

„EU BE ACTIVE!“ project

Strategy



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The ideas in this document are only the point of view of the authors and it is not official position of the European Commission.

1. Introduction

That document is a strategy regarding the project EU BE ACTIVE, co-founded by the Erasmus+ Programme of the European Union.

Many young people (11-15) lack motivation to study and are not interested in personal development. Moreover, modern technologies have done significant influence on children of that age and iPads and iPhones play great role in their life keeping them busy not only after school but during the lessons and breaks as well. All this leads to the decrease of physical activity. So this combination of low motivation for personal development and decrease of physical activity we find as a big problem and threat. On the other hand, sport clubs, schools and other organizations working with young people often lack tools, skills and competence to provide activities and events attractive to everyone, encourage contacts between people from different social, ethnic, cultural groups and with different capabilities. So thought sport organizations embody a unique potential in prevention and health promotion, this potential is not developed, in many cases do not work and its impact is not visible and measurable. At the same time schools also encounter a problem of students' indifference not only to physical activity, but to personal development as well.

Our main idea is to use sport as a tool to improve social, personal and professional skills of young people (11-15) and raise awareness about positive impact of active and healthy life style. We presume that information about the need of physical activity should reach not only children, but their teachers as well and this should be done in innovative way. Our aim is to make sport and physical activity a way to improve motivation for personal development in terms of gaining physical, social and even scientific knowledge. We believe that new method of combining sport and scientific approach may be effective way to raise awareness about the necessity of physical activity and may contribute to the implementation of EU Physical Activity Guidelines (10, 13 and 23).

That document is practically based, impact-tested and cost-effective strategy to raise awareness about the necessity of physical activity as a tool to prevent and promote health and encourage motivation for personal development. This strategy will be available to other physical education teachers, trainers, managers of sport and leisure clubs and centers willing to use it in their work.

2. Aims and scope of strategy

The main goals of the Project

- to use sport as a tool to improve social, personal and professional skills of young people (11-15) and raise awareness about positive impact of active and healthy life style.
- to make sport and physical activity a way to improve motivation for personal development in terms of gaining physical, social and even scientific knowledge.

Objective of the project

- to promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all
- Project aims to support the implementation of EU Physical Activity Guidelines, precisely guidelines No. 10, 13 and 23.

What we has proved:

- Sport organizations in cooperation with schools can create and implement united practically based, impact- tested and cost-effective strategy to raise awareness about the necessity of physical activity as a tool to prevent and promote health and encourage motivation for personal development.
- This strategy should and will be available to other physical education teachers, trainers, managers of sport and leisure clubs and centres willing to use it in their work.
- Strategy is illustrated with practical exapmles!!!

EUBA presumes and will take all efforts to prove that:

Sport organizations are able to provide activities and events attractive to everyone and encourage real and vital contacts between people from different social groups, with different capabilities, regardless to culture, nationality, religion, race and gender.

Sport organizations in cooperation with schools and local administrative bodies (municipalities) can create and implement united practically based, impact- tested and cost-effective strategy to raise awareness about the necessity of physical activity as a tool to prevent and promote health and encourage motivation for personal development. This strategy should and will be available to other physical education

teachers, trainers, managers of sport and leisure clubs and centres willing to use it in their work.

Information about physical activity as the best way to introduce it in everyday life and changes in lifestyle can and should be provided not only in classic but also (this is addressed precisely to young people) in innovative way and will be available to physical education teachers, trainers, managers of sport and leisure clubs and centres, also to media professionals.

Information about physical activity can and should be combined and illustrated with practical examples and explanations. EUBA presumed and tried to prove that sport can be a tool for rising motivation for personal and social development, it can also ensure the appropriate socialization process, increase tolerance and mutual respect among different races, cultures, religions and social groups.

Project focuses on young people of age 11-15, preferably on those young people who have problems connected with poor material status of their families, families that are split, children who have problems with education and finding their place in future lives. They have a limited experience in diverse activities for the youth, their surrounding cannot offer anything attractive for their free time and motivate them properly. They need to find their life "guru" whom they can admire and follow like a sport persons. They need to see that it is possible to spend time and play in different way, that they can be good in different disciplines and subjects.

3. Analysis of the situation before the project

The overview of the initial situation is the basis for the preparation of the strategy. This assessment of the initial situation has been prepared mainly on the basis of existing statistical information. The data was complemented by reviewing documentation and the views of representatives of significant institutions and individuals from partner countries. The social diagnosis is quite important for complement the view of situation. Dialogue with young people (students and proteges from partner's organizations) as well as observation of the current situation of young people is complementary to current statistics in each country.

According to European Commission Report¹ 41% of Europeans exercise or play sport at least once a week, while an important proportion of EU citizens (59%) never or seldom do so. The proportion that never exercises or plays sport has increased from 39% to 42% since 2009. The Report shows that 15% of Europeans engage (five times or more per week) regularly in other physical activity (ex. cycling, dancing or gardening), while 33% - once to four times a week. On the other hand, 30% of respondents say that they never do this kind of activity at all. There are also some disturbing data about sedentary lifestyle. 43% of Europeans sit between 2 hours 31 minutes and 5 hours 30 minutes during a usual day, 17% spend 2 hours 30 minutes or less sitting down and 11% spend more than 8 hours 30 minutes sitting down on a usual day.

World Health Organization has developed guidelines for recommended levels of physical activity for children aged 5 - 17 years. Physical activity regarding to children and young people include games, play, sports, chores, transportation, physical education in the context of family, school, and community activities. WHO implies that

- "Children and youth aged 5–17 should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily.
- Amounts of physical activity greater than 60 minutes provide additional health benefits.
- Most of the daily physical activity should be aerobic. Vigorous-intensity activities should be incorporated, including those that strengthen muscle and bone, at least 3 times per week."²

Important WHO data and statistics show only 34% of European youth aged 11, 13 and 15 years reported enough physical activity to meet current guidelines. Boys are

¹ Special Eurobarometer 412;SPORT AND PHYSICAL ACTIVITY; REPORT; Fieldwork: November – December 2013; Publication: March 2014

² www.who.int/dietphysicalactivity/factsheet_young_people/en/

usually more active than girls and activity declined with age in both sexes³. In general 15-year-olds (15%) were less frequently meeting the physical activity guidelines than 11-year-olds (23%) in the majority of countries. Almost one fifth of 11-year-old girls and 28% of 11-year-old boys report engaging in moderate-to-vigorous physical activity for at least 60 minutes per day⁴.

Overweight and obesity among children and adolescents become an important problem in the European Region of the World Health Organization (WHO). Excess body weight in childhood and adolescence is connected with serious health problems, for example a higher risk of premature death and disability in adulthood, and also greater susceptibility to develop noncommunicable diseases such as diabetes at a younger age⁵.

In the WHO/European Region



www.euro.who.int/obesity
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In the WHO European Region



www.euro.who.int/obesity
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³ www.euro.who.int/en/health-topics/disease-prevention/physical-activity/data-and-statistics/10-key-facts-on-physical-activity-in-the-who-european-region

⁴ www.euro.who.int/en/health-topics/noncommunicable-diseases/obesity/data-and-statistics

⁵ www.mdpi.com/1660-4601/11/11/11261

The situation in each partner country

Comparing data regarding both overweight and obesity as well as physical activity requires precision and is a very complex issue. The data presented below demonstrate methodological differences as well as samples selection. Therefore, the following analysis is not used to compare the data, but it is a presentation of the situation in individual countries and it allows for broader look at the described issues. There are not known studies that comprehensively capture the situation in all these countries, and whose methodology would be codified.

