



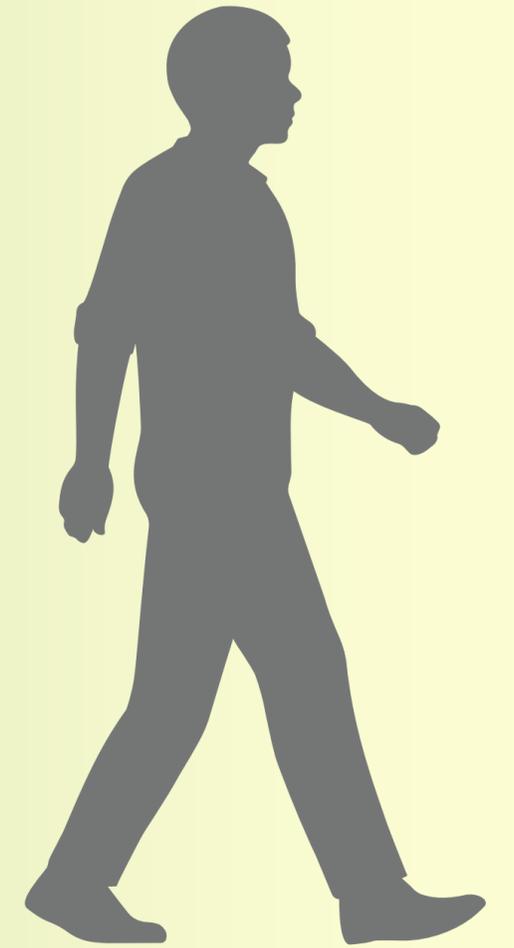
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SEARCH

SPORT EDUCATION FOR ACTIVE
AND RESPONSIBLE CITIZENSHIP
THROUGH HEALTH CARING





MODULE 1
Enhancing the educational activity of sport

SEGMENT 6

Educational value of team sport: leadership and shared responsibilities contribution to the education

Leadership training

The individual is a key player in social interaction which determines its cognitive quality: therefore, the group, from different points of view, allows the following forms of

- a. mediation,
- b. adjustment
- c. innovation

their cognitive modes turn into a resource for the individual, who thus learns to exercise such dialectical skills within his or her interiority.

The group represents, therefore, a place of learning

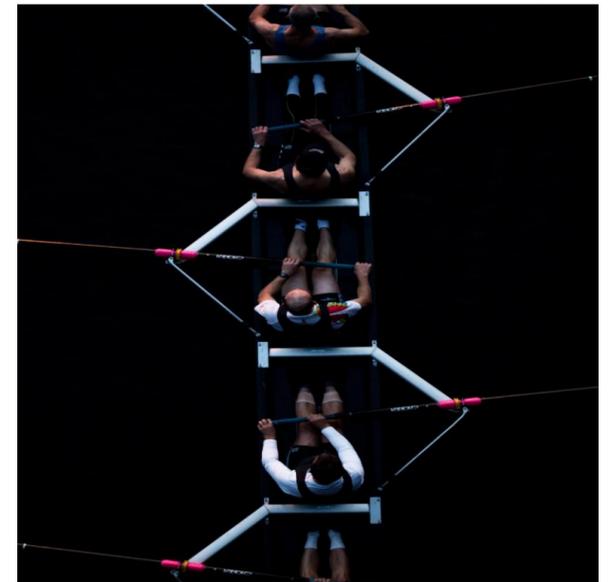
- a. in terms of processing knowledge within categorization systems
- b. in building forms of social representation

In this sense it should be considered first and foremost

- a. more than knowledge of others and external reality,
- b. self-knowledge

The subject in fact goes through

- a. its difficulties and resources,
- b. others' perception of him / her,
- c. the fact that such perception is influenced by his/her way of being and doing with others, i.e. his/her sense of himself/herself.



Being with others within a group allows recognize and differentiate oneself from others thus playing a fundamental role in the *process of identification*.

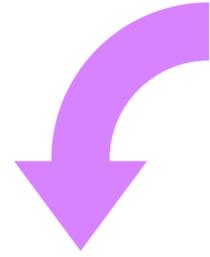
We could say that building one's own identity has social connotations as the subject knows and determines him/herself with respect to what is other than oneself by doing.

It follows that the confidence we have in our possibilities depends on the environment and the way we experience it.

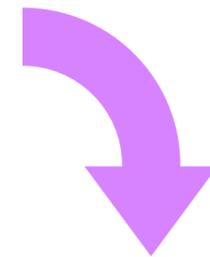
In short, **knowledge is the result of action**: therefore group membership is one of the main ways in which we define our social identity.

Such a dynamic is of such importance that it causes the *need of the young person to belong to a group in order to define themselves towards others*, beyond the emotional needs or ties.

This results in opposite dynamics related to different social situations:



Life situations of the adolescent, such as school and family, often give rise to processes of discharge of responsibility and, consequently, to the debasement of autonomy and forms of independence.



The peer group and consequently the sports group:

- ▶ entirely restore the possibility and the need to choose of the subject.
- ▶ allows favoring the direction which corresponds, to a greater extent, to personal needs for autonomy,
- ▶ asks to cope with the consequences of acting responsibly

The peer group, therefore, represents the most suitable place for developing **leadership**: when the above-described dynamics meet personalities with a high degree of empowerment, the figure of direction, command or guidance may arise from the one who, in an organized social structure, comes to occupy the highest position in the interaction with the rest of the group.



