



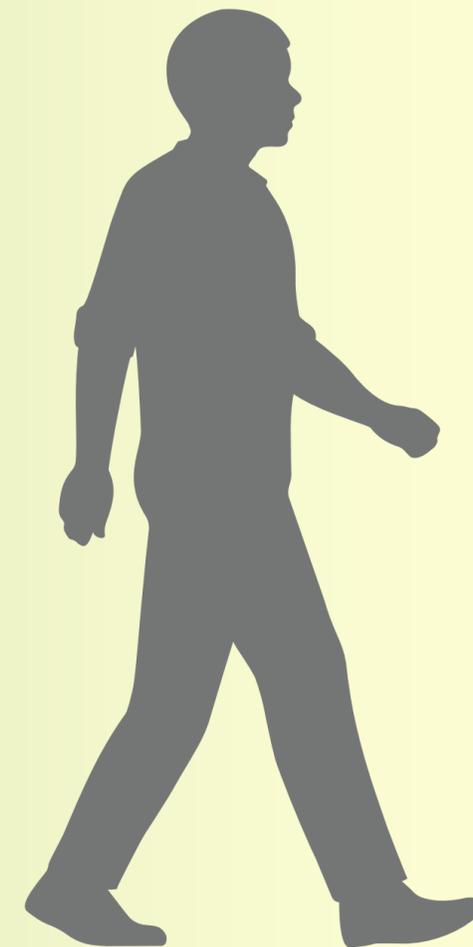
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# SEARCH

SPORT EDUCATION FOR ACTIVE  
AND RESPONSIBLE CITIZENSHIP  
THROUGH HEALTH CARING





**MODULE 1**  
**Enhancing the educational activity of sport**

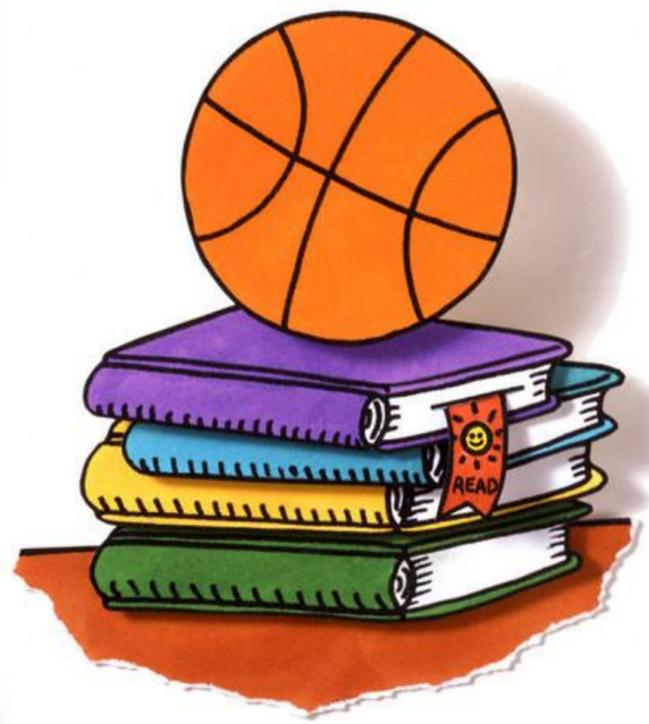
# **SEGMENT 7**

**The school as the main "spreader" of sports practice**

**The key issue: school and sports club**

School should encourage the student not to give up the practice of sport despite, for example, the "fatigue" of training, which takes time away from study; similarly, the sports club should continuously provide the athlete with a broad cultural background in order to structure him or her and to lengthen his or her future career once his or her competitive career is over.

This requires corrective strategies of a certain importance: schools need faster and ways of learning being much more "integrated" within the sporting path; sports club needs cultural activities enabling the athlete to experience a single dimension of his or her competitive and scholastic objectives.