Description of each country is based on the country profiles on physical activity and obesity prepared by World Health Organization⁶

Lithuania

Overweight and obesity

- **Children (0–9 years)**

According to the WHO European Childhood Obesity Surveillance Initiative (COSI) from 2007/2008 among 7-year-olds in Lithuania, 24.8% of boys and 21.0% of girls were overweight and 9.4% and 7.2%, were obese.

- **Adolescents (10–19 years)**

Estimates from the Health Behaviour in School-aged Children (HBSC) survey (2009/2010) show that 27% of boys and 13% of girls among 11-year-olds were overweight or obese. Among 13-year-olds 18% for boys and 11% for girls have problem with overweight and obesity, and among 15-year-olds, respectively 15% and 5%.

- **Adults (20 years and over)**

According to data from 2008, population of adult Lithuanians (> 20 years old) was at 60.7% overweight and 27.6% obese. Overweight was more common among men (64.0%) than women (57.9%). Considering the obesity it was 24.8% and 29.9%, respectively. When we focus on population aged 15–64 years (based on the FINBALT 2010 survey) 56.3% of people were overweight and 22.2% were obese. Overweight involved 62.1% of men and 52.7% of women and obesity 20.3% and 22.2%, respectively. It is expected that in 2020, 12% of men and 14% of women will be obese.

⁶ www.euro.who.int/en/health-topics/disease-prevention/nutrition/country-work

Physical activity

According to WHO estimates 23.0% of the population aged 15 years and over were insufficiently active (men 20.9% and women 24.8%). A national survey from 2011 showed that about 20% of the Lithuanians population aged 7–80 years were engaged in organized physical activity (for example in clubs, schools, universities, sports centres).

The FINBALT 2010 survey results indicate that 10,1% of 20-65 year old people take part in leisure time physical exercise more than 30 minutes on at least four days per week. Moreover, 37% of people from this age group walking or cycling to and from work for at least 15 minutes.

Latvia

Overweight and obesity

- **Children (0–9 years)**

According to the WHO European Childhood Obesity Surveillance Initiative (COSI) from 2007/2008 among 7-year-olds in Latvia, 24.0% of boys and 18.9% of girls were overweight and, respectively, 8.6% and 4.6%, were obese.

- **Adolescents (10–19 years)**

Estimates from the Health Behaviour in School-aged Children (HBSC) survey (2009/2010) show that 13% of boys and 8% of girls of girls among 11-year-olds were overweight or obese. Among 13-year-olds 13% of boys and 8% of girls have problem with overweight and obesity, and among 15-year-olds, respectively 13% and 7%.

- **Adults (15/20 years and over)**

According to data from 2008, population of adult Latvians (> 20 years old) was at 57.5% overweight and 24.9% obese. Overweight was more common among men (60.7%) than women (55.0%). Considering the obesity it was 22.4% and 27.0%, respectively. When we focus on population aged 15–64 years (based on the FINBALT 2008 survey) 48.5% of people were overweight and 18.5% were obese. Overweight involved 51.1% of men population and 46.7% of women population and obesity 16.2% and 20.2%, respectively. It is expected that in 2020, 12% of men and 21% of women will be obese but in 2030 respectively, 14% of men and 20% of women will be obese.

Physical activity

According to WHO (2008) estimates 33.2% of the population aged 15 years and over were insufficiently active (men 29.2% and women 36.5%).

Spain

Overweight and obesity

- **Children (0–9 years)**

There is no information included in WHO European Childhood Obesity Surveillance Initiative (COSI) from 2007/2008 among 7-year-olds in Spain. National analyses showed that among 6-9 years old children 44,5% were overweight and 18,3% were obese.

- **Adolescents (10–19 years)**

Estimates from the Health Behaviour in School-aged Children (HBSC) survey (2009/2010) show that up to 35% of boys and 24% of girls among 11-year-olds were overweight or obese. Among 13-year-olds 30% for boys and 17% for girls have problem with overweight and obesity, and among 15-year-olds, respectively 23% and 14%.

- **Adults (18/20 years and over)**

According to data from 2008, population of adult Spanish (> 20 years old) was at 62.0% overweight and 26.6% obese. Overweight was more common among men (67.7%) than women (56.6%). Considering the obesity it was 26.5% and 26.7%, respectively. When we focus on population aged 18 years or over 53.7% of respondents were overweight and 17.0% were obese (based on self-reported weight and height). Overweight involved 63.1% of men population and 44.1% of women population and obesity 18.0% and 16.0%, respectively. It is expected that in 2020, 27% of men and 19% of women will be obese but in 2030 respectively, 36% of men and 21% of women will be obese.

Physical activity

According to WHO estimates 52.1% of the population aged 15 years and over were insufficiently active (men 47.7% and women 56.3%). A national survey from 2011-2012 showed that about 20% of the Spanish population aged 15 years old and more lead a sedentary lifestyle (35.9% of men and 46.6% of woman).

Bulgaria

Overweight and obesity

- **Children (0–9 years)**

According to the WHO European Childhood Obesity Surveillance Initiative (COSI) from 2007/2008 among 7-year-olds in Bulgaria, 28.2% of boys and 27.7% of girls were overweight and 12.6% and 12.0% were obese. National analyses showed that

among 6-9 years old children, 39% of boys and 32.4% of girls in the same age were overweight. Obesity refers to the group 20.4% of boys and 15.2% of girls.

- **Adolescents (10–19 years)**

There is not any available data from HBSC survey 2009/2010. Although, national analyses (National Survey of Nutritional Status of Schoolchildren in Bulgaria 2011) showed that among boys aged 10-13 years old 38,3% were overweight and among girls at the same age 30.1% had overweight problem. Furthermore, obesity concerned 17.1% and 10.8% boys and girls, respectively. In the group of 14-18 years old youth the rate was respectively 27.0% and 21.1% for overweight and 10.2% and 5.8% for obesity.

- **Adults (20 years and over)**

According to data from 2008, population of adult Bulgarian (> 20 years old) was at 57.9% overweight and 23.7% obese. Overweight was more common among men (63.1%) than women (53.2%). Considering the obesity it was 23.1% and 24.3%, respectively. It is expected that in 2020, 13% of men and 14% of women will be obese and in 2030 respectively, 15% of men and 14% of women will be obese.

Physical activity

According to WHO estimates 28.4% of the population aged 15 years and over were insufficiently active (men 24.6% and women 31,8%).

Turkey

Overweight and obesity

- **Children (0–9 years)**

There is not any available data from WHO European Childhood Obesity Surveillance Initiative (COSI) 2007/2008. National analyses showed that among 6-10 years old children, 22,4% of boys and 18,6% of girls in the same age were overweight. Obesity refers to the group 7.4% of boys and 5.4% of girls.

- **Adolescents (10–19 years)**

Estimates from the Health Behaviour in School-aged Children (HBSC) survey (2009/2010) show that 26% of boys and 14% of girls among 11-year-olds were overweight. Among 13-year-olds 25% for boys and 14% for girls have problem with overweight, and among 15-year-olds, respectively 19% and 7%.