TRAINING TO SHARED RESPONSIBILITIES

Inclusion is indeed an advanced front of today's *educational and didactic skill-based activity*: its goal, in fact, is to create a human truly democratic and resilient mode which can allow performing the noblest and most difficult operation from a social point of view: accepting and welcoming others.

 Such welcoming, in other words, means involving the other within a team which plays its own game using the resources of all its members.

 The ultimate goal of human action lies in this welcoming: building a world that is better than the one in which we currently live, in peace and justice. This task is however impossible if we do not approach it by playing a team game and, therefore, **by including the *other***.

Sport develops *friendship* between teammates, whatever their social and cultural background and affiliation, just as it happened in the ancient world between warriors of the same army.

Sport fosters *friendship* also between players from different teams. The real protagonist of the match is actually represented by loyalty. This **loyalty** leads to honor the competitors just as it happens when in *rugby* the winners, at the end of the *match*, make the "tunnel" surrounding the loser team by applauding them as they leave the pitch.

All sports activities involving teamwork allow not only developing relationships, but learning important social rules through those very relationships.

In short, sport builds a human interaction which, through respect for the rules, is the most effective way to develop a relationship. Not a relationship sharing experiences as going out for a pizza, but **like in battle when you cover your teammates' backs**.

Respecting the rules means developing **responsibility**, which is the cornerstone of the educational value of *sport*. We grow, indeed, by respecting the rules that allow us to consider others, including mates and opponents, with respect, in order to progressively improve moral quality of our human relationships.



Inclusion as a sporting value: teaching civic values, respect for rules, diversity, international cooperation.

To include means to enclose in a number, in a series, in a list, i.e. to contain: hence the term of social inclusion which

- ▶ refers to society and its inclusive activities;
- ▶ covers many aspects and areas from school to work inclusion as fundamental pillars of the path that the human being takes in his life;
- ▶ Has as its ultimate goal to ensure the inclusion of each individual within society regardless of the presence of limiting elements.

It drives the change of the cultural and social system to encourage an active and complete participation of all individuals, aiming at creating inclusive contexts which include all differences, eliminating any form of barrier:

- Sport actually changes the cultural and social system by assembling individuals belonging to human environments with different physical, psychological and intellectual characteristics, leading them towards an active and complete cooperation in order to achieve the same goal.

It takes us away from the concept:

- of ableism, that is the discrimination against people with disabilities and, more generally, the assumption that all people have an able body;
- of legislation, i.e. the assumption that there is a psycho-physical-mental rule to be aligned with, otherwise one is different.

This is summarized by the well-known formula of **PIERRE DE FRÉDY, BARON OF COUBERTIN**, known as Pierre de Coubertin (1863 - [1937](#)) who was the founder of the modern [Olympic Games](#) : **"The most important thing is not winning but taking part."** This formula has become the motto of the Olympic Games.

Therefore, following a journey of almost a century and a half, the sport must hold

- ▶ its own underlying ideal motivations;
- ▶ the educational and moral value which was the ideological basis of the English gentleman amateur.

It is necessary to **give priority** to participation, that is, the **process and not the product**, to avoid nullifying the rules on which the sports system is based. Without a true respect for the rules and a real sharing of civic values.

Sport is therefore based on the positive anthropological principle of respecting the rules:

- Only a properly trained and structured awareness of the rules can allow contrasting the drive towards negative values which, almost inevitably, find a place in the media nature of professional sport.
- Without respect for the rules, sport can never take place;
- respecting the rules in sport is the prerequisite for acknowledging the value of the effort made by the athlete.





In order to develop a strong value system, the group is fundamental: feeling part of a specific social context is one of the primary needs of each individual:

- ▶ its internal synergy in pursuing a common goal can lead to extraordinary results.
- ▶ group sports, especially when practiced since childhood, help developing in children a stronger sense of respect for others and rules and of sharing.

As a matter of fact, only a sound system of rules and values can make it possible to carry out the two most virtuous gestures for the sportsperson:

- to accept a defeat and, resolutely, to start again from it;
- to congratulate the winning rival by shaking his hand.



In this way the sportsman can generate a virtuous circle capable to combine

- who practices it;
- fans who have the opportunity to strengthen bonds of friendship by cheering on the victory of a team or a champion.

Education through sport does not take place by simply passing on notions, but through "sport practice", which is a real appeal to the participation of young people as a source of pleasure and freedom.

In this way, sport represents a concrete activity requiring a strong commitment, which allows learning behaviors that are useful not only for the sporting result, but **also for the personal growth.**

It succeeds in such an undertaking as athletic, gymnastic and motor activity develops a particular state of mind, i.e. it works on attitude: sport is both a text and a pretext in this sense. It is a text since it is in any case good in itself; it is at the same time a pretext to shape a mindset, i.e. a mental form which is able to quickly introduce the young person into the world of skills.

A mental form working on two matrixes:

1. on one side the **strengthening of the will**: the athlete learns to resist beyond his/her own physical strength, by developing a fearless will to carry out the pre-established task.
2. on the other hand, **learning the rules**: generosity, loyalty, collaboration, respect for rules, deadlines, adversaries.

Keywords

Leadership

Identification process

Peer group

Inclusion

Skill-based Didactics

Friendship

Loyalty

Accountability

Ableism

(Pierre de Coubertin)

Rules

Mindsets

Remember

An individual dealing with team sports throughout his development and education life; We can say that his skills such as responsibility awareness, ability to cope with feelings of success and failure, awareness of being a part of a team and communication skills that will help him at every stage of his life will have much more chance to develop.

In addition to a disciplined work, we should not forget that all these skills are the main factors that will bring success in education.