## **On-field problems**

- The first step is therefore to create a dialogue between the school and the sports associations, something which is missing today and that is necessary to solve two fundamental problems:
  - - a. The first is that the school does not always encourage the practice of sport, especially when it has to do with important student-athletes who, partly because of the absences and partly because of their strict commitment, often do not shine in school activities.
    - b. The second is that sports associations are not only absent from the "general" training of the athlete but sometimes also consider such training as a slowing down of the competitive career and not as a development and a resource.

**School today is the only "training agency" involving 100 per cent of the population in developmental age. This makes it the most powerful means of increasing awareness and acknowledgement of the crucial importance of sport.**

## **The significance of sporting competence within the school**

- It is necessary to integrate these two realities, school and sport, thanks to the educational vision and the training tools made available by Skill-based Didactics.
- The athlete is actually focused on the most rigorous competence not only because he or she must excel in the athletic gesture in order to be effective, but also because that same gesture implies the development of a control of the emotional sphere that can certainly be referred to the highest competence in self-management.

## **The significance of sporting competence within the school**

- In this sense, the highly qualified student-athlete can indeed be seen as one of the cases where a school disciplinary field succeeds in achieving full competence in the application of one of its specific aspects at school age
- In other words, it is necessary to enhance sporting activity within the school by emphasizing the experience of those who have reached significant results in sporting activity, thus ensuring that the skills developed by the individual have a beneficial effect on the whole class, which, finally, can take advantage of that "professional" and human legacy.

## **TREATY OF LISBON (2007)**



### **The two pillars of sports culture**

Therefore, enhancing sporting activity within the school does not simply mean involving students by organizing inter and extra-curricular tournaments and championships, but involving the whole disciplinary cycle and the class in its broadest sense according to sport practice.

We will therefore analyze in detail the fundamental pillars of this practice as they represent the meaningful application of the educational and didactic principles of the Lisbon Treaty in their intellectual impact on the orientational, skill-based and inclusive didactics.

## **First pillar: positive anthropology concerning sports culture**

a. Everyone can build his or her own adult identity as a citizen of the " world civilization":

- Sport gives the young person an independent identity that he or she can immediately experience during the game within the team that is a social organization, making him or her responsible for his or her own athletic gesture:

b. Everyone can build skills:

- Sport activity is based on the assumption that it is important to take part: therefore, educational success is defined not only by the successful performance, but also by the process to carry out the competition, that is the conventional commitment, the proper effort respecting all the rules.

c. Everyone can actively control his or her own existence and development processes:

- Sports activity in its broadest extension lies in the active control of the body's movements hence it radiates to the whole integrated psycho-physical-mental human system, teaching the athlete a control that goes beyond the mere motor boundaries.

## Second pillar: Orientation as a dynamic nature of sports culture

a. Orientation is a dynamic dimension as well as the institutional goal of all disciplines.

- The dynamic dimension of orientation is a peculiarity of Motor Education: it means involving all brain systems starting from motor activity, which by its nature is orientation in motion, that is the ability to position, direct and move the physical structure in space and time.

b. Independent choice is a didactic as well as an educational objective by means of a teaching approach encouraging the students' psycho-intellective independence.

- Sports culture is essentially based on the ability of the athlete, both in teamwork and individual performance, to determine the result on the basis of psycho-physical commitment and freedom of choice.



## **Consequences on the person**

Schools have four cornerstones which should be used to encourage learners to focus on an athletic-training experience:

1. recognition of their own resources
2. building and strengthening their personal resources
3. self-assessment abilities
4. assumption of responsibility

Such principles are key elements of the balanced development of young people in their evolutionary age which turn into a behavioral model in their gymnastic application and, above all, allow gaining self-awareness by achieving results being:

CONCRETE / VISIBLE / SELF-PERCEIVABLE

FUNCTIONAL / USABLE IN EVERYDAY LIFE

whose realism significantly helps becoming aware of their means.

- Each student, just like an athlete who acts as a protagonist and self-designer, has to balance the project of his or her own learning process with his or her personal psycho-intellective needs, as well as according to concrete and visible future results.



# **Keywords**

**School**

**Sports club**

**Training Agency**

**Orientation**

**Self-assessment**

**Responsibility**