- **Adults (20 years and over)**

According to data from 2008, population of adult Turks (> 20 years old) was at 61.9% overweight and 27.8% obese. Overweight was more common among women (64.1%) than men (59.7%). Considering the obesity it was 34.0% and 21.7%, respectively. It is expected that in 2020, 44% of men and 26% of women will be obese and in 2030 respectively, 51% of men and 25% of women will be obese.

Physical activity

According to WHO estimates 54.6% of the population aged 15 years and over were insufficiently active (men 48.1% and women 61.2%).

Poland

Overweight and obesity

- **Children (0–9 years)**

There is not any available data from WHO European Childhood Obesity Surveillance Initiative (COSI). Poland did not participate in the survey.

- **Adolescents (10–19 years)**

Estimates from the Health Behaviour in School-aged Children (HBSC) survey (2009/2010) show that 36% of boys and 23% of girls among 11-year-olds were overweight or obese. Among 13-year-olds 28% for boys and 16% for girls have problem with overweight and obesity, and among 15-year-olds, respectively 20% and 12%.

- **Adults (20 years and over)**

According to data from 2008, population of adult Lithuanians (> 20 years old) was at 58.6% overweight and 25.3% obese. Overweight was more common among men (62.8%) than women (54.7%). Considering the obesity it was 23.8% and 26.7%, respectively. It is expected that in 2020, 23% of men and 17% of women will be obese and in 2030 respectively, 28% of men and 18% of women will be obese

Physical activity

According to WHO estimates 28.5% of the population aged 15 years and over were insufficiently active (men 24.0% and women 32.5%).

Health education⁷

A lot of countries try to include a variety of aspect of health education in other school subjects (ex. Biology, social sciences).

In primary education, in Lithuania, Latvia, Spain and Poland health education is integrated in other mandatory subjects. Whereas, In Bulgaria and Turkey health education is not compulsory.

In lower secondary education, in all of these countries except Turkey, health education is integrated in other mandatory subjects. In Turkey health education is not compulsory.

Health education usually involve one or several issue: physical, personal and social well-being; health and illness prevention; safety; hygiene; sexual health; food and nutrition; health and social harm (drugs abuse, alcohol, tobacco).

Exemptions from physical education⁸

Student are not always able to undertake physical education. Exemptions are related to partial or total exemption on a temporary or permanent basis.

In Bulgaria, Lithuania, Latvia, Poland, student have to present parental note for ad-hoc cases and medical certificate for longer periods.

In Spain and Turkey an medical certificate is required.

Recommended taught time - compulsory education⁹

"Figure below shows the recommended minimum number of exact hours (60 minutes) devoted to the compulsory teaching of physical education in primary and full-time compulsory general secondary education, on the basis of national minimum recommendations in the curriculum for each reference year."

Although formally there is no ISCED level 2 in the Turkish education system, for purposes of comparison with other countries, years 1-5 can be treated as ISCED level 1 and years 6-8 as ISCED level 2.

⁷ *Physical Education and Sport at School in Europe Eurydice Report*. Luxembourg: Publications Office of the European Union; European Commission/EACEA/Eurydice, 2013.

⁸ *Physical Education and Sport at School in Europe Eurydice Report*. Luxembourg: Publications Office of the European Union; European Commission/EACEA/Eurydice, 2013.

⁹ *Physical Education and Sport at School in Europe Eurydice Report*. Luxembourg: Publications Office of the European Union; European Commission/EACEA/Eurydice, 2013.

	Primary		Full-time compulsory general secondary	
	2006/2007	2011/2012	2006/2007	2011/2012
Bulgaria	45	45	57	57
Latvia	46	46	48	47
Lithuania	66	66	62	59
Poland	Compulsory subject with flexible timetable	93	110	96
Spain	58	53	35	35
Turkey	48	48	24	24

Extracurricular physical activities and sports

European countries want to encourage children and youth to be active also after school lessons. Young people receive opportunities to extracurricular activities which are designed for them in attractive and accessible way. They can develop skills of teamwork, communication, cooperation.

Activities specified in the central curriculum/steering documents in primary (ISCED 1) and lower secondary education (ISCED 2), 2011/12

Inclusion of an activity means that it is taught in at least one year at ISCED level 1 or 2.

Mandatory activities

		Athletics	Dance	Games	Gymnastics	Health and fitness	Outdoor and adventure	Swimming	Winter sports	Other
Bulgaria	ISCED 1	+		+	+					
	ISCED 2	+		+	+					
Latvia	ISCED 1	+	+	+	+	+	+			
	ISCED 2	+		+		+				
Lithuania	ISCED 1	+		+	+	+	+	+	+	+
	ISCED 2	+		+	+	+	+	+	+	+
Poland	ISCED 1									
	ISCED 2									
Spain	ISCED 1		+	+		+				
	ISCED 2		+	+		+	+			
Turkey	ISCED 1									
	ISCED 2									

Optional activities

		Athletics	Dance	Games	Gymnastics	Health and fitness	Outdoor and adventure	Swimming	Winter sports	Other
Bulgaria	ISCED 1					+	+	+		+
	ISCED 2					+	+	+		+
Latvia	ISCED 1								+	+
	ISCED 2	+	+	+	+		+	+	+	+
Lithuania	ISCED 1									
	ISCED 2									
Poland	ISCED 1	No optional activities								
	ISCED 2	No optional activities								
Spain	ISCED 1									
	ISCED 2									
Turkey	ISCED 1									
	ISCED 2									

Conclusion

Scientists have no doubt that physical activity in childhood is very important for psychological well-being. Low activity level in childhood leads to emotional and psychological distress. Physical activity has an influence on improvement of social well-being, self-esteem and self perceptions of body image and competence as well as better cognitive functioning¹⁰.

Studies have shown that children physical activity can provide protection against being obese in adulthood and reduce risk of cardiovascular disease. Important benefit is also possibility of protection against osteoporosis in old age¹¹.

There are many reasons of reducing physical activity among children. Nowadays people lead more sedentary lifestyle. Television, computers, Smartphone's encourage to spending time at home. Moreover it is noted that children have less PE lessons in school. Other important factors may be increased motorized transport and generally increased towns and cities urbanization which is not conducive to be active. It should be noted that mechanization (ex. elevators, escalators) reduce daily physical activity both among adults and children. There are also some social reasons of decreasing physical activity. Literature draws attention to the overprotective parenting and not supportive environment (inactive parents, overweight and obesity among family members)¹².

To improve situation it is necessary that the educational institutions and sporting organizations have worked together to improve children's participation in physical activity.

¹⁰ <http://www.msssi.gob.es/en/ciudadanos/proteccionSalud/adultos/actiFisica/docs/actividadFisicaSaludIngles.pdf>

¹¹ <http://www.msssi.gob.es/en/ciudadanos/proteccionSalud/adultos/actiFisica/docs/actividadFisicaSaludIngles.pdf>

¹² <http://www.msssi.gob.es/en/ciudadanos/proteccionSalud/adultos/actiFisica/docs/actividadFisicaSaludIngles.pdf>

4. Description of the institutions and resources profile

One of the conditions for the successful development of the strategy is to identify a specific target group. In the case of the "EU Be Active" Project, group consists of users of the strategy, as well as its recipient.

Users of the strategy are:

- In the dimension of testing, dissemination – these are the project partners (sports clubs, schools, associations, municipalities).
- In the dimension of the target - sports clubs, schools, associations, municipalities in partner's countries and other European countries.

Young people are target group for schools, sport clubs and associations, municipalities also declare concern about their health and lifestyle. This is why all these types of organizations united for implementation of "EU Be Active!".

