiar to unfamiliar activities, from simple to complex instructions, and from easier to more difficult tasks.
- **Diversity of activities** – To achieve any one goal, we can use several different physical activities, tasks, equipment and methods of implementation.
- **Every-day applicability of knowledge** – Sports skills that can be used daily in all periods of life and various situations have the greatest value.
- **Appropriate tasks** – How successful we will be depends on whether the physical activity is appropriate for the age, developmental characteristics, gender or sports skills of the participant.



Motivation to exercise

Motivation to exercise is crucial for the participant to join the planned activities. It is important to know who will be joining our activities (e.g. age and number of participants, special characteristics of the group) before starting. To motivate participation, we can use music, puppets, special equipment and other materials.

We can motivate participants before coming to the sessions by inviting them through various channels, e.g. social media networks, different websites, news channels, posters in the local community or through the kindergarten, school or other association. We briefly introduce them to what they will be doing, what equipment they should bring (e.g. towel, water) and how they should be dressed.



Activities

The activities we will implement in the session must be planned in advance. This way, we will be able to determine the objectives we want to achieve and prepare all the necessary materials, equipment and space. We must also plan for any relevant adjustments for the participants. This is best achieved if we prepare a session plan.

In the next section, we give some examples of activities we can use in each part of the session. The rules of the games are furthermore described in the Handbook of Traditional European Games/Sports.

Introductory (warm-up) activities

Introductory or warm-up activities allow us to get to know each other and relax, as groups are often formed differently each time (e.g. new members or leader of activity). Introductory activities are also called ice breakers, as they break through the first feelings, which can be unpleasant.

Examples of activities that we have collected in the Handbook of Traditional European Games/Sports:

- Day and night (Dan in noč)
- Round and round we go
- Tag game
- Nests (Oi Folies)
- Statues (Agalmatakia)



Pair or group activities

These activities are carried out in pairs (two participants or participant and educator), but can also be done in groups. It is very important that he trusts us and is relaxed during the implementation.

Examples of activities that we have collected in the Handbook of Traditional European Games/Sports:

- Hide and seek
- Flick buttons (Frcanje gumbov)
- Bocce
- School game (Ristanc)
- Marble (Misket)
- Throwing a horseshoe
- Throwing a handspike or stake
- Throwing a stone
- Standing long jump



Group activities

Group activities are more frequently used and tend to be more motivating for the participants. Groups are usually formed in such a way that the participants are of a similar age. This enables them to connect and cooperate more easily. In group activities, giving instructions in a way that everyone can hear and understand them is even more important. Before the start of the activity, we also need to discuss the rules of the games and safety.

We can carry out all the activities proposed as introductory and individual activities, as well as other activities we have collected in the Handbook of Traditional European Games/Sports:

- Pepček
- Jump Rope
- Is there a solid bridge? (Ali je kaj trden most?)
- Crayons (Barvice)
- Icicles (Ledene (ali okamenele) babe)
- Picigin
- Master (Care, care, gospodare)
- Dodgeball (Yakan Top)
- Pulling with a stick
- Ampariza
- Handkerchief (To mantilaki)
- Game (Lippa)
- Un, due, tre, stella!
- "Palla Prigioniera"



Closing activities

Closing activities usually enable participants to relax after completing tasks. We can also use calming music and cushions. When working with a group, we can complete the session with a competition, such as tug of war.

Example of a session plan

ACTIVITY		
OBJECTIVES	PROCEDURE AND INSTRUCTIONS	MATERIALS AND ADAPTATIONS
<p>To promote a person's holistic development.</p> <p>To enable a balanced physical and mental development.</p>	<p>INTRODUCTION:</p> <p>The teacher greets the participants and checks that they are wearing appropriate clothing and footwear.</p> <p>The teacher presents the structure of the session to the participants: "First we will warm up, then two group games will follow, and we will finish the session with the 'School game' (Ristanc)."</p> <p>First, we start with the warm-up: we form a circle and each participant shows one warm-up exercise, moving the body from head to toe. Then comes the movement game 'Day and Night' (for instructions see the Handbook).</p>	<p>visual prompts (photos or symbols) of materials they need (i.e. appropriate footwear and sportswear)</p> <p>visual schedule of activities (using photos, symbols or words)</p> <p>a circle marked with string or masking tape; hoops or dots to mark the space for participants</p>

ACTIVITY		
OBJECTIVES	PROCEDURE AND INSTRUCTIONS	MATERIALS AND ADAPTATIONS
<p>To improve the development of movement and functional abilities.</p> <p>To develop positive behavioural patterns and increase tolerance.</p>	<p>MAIN ACTIVITIES:</p> <p>Next is the group game 'Master' (Care care gospodare). The teacher determines the person who becomes the "master" or the participants choose the "master" themselves. The game is played until the "master" catches all the participants. If necessary, the game can be repeated several times and the "master" can be changed.</p> <p>We continue with the game Dodgeball (Yakan Top). Participants are divided into two teams by drawing lots or at the teacher's or their own discretion. Further instructions for the game are in the Handbook.</p> <p>PLENARY:</p> <p>We finish the session with the 'School game' (Ristanc). Instructions for the game are in the Handbook.</p> <p>The teacher tells the participants that the session is finished. Participants stand in a circle or sit on the floor. The teacher invites them to reflect on how they felt during the exercise, what they liked and what they would change.</p>	<p>We need a marked playing field.</p> <p>We determine the order of the participants who will assume the role of the "master" and put the list in a visible place.</p> <p>We need a ball and a court or a marked playing field. We can use visual prompts (photos, symbols, words) to help explain the rules.</p> <p>We need a playing field (we can draw it with chalk) and a pebble or a mini bean bag.</p>

Adjustments for participants with special needs:

General adjustments:

- simple step-by-step instructions,
- visually-supported instructions (photos, symbols or words),
- demonstration of tasks.

Adjustments for participants with physical impairments:

- adjustments in the 'Night and day' game: they lift their arms or lower their upper body,
- adjustments in the 'School game': instead of one-legged jumps they can do bunny hops or follow the path in their wheelchair.

Adjustments for visually impaired participants:

- audible (sound) ball,
- adjustments to the size and colour of the playing field,
- a mini bean bag can be used instead of a pebble.



Safety measures

Safety is very important when implementing all activities. All participants must take care of their own safety and the safety of others. The educator's job is to explain the rules of the games or sports, to help with all steps of activities and to reduce the risk of accidents by considering all factors. Not all accidents can be prevented, so in the event of an accident, the educator must act responsibly. All participants need to be taught how to safely participate in physical activities at all times. It is also important to carefully inspect the space and the equipment that will be used, such as if there is enough space for all participants, the surface in the space, any obstacles and if the equipment is functioning properly.



Progress monitoring and evaluation

At the end of the activity, it is important to do a short evaluation in cooperation with the participants. This way we find out whether we have completed the planned activities, used appropriate adjustments and successfully included all participants. Through evaluation, we can monitor the progress of both the participants and ourselves. The information obtained can be helpful when we carry out activities in the future.

Some examples of evaluation questions for the participants are:

- How did you feel while performing the tasks?
- Did you feel included and considered?
- What would you change when implementing the tasks?

Some examples of self-evaluation questions are:

- How did I feel while implementing the activities?
- Was I prepared well enough for the activities?
- Did I have problems providing adjustments for participants with special needs?



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