Participants in the project (the project partners) are organizations that see the need to do more in the physical activity and personal development areas.

Sport organizations, schools, associations are able to provide activities and events attractive to everyone and encourage real and vital contacts between people from different social groups, with different capabilities, regardless to culture, nationality, religion, race and gender.

Sport organizations, associations in cooperation with schools and local administrative bodies (municipalities) can create and implement united practically based, impact-tested and cost-effective strategy to raise awareness about the necessity of physical activity as a tool to prevent and promote health and encourage motivation for personal development. This strategy should and will be available to other physical education teachers, trainers, managers of sport and leisure clubs and centers willing to use it in their work.

The consequence of selection of partners is to determine the audience in the dimension of testing and the dissemination and inclusion. These are people aged 11-15 years - members of partner organizations - students of schools and sports clubs, associations proteges.

The recipients of the strategy are:

- In the dimension of testing, dissemination – the youth aged 11-15 years with schools and sports clubs of partner organizations.
- In the dimension of the target - all young people aged 11-15 years with partner countries and other European countries.

Asociacia za razvitie na bulgarskia sport, Sofia, Bulgaria

Bulgarian Sports Development Association was founded in 2010 and is a nonprofit public benefit organization devoted to the development of Bulgarian sport and improving sporting culture in Bulgaria.



**BULGARIAN SPORTS
DEVELOPMENT ASSOCIATION**

Association team is young, creative and full of innovative spirit that works for development of Bulgarian sport and enhance the sport culture in Bulgaria with a desire and motivation. BSDA membership is voluntary and the association involves both physical and legal persons who are willing to help sport development with time, ideas, effort or financial support.

Association believes that sport should be part of a modern life of children and young people and should create in them values such as motivation, discipline and fair play. Sport is also being an excellent way to prevent many of the problems with young people such as social exclusion, violence, crime and addictions.

Main goals of the organization:

1. Sustainable development of physical education and sport in Bulgaria;
2. Modernization of existing sports infrastructure and building a new one;
3. Development, application, implementation and coordination of national, municipal, government, European, international and other projects and programs for development of sport, sports facilities and physical education;
4. Improving the health, physical condition and sports culture of the nation, concerning youth problems as a priority;
5. Optimization and mobilizing human and material potential in sport;
6. Creating an enabling environment for sustainable and efficient management of sport;
7. Development of education in physical culture and sport and through sport, and informal continuing education in the field of sport, professional development;
8. Protection of children, youth, professional athletes, coaches, sports figures and sports organizations;
9. Develop and enforce transparency in sport.

Deksaru pamatskola, Deksares pagasts, Latvia

School was established in 1909. School's mission is to support our students for as long as it takes to help them make positive changes in their lives, so they can achieve their full potential. The main aim of the school is to provide quality education, by developing and fully preparing our students to achieve their goals, paying special attention to each individual trajectory.

Today, 102 students are learning in the school. The school employs 19 teachers and 11 support staff. At school, there are two sports teachers.

The school meets with several social problems. There are children who live in social risk families.

- 21% - three or more children;
- 18% - poor or low income family;
- 5% - not full family (no father or mother);
- 3% - one of parents is using alcohol regularly;
- 3% - one of parents lives abroad.

In regards to recreational and sport facilities school has been fully equipped. Since summer 2007, with Dekšāres municipal funds it was reconstructed a stadium, which has been considered as one of the highest quality and versatility infrastructure in the regional level. In the summer of 2008 began the construction of the new gym and the reconstruction of classrooms. The new classrooms were equipped with new furniture, installed two interactive whiteboards, a computer room equipped with new computers that are connected on the same network, Wi-Fi, and it was purchased the necessary sports equipment.

By September 1, 2009, the school started a new licensed educational program - primary towards the profession (Sports) curriculum, which means that students are offered three lessons in sports and opportunities to participate in athletics and soccer classes.

Birzu lengvosios atletikos sporto klubas, Birzai, Lithuania

At the moment club unites 50 members.

The main aims of the club are:

- to promote sport, physical activity and healthy life style;



- organize sport and leisure activities, events, seminars and lectures;
- to raise the level of sport culture among children, youth and adults,
- develop sense of responsibility, patriotism,
- raise awareness,
- promote healthy life style.

Club founders and coaches are experienced in work with young people.

President of the club has twenty years work experience in the field of education, sport and youth. For 10 years he was responsible for the organization of students' sport competitions in Birzai district. More than 20 years he works as track and fields athletics trainer with young people and children from 10 to 18 years old. He is also a sport teacher in one of local secondary schools. Experience in organization of competitions, sport events and tournaments.

One of the club founders works as project manager in local municipality and has a lot of experience in work with project financed from EU funds.

Club cooperates with other sport clubs and schools situated in Birzai district as well as to Birzai district municipality.

Paceriaukstes Petro Poskaus Pagrindine Mokykla, Paceriaukste, Birzai district, Lithuania

School was established in 1987. At the moment has 138 students and 23 teachers. Paceriaukstes Petro Poskaus Pagrindine Mokykla is situated in rural area near Birzai town. People living in this area face the problems of unemployment, low incomes, quite often various addictions. Many children live in families at risk. Social inequality in this area is obvious.

School is experienced and active in Comenius and Regio projects, participates in project "Establishment of cooperation net among school communities, cultural and educational institutions and NGOs by adapting innovations in educational process" financed from European social fund.

School staff is eager to discover and use new methods to improve the results of students in all spheres of education using sport as a tool to improve students' competencies.



Birzu rajono savivaldybes administracija, Birzai, Lithuania

Municipality provides all kinds of services: education, leisure, culture, sport, health care, social care, water supply, outflows cleaning, house heating, search & rescue and emergency services, tourism, bussines promiting, development of agriculture activities, environment preservation, promoting of ecological agriculture, waste treatment.



There are lots of various public organizations, groups, committees, so citizens can actively take part in decision making process. Youth has its own organizations, special Council and person in municipality staff who works with them

In period from 2006 till 2010 Birzai district municipality administration prepared and implemented 4 Town Twining projects under Europe for Citizen programme.

Institute of New Technologies Association (INT), Lodz, Poland

Institute of New Technologies Association (INT) has been working for the education, promotion of sport and active style of life, active participation, research and innovative sollutions and undertakings in diverse areas since 2004. Association operates at regional and nationwide level.



Instytut
Nowych Technologii

Among the key actions INT there are: events for the youth and adults, reserches, numerous conferences, over 350 trainings, workshops, etc. Currently, the INT was established Regional Centre for International Debates (project of the Ministry of Foreign Affairs) in which there are educational and sport events. Institute of New Technologies Association (INT) leads Erasmus+ Consultation Point and Eurodesk Information Point.

Activities of the Instytut are aimed at promoting new technologies, innovative sollutions for activization of diverse groups and increasing opportunities for participants in the sport, education and equal opportunities.

INT employs over 10 people who have university degrees and PH.D, have experience in project implementation, conducting and organization of trainings, workshops and events. INT co-operates with more than 20 experienced trainers of diverse areas.

Association puts a stress on quality during implementation of trainings, events and services. INT completed dozens of projects of regional, national and international level.

Club Basquet Granollers, Spain

Club Basquet Granollers is the official name of the basketball club of the city of Granollers. It was founded in 1932 and is one of the oldest basketball clubs in Spain. In 1977 he won promotion to the top flight of Spanish basketball, where he remained until 1993. With 24 teams between men and womens teams is one of the most important basketball teams in Spain. The city is located in Barcelona county. Granollers forms a conurbation with Canovelles, Les Franqueses del Valles and the neighbourhood of La Torreta in La Roca del Valles . The conurbation has some areas with highest rate of immigration populations and important rates of school failure.

Club Basquet Granollers has long and wide experiences in collaborating with schools and municipalities in education and social programmes. Since 2001, the Club host one of the most important minibasket championship in Spain. For the last 6 years Club Basquet Granollers hosted the conferences "Sport and values" with a very good success in terms of level of speakers and attendees. In 2015, Granollers will be "the city of basketball" in the region and championships and conferences will be hosted.

According to the bylaws of the club, the objectives are to promote the development and practice of sport and physical activity. The development of a sports group can enter a set of values: sacrifice, discipline, solidarity, generosity, personal habits, respect to opposing team. The structure of the activities developed by the club is parallel to the formative stages of the education system: infant, primary, secondary school. The work done at the club is based on four principles: pedagogic and methodological principles, as well as psychomotor skills and values.

With the Granollers council, CBG developed a program designed to bring the sport of basketball to boys and girls of primary schools in the city. Eight primary schools are involved in the project. Related with secondary schools, CBG is carrying on a programme for facilitating players sharing studies and training with some study areas and some coaching between eldest and youngers players.

Cebeci Ortaokulu, Ankara, Turkey

Cebeci Secondary school is one of the oldest schools of Ankara. There are 1100 students from 10 to 15 years old and 77 teachers in our school. Our school is very active in terms of sports activities. There is a boy stars handball team, a girl stars volleyball team, little boys and boy stars futsal team, folk dances teams, an athletics team. Moreover, students have been competing personally on many areas such as karate, judo, taekwondo and on some branches of athletics and they have had many successes both in national and European scale. School participates in almost every sports competitions held in Ankara.



Cebeci Secondary school has a multi-functional salon for sports. There are 5 PE teachers at school and each is interested in a different sports area. These teachers have enough information and experience about their branches. There is enough number of equipment for these sports. School offers sports courses both out of class hours and in summer.

Cebeci Secondary school students are very keen on sports activities so there are futsal, football and athletics competitions among classes and successful students are guided to professional clubs.

School has a garden that is big enough for sports activities. The activities are carried out in the garden in summer and in the sports hall in winter.

It is important that the school management supports the activities. However, school has difficulty in providing equipment and finding sponsors. Every year the sports hall is renewed and the missing equipment is provided within years.

Numerous students belong to the families at social risk in terms of economical capacity. The main problem of school is the lack of students motivation for personal development. Students are relatively physically active, but teachers and parents admit that students are indifferent for studies and personal social development that may lead to deviant behaviour and various addictions.

Staff of the school is eager to find new methods and approaches to encourage students for social development and make physical education a meaningful factor of raising awareness about the need of healthy lifestyle and socialization.

5. The existing solutions in project area/ currently implemented programs

European countries noticed an importance of physical activity and sport at and after school and its positive impact on children and young people. During learning at school, young people receive an excellent opportunity to learn and practice skills. They learn about “rules of the game”, fair play and respect, tactical and bodily awareness, and what is more, the social awareness. Physical education and sport lead to the achievement of the objectives, which have an extended significance for further life – good health, personal development, social inclusion. The value of sport and physical education has been described for example in White Paper on Sport (European Commission, 2007a). The document contains conclusions that sport (at school physical education lessons or extracurricular activities) could result in substantial education and health benefits¹³.

Extracurricular physical activities and sports - the involvement of authorities or other bodies¹⁴

The extracurricular activities are organized and supported on the initiative of national, regional and local authorities, or schools themselves.

Examples:

Bulgaria

The ministry annually elaborates national sports calendar included information on all types of extracurricular activity planned for the school year.

Spain

The Deporte en edad escolar ('sport in school age') initiative in Spain is managed by the Higher Sports Council in collaboration with the Autonomous Communities. It is created to promote extracurricular activities in schools, clubs, associations, and other bodies.

Latvia

The extracurricular physical activities are organized together with bodies, for example Latvian Federation of School

¹³ *Physical Education and Sport at School in Europe Eurydice Report*. Luxembourg: Publications Office of the European Union; European Commission/EACEA/Eurydice, 2013.

¹⁴ *Physical Education and Sport at School in Europe Eurydice Report*. Luxembourg: Publications Office of the European Union; European Commission/EACEA/Eurydice, 2013.

Country	Type (National Strategy, subnational, etc.)	Title	Issuing body	Description (short description; link to website)
Bulgaria	National strategy	National Strategy for Development of Physical Education and Sport in the Republic of Bulgaria, 2012-22	Council of Ministers	http://mpes.government.bg/Documents/Strategii/Strategia_2012-2022.pdf The strategy aims to increase the number of people taking part in sports activities at all stages of life, regardless of their social, economic, health and gender status. As regards organized physical education at school, the strategy aims to raise awareness among young people about the importance of engaging in sports activities, updating curricula, and an increase in funding for school-based
	National program	National program for Development of Physical Education and Sport in the Republic of Bulgaria, 2013-16	Council of Ministers	http://mpes.government.bg/Pages/Documents/Strategies/default.aspx The program aims to unify the efforts of all government, public, non-governmental and private organizations to promote physical education, sport and social tourism as a means to improve health and physical fitness of the population and raising the prestige of the sports nation globally.
	National program	National program "Sport for kids in their free time"	Ministry of youth and sports	http://mpes.government.bg/Pages/Programmes/default.aspx This program aims to promote sport and physical activities to the kids and offer them free sport sessions, funded by the Ministry of youth and sports
	National program	National program "Kids and sport club"	Ministry of youth and sports	http://mpes.government.bg/Pages/Programmes/default.aspx This program aims to promote sport and physical activities to the kids and offer them free sport sessions, funded by the Ministry of youth and sports
	National program	National program "Sport in kindergartens"	Ministry of youth and sports	http://mpes.government.bg/Pages/Programmes/default.aspx This program aims to promote sport and physical activities to the kids in kindergartens and offer them free sport sessions, funded by the Ministry of youth and sports

	National program	National program "Learn to swim"	Ministry of youth and sports	http://mpes.government.bg/Pages/Programmes/default.aspx This program aims to promote sport and physical activities to the kids and offer them free swimming sessions, funded by the Ministry of youth and sports
	National program	National program "Sport for all"	Ministry of youth and sports	http://mpes.government.bg/Pages/Programmes/default.aspx This program aims to promote sport and physical activities to all citizens and offer them different sport events during the year, funded by the Ministry of youth and sports
	National program	National program "Sport for kids with disabilities and kids in risk"	Ministry of youth and sports	http://mpes.government.bg/Pages/Programmes/default.aspx This program aims to promote sport and physical activities to the kids with disabilities and kids in risk groups and offer them free sport sessions, funded by the Ministry of youth and sports
	Large-scale initiative	I love sports campaign 2012 - 2013	Ministry of youth and sports	http://mpes.government.bg Campaign that aims to promote sport and physical activity for all citizens with different events such as open trainings, sport ambassadors, sport championships
	Large-scale initiative	National sports panorama 2012 - 2014	NGO National sports panorama	www.nsp.bg Event that promotes physical activity and sport and everyone can try the sport he likes on a central open space in the cities.
	Large-scale initiative	Move week 2012 - 2015	ISCA – International sports and culture association	www.moveweek.eu Campaign that aims to move 100 million Europeans until 2020. Since 2012, in almost all the cities in Bulgaria has been made many sport events during the week of physical activity and sport Move week.
Latvia	National Strategy	Sports Law (28.11.2002)	Ministry of Education and Science	"The purpose of this Law is to determine the basis of sports organization and development" http://www.school-and-cycling.eu/files/education/es_riga2.pdf
	National Strategy	Sport Policy Guidelines for	Ministry of Education	„Determine sports policy for five years" http://www.vvc.gov.lv/export/sites/default/do

		2004-2009	and Science	cs/LRTA/Citi/Cab. Order No. 632 - SPORTS POLICY GUIDELINES.doc .
Large scale initiative	Latvian Youth Olympiad	Ministry of Education and Science	The largest integrated youth sports event Winter and Summer Youth Olympiad 2007 Summer Olympiad 2007 Summer Olympiad – 2209 participants http://www.school-and-cycling.eu/files/education/es_riga2.pdf	
Large scale initiative	Sports in schools ZZ Championship	Ministry of Education and Science	Objective – to ensure the participation of the whole class. http://www.school-and-cycling.eu/files/education/es_riga2.pdf	
Large scale initiative	The Sportiest Class	Ministry of Education and Science	Evaluation of overall class participation in sports activities – participating, organizing and showing support; Within the framework of the project classes were conducted by popular athletes in Latvia; Students received information about sports clubs and institutions. http://www.school-and-cycling.eu/files/education/es_riga2.pdf	
Large scale initiative	Be Active	Ministry of Education and Science	Makes sports classes more attractive; Maintains student's interest about individual growth during the year Urges to follow sports activities; Involves parents; Builds responsibility triangle students Builds responsibility triangle students-teachers teachers-parents; parents; Result – possible proposals for changes in the content of the school subject possible proposals for changes in the content of the school subject Sport. http://www.school-and-cycling.eu/files/education/es_riga2.pdf	
Large scale initiative	Posture Teaching	Ministry of Education and Science	For the practical use of posture teaching during classes under the guidance of class teacher. http://www.school-and-cycling.eu/files/education/es_riga2.pdf	
Large scale initiative	Integration of Society Minority nationalities	Ministry of Education and Science	Children's and Youth Festival of Minority Nationalities of Latvia; Approx. 800 participants. http://www.school-and-cycling.eu/files/education/es_riga2.pdf	

Lithuania	National Strategy	National sport development strategy, 2011-2020	Parliament of Lithuania	http://www3.lrs.lt/pls/inter3/dokpaieska.show_doc?p_id=395701 The strategical aim of this strategy – to create better conditions and involve all social groups into sport activities at the same time improving social cohesion, quality of living, fostering physical activity, promoting healthy life style and solving problems related to health condition, lack of healthy leisure activities and creating the basis for system of training for highly skilled sportsmen.
	Large-scale initiative	Lithuanian schoolchildren Olympic festival, since 2005	Ministry of Education Centre of non-formal education in Lithuania	http://kksus.lmnc.lt/lt/lietuvos_mokyklu_zaidynes/ol_fest_nuostatai Every year, some 40 % of all schoolchildren take part in around 23 festival events. The festival consists of both sports and arts events. Every child can compete in a certain sport or paint, produce photographs or write poems on a sports topic. The festival lasts the entire school year, starting in October and ending to coincide with international Olympic Day event.
	Large-scale initiative	Sport games of Lithuanian sport education institutions	Centre of non-formal education in Lithuania	http://kksus.lmnc.lt/lt/sporto_mokymo_istaigu_varzybos/sporto_saku_nuostatai Initiative aims to promote sport and physical activity and involve more kids into sport activities, encourage them to choose more active and healthy life style.
	Large-scale initiative	Sport games of Lithuanian sport education institutions	Centre of non-formal education in Lithuania	http://kksus.lmnc.lt/lt/profesinio_mokymo_istaidu_zaidynes/prof_mok_nuostatai Initiative aims to promote sport and physical activity and involve more kids into sport activities, encourage them to choose more active and healthy life style.
	Large-scale initiative	Olympic generation	National Olympic committee of Lithuania	http://www.ltok.lt/olimpinis-sajudis/olimpinio-svietimo-projektai-lietuvoje/olimpine-karta/ Initiative aims to promote sport and physical activity and involve more kids into sport activities, encourage them to choose more active and healthy life style.
	Large-scale initiative	Games of Lithuania schools	National Olympic committee of Lithuania	http://www.ltok.lt/olimpinis-sajudis/olimpinio-svietimo-projektai-lietuvoje/lietuvos-mokyklu-zaidynes/ Initiative aims to promote sport and physical activity and involve more kids into sport activities, encourage them to choose more active and healthy life style.

	Large-scale initiative	'Children swimming in comprehensive schools' programme, 2008-2015	Department of physical education and sport under the Government of the Republic of Lithuania	http://www.kksd.lt/index.php?2818631261 http://www.kksd.lt/index.php?1801672422 Initiative aims to teach more kids to swim and act safe in the water and near water basins.
	Large-scale initiative	Fund to support projects in the field of sport and physical education	Department of physical education and sport under the Government of the Republic of Lithuania	http://www.kksd.lt/index.php?296244152 Popular fund, supporting small or medium size sport and physical education projects prepared by sport institutions and NGOs. Approximately 300 projects are supported every year.
	Large-scale initiative	National programme "Sport for all"	Lithuanian association "Sport for all"	http://www.sportasvisiems.lt/lt/pradzia.html This programme and association aims to promote sport and physical activity and organizes large annual sport events for sports institutions, clubs and NGOs all over Lithuania. Member of TAFISA. Tightly cooperates with National Olympic and Paralympic committees in Lithuania, also various sport federations. Europe Sport week, annual festival Sport For All also Sport championships of Lithuania wards are organized by this association.
	Local initiative, but with about 600 participants from all over Lithuania	Biržai kilometers	Private bakery "Biržduona" together with Biržai district municipality and running club "Šviesos kariai"	http://birzukm.lt/lt/maratonas/susipazink/ http://begimotaure.lt/blogas/ New tradition in Biržai. During annual town festival, run for all is organized down the streets of Biržai. Initiative aims to promote physical activity and healthy life style.
	Local	Fund supporting sport and physical activity projects of local sport	Biržai district municipality	Initiative aims to promote physical activity and healthy life style.

		clubs and NGOs		
Poland	National strategy	Sports Development Strategy in Poland to 2020	Ministry of Sport	https://s3-eu-west-1.amazonaws.com/fs.siteor.com/msport/files/Downloads/20151014122831/uchwa%C5%82a_PRS2020.pdf?1444825712 The strategy is focused on a fit and active society. This document is an attempt to join the intervention in sport and actions for the promotion of physical activity. The strategy includes a section on the physical education and physical activity of children and youth.
	Large-scale initiative	My sports field – ORLIK 2012	Ministry of Sport	http://orlik2012.pl/index.php The program "My Sports Field - Orlik 2012" was prepared by the Minister of Sport and Tourism. The program envisages the construction areas, free sports fields with changing rooms and sanitary facilities in every community across the country. The premise of the program is to provide children and young modern sports infrastructure for active sports.
	Large-scale initiative	„Sport Wszystkich Dzieci” All children’s sport	Ministry of Sport and Tourism	http://bip.msit.gov.pl/bip/finansowanie-zadan/sport-powszechny/2014-rok/1431.Ogloszenie-programu-Sport-Wszystkich-Dzieci-w-ramach-rozwijania-sportu-poprzez-w.html The program involves developing the sport by supporting projects the scope of promoting the sport of children and youth. The program is aimed at students of schools of different levels of education, and in particular to primary school students from across the country, as well as clubs and sports organizations. The program assumptions involve widespread participation of children and youth in core areas of physical culture.
	Large-scale initiative	Rok szkoły w ruchu 2013/2014 School on the Move Year	Ministry of National Education	http://www.szkolawruchu.men.gov.pl The school year 2013/2014 has been announced by the Minister of Education "School on the Move Year", and one of the priority tasks of the Ministry in the field of care for the safety and health of students became the development and promotion of physical activity among children and

				adolescents.
Spain	Regional Strategy	Integral Plan for the Promotion of Physical Activity and healthy diet (PASS)	Health Department and Sports Department	The strategy aims to promote healthy lifestyles and physical activity http://salutweb.gencat.cat/ca/ambits_tematicos/linies_dactuacio/salut_i_qualitat/salut_publica/paas
	Regional Strategy	Physical Activity, Sport and Health Plan (PAFES)	Health Department and Sports Department	The strategy aims to improve health through physical activity http://pafes.cat/en/about-pafes/
	Regional Strategy	National Physical Activity Promotion Plan (PNPAF)	Health Department and Sports Department	The strategy aims to promote physical activities to all citizens http://esports.gencat.cat/ca/arees_dactuacio/pla_nacional_de_promocio_de_l_activitat_fisica_pnpaf/
	National Strategy	Comprehensive Plan for Physical Exercise and Sport (A+D Plan) 2010-20	Ministry of Education, Culture and Sport National Sports Council	The strategy aims to promote sport and physical activities to all citizens and to increase the number of people taking part in sports activities. http://www.csd.gob.es/csd/estaticos/plan-integral/FOLLETO-A-D2.pdf
	National Strategy	Integral plan for physical activity and sport for children of school age 2010-20	Ministry of Education, Culture and Sport National Sports Council	The plan aims to promote quality sports and physical activity among children of school age (from 3 to 18 years old)
	National strategy	Schools Promoting Physical Exercise and Sports (2011-)	Ministry of Education, Culture and Sport National Sports Council	This initiative aims to develop school centres that promote physical education and sport. A guide is provided to help schools create their own School Sports Plan, and to sustain existing measures to improve the physical education curriculum. http://www.csd.gob.es/csd/promocion/deporte-escolar/2022-centros-escolares-promotores-de-la-actividad-fisica-y-eldeporte-subvenciones-a-comunidades-autonomas-para-su-desarrollo/view?set_language=en&cl=en
	Large-scale initiative	National Programme for Promotion and Support of	Ministry of Education, Culture and Sport	The programme is intended to encourage the practice and promotion of physical activity in the school environment

		School Sport (PROADES), 2010-20	National Sports Council	http://www.csd.gob.es/csd/promocion/deporte-escolar/
	Large-scale initiative	Spanish Championships for children and young people of school age, 2010-20	Ministry of Education, Culture and Sport National Sports Council	These championships are convened annually by regional teams http://www.csd.gob.es/csd/promocion/deporte-escolar/2campeonatosEspEscolar/
Turkey	Large -scale initiative		Turkish National olympic community, since 1912	http://www.olimpiyatkomitesi.org.tr/ The community aims to increase the number of people taking part in sports activities at all stages of life and introduce Turkey in all national sports are.
	Large-scale initiative		Schools Promoting Physical Exercise and Sports and talented students	http://okulsportal.gsb.gov.tr/ This initiative aims to develop schools that promote physical education and sport. It also aims to help talented students to improve themselves in all sports field.

6. SWOT analysis of strategy

What is SWOT analysis?

SWOT is one of the most popular tool to analyse project, idea or business. It focuses on internal and external resources, as well as weak point of analysed area. It is a framework to help us to identify the internal and external factors that can have an impact on a project, product, place or person. SWOT approach was tested by Albert Humphrey in 1960s and 1970s at the Stanford Research Institute (SRI). It was developed for business and based on data from Fortune 500 companies, however later it has been adopted by organizations of all types as a tool to making decisions.¹⁵

How can SWOT analysis help our project?

- After conducting SWOT analysis decision makers are better ascertain if the project or goal is worth pursuing
- It helps organisation to get to know what is required to make a project successful by identifying weak points
- It helps us to develop a strong project strategy by making sure you've considered all of your business's elements
- It can be used to develop short-term and long-term strategies for our project

SWOT analysis can be used both in existing projects as well as new ones. Current projects can use it to assess a changing environment and respond proactively. It is recommended to conduct SWOT analysis at least once a year. On the other hand, new projects should use a SWOT analysis as a part of their planning process.

SWOT let us to analyse particular idea regarding 4 areas: Strengths, Weaknesses, Opportunities and Threats, as its name states. Two of them - Strengths and Weaknesses - regard internal aspects of the project (idea, staff, your competences, location, reputation etc.). They are able to change and develop with some time and effort. On the other hand Opportunities and Threats regard external aspects of the project that can influence on it (local community, positive/negative trends, competitors, prices etc.). We cannot change them, they just exist in our environment.

¹⁵ <http://searchcio.techtarget.com/definition/SWOT-analysis-strengths-weaknesses-opportunities-and-threats-analysis>

SWOT analysis is often expressed in two-by-two matrix, like this one:



Source: <http://www.ethosdebate.com/how-to-improve-swot-your-ballots/>

Moreover, to make SWOT analysis easier, below there are some accessory questions to ask during thinking about each area.¹⁶

Strengths:

- What are your assets?
- What is the unique thing about your project?
- What are your competences? What knowledge, skills and attitude?
- What do you do well?
- What internal resources do you have? Think about the following: positive attributes of people, such as knowledge, background, education, credentials, network, reputation, or skills; tangible assets of the company, such as capital, credit, existing customers or distribution channels, patents, or technology.
- What advantages do you have over your competition?
- Do you have strong research and development capabilities?
- What other positive aspects, internal to your organisation, add value or offer you a competitive advantage?

¹⁶ Based on: <http://articles.bplans.com/how-to-perform-swot-analysis/>

Weaknesses:

- What could you improve in order to achieve your goals?
- In what ways are you not efficient?
- Where are you incompetent? What knowledge, skills and attitude?
- What factors that are within your control detract from your ability to obtain or maintain a competitive edge?
- What areas need improvement to accomplish your objectives or compete with your strongest competitor?
- What does your organisation lack (for example, expertise or access to skills or technology)?
- Does your organisation have limited resources?

Opportunities:

- What is going on around you that seems to be useful?
- Who/What can support you and how?
- What external changes/trends will bring your opportunities?
- What opportunities exist in your environment that you can benefit from?
- Is the perception of your organisation positive?
- Has there been recent market growth or have there been other changes in the market the create an opportunity?
- Is the opportunity ongoing, or is there just a window for it? In other words, how critical is your timing?

Threats:

- What are the negative tendencies nowadays?
- What obstacles do you face in your project?
- Who/What might cause you problems in the future and how?
- Who are your existing or potential competitors?
- What factors beyond your control could place your organisation at risk?
- Are there challenges created by an unfavorable trend or development that may lead to deteriorating revenues or profits?
- What situations might threaten your marketing efforts?
- Has there been a significant change in supplier prices or the availability of raw materials?
- What about shifts in consumer behavior, the economy, or government regulations that could reduce your sales?

SWOT analysis of the project

According to above-mentioned information and guides SWOT analysis has been conducted among all project partners. We have taken under consideration the process of implementation our project in each partner country.

STRENGTHS

- ✓ We've got good organisational skills
- ✓ We had another opportunity to promote sport and physical activity
- ✓ The idea can be implemented in future campaigns and projects
- ✓ We gain experience on Erasmus+ centralized projects
- ✓ We are showing innovative approaches to be active in our country that can gain more attention to the daily physical activity
- ✓ We have experienced staff to implement project idea properly
- ✓ Idea itself is innovative and attractive
- ✓ Idea is realistic
- ✓ Idea itself is universal and can be easily adopted in other spheres (music+ various sciences etc.)
- ✓ Challenging and innovative idea well perceived by the school leaders.
- ✓ Project motivates even more our students to practice and enjoy indoor and outdoor sport activities.
- ✓ Wide experience in collaboration with other institutions at a city level is seen in a positive way
- ✓ Experienced and helpful staff
- ✓ Aim and idea of the project are achievable and realistic

WEAKNESSES

- ✓ We aren't very experienced in Erasmus+ projects
- ✓ Too big co-funding that is a issue for NGO's in Bulgaria
- ✓ Physical activity is still not "on the table" in Bulgaria and the importance of the project can be underestimated
- ✓ Not be able to implement it in the schools due to the "strict" official school program
- ✓ Visibility of the project is not the best possible due to the lack of interest from media to "good news"
- ✓ Idea and activities cover wide spectrum of school subjects and it may be difficult to manage
- ✓ Project publicity may be not wide enough to ensure smooth implementation
- ✓ Teachers are too attach to the prescribed curriculum and can feel not so free to modify things.
- ✓ A proper communication plan is needed to ensure a smooth functioning of the project
- ✓ Financial framework for the project . Budget is clearly insufficient
- ✓ Some of the students aren't volunteer

OPPORTUNITIES

- ✓ Now in our country there is a strong trend to make some sport
- ✓ Statistics of physical activity and kids obesity are getting worst and worst with every year in Bulgaria
- ✓ The government need innovative ways to move the kids, because the old ones looks like not working at all
- ✓ EU is encouraging innovative
- ✓ Responsible institutions in Lithuania declare necessity to raise awareness about physical activity and healthy life style
- ✓ Education ministry of the Republic of Lithuania encourage school s to look for innovative ways of teaching and learning
- ✓ Department of Physical activity and sports under the Government of Lithuania and Centre of kids and youth in Lithuania as well as Municipalities provide financial support for NGOs and sport clubs
- ✓ Growing trend to develop of appropriate links between schools and local sports clubs.
- ✓ Increasement of the number of hours devoted to sports in educational institutions
- ✓ Kids obesity is one of the the biggest health problem in Spain
- ✓ Improving skills for next Erasmus+ calls for proposals
- ✓ The project can be easily transfer to other knowledges areas and sports
- ✓ Education ministry of the Republic of Turkey try to encourage schools to make them take part in sports and sports competition

THREATS

- ✓ We're afraid that teachers in schools won't be interested in implementing our idea
- ✓ School system may not be ready for such methodology
- ✓ Physical activity is still "not sexy" for the students, even in some age groups in stupid and pointless, so can be difficult to get to the knowledge
- ✓ Teachers may be indifferent and hostile to innovations
- ✓ Students may be indifferent to the activities or get bored with activities quickly
- ✓ The lack of financial sponsors – public or private - can compromise the implementation of project.
- ✓ Insufficient documentation/publication of the project strategy in the national language
- ✓ Changes in Spain in legal framework related with labour market sport activities
- ✓ Economic crisis
- ✓ Students may not be volunteer to take part in activities
- ✓ They may get bored easily
- ✓ We may not have helpful teachers to implement our idea

7. Aims and scope of proposing activities

Strategical aims

The strategical aims of proposing sport activities are similar to projects aims and regard using sport as a tool to improve social, personal and professional skills of young people, from 11 to 15 years old and to raise awareness about positive impact of active and healthy life style. The second aim is to make sport and physical activity a way to improve motivation for personal development in terms of gaining physical, social and even scientific knowledge.

Operational aims

First of all, operational aim is to encourage teachers to integrate sport activities with students everyday life, for example by promoting sport among young people and by proposing physical activity during and after school classes. Secondly, our aim is to create attractive for students and high quality set of tools, examples of physical exercises and ideas regarding sport activities. What is more, we would like to supply teachers with that set of tools to be able to use them during their work with students. Achieving these operational aims help us to achieve also strategical ones.

8. Proposing activities

Below there are examples of proposing activities regarding sport. They can be used by teachers, trainers, managers of sport and leisure clubs and centers willing to use it in their work. They are divided in 4 groups:

- Activities during school classes
- Activities after school classes
- Activities focused on promoting sport among young people
- Educational activities

Activities during school classes

Activity during school classes	
Aims of that activity	Move minute
Groups of receivers (particular age etc.)	Children in all school age
Engaged institutions (school / NGO / sport clubs etc.)	Schools
Scope of activities (what this activity will be about?)	Move minute is a minute of movement (jumping licks and ect) made during school classes to move the pupils
Methods (trainings, physical activities, games, team / individual activity)	Warm up exercises
Estimated results (what young people will learn or experienced after taking part in this activity?)	Moving the body, exercise, refresh mind

Activity during school classes	
Aims of that activity	To learn about body and related vocabulary in English language
Groups of receivers (particular age etc.)	Primary students from 10-11
Engaged institutions (school / NGO / sport clubs etc.)	School
Scope of activities (what this activity will be about?)	English classes: learn and improve vocabulary in English language

Methods (<i>trainings, physical activities, games, team / individual activity</i>)	School lessons, trainings, team working, physical exercises
Estimated results (<i>what young people will learn or experienced after taking part in this activity?</i>)	They will learn and improve the competencies in a foreigner language related with sport/body topics.

Activity during school classes	
Aims of that activity	Morning exercises
Groups of receivers (<i>particular age etc.</i>)	All ages
Engaged institutions (<i>school / NGO / sport clubs etc.</i>)	Schools; NGOs and clubs can come to schools and help to make those morning exercises more attractive and funny
Scope of activities (<i>what this activity will be about?</i>)	Healthy and funny start of the day raising motivation and ability to study
Methods (<i>trainings, physical activities, games, team / individual activity</i>)	Physical activity, short games to wake up students and their minds.
Estimated results (<i>what young people will learn or experienced after taking part in this activity?</i>)	Healthy start of the day, understanding of the importance of physical activity

Activities after school classes

Activity after school classes	
Aims of that activity	Competition by mixed groups
Groups of receivers (particular age etc.)	Children in all school age
Engaged institutions (school / NGO / sport clubs etc.)	Schools
Scope of activities (what this activity will be about?)	Make mixed age groups from all the students in the school. Create floor for them to exchange ideas and create sport game with competitive character. Choose a day and make each group organize championships for the other groups.
Methods (trainings, physical activities, games, team / individual activity)	Team work, physical exercises, project management, communication
Estimated results (what young people will learn or experienced after taking part in this activity?)	By this simulation, the participants will be engaged in creating and engaging themselves and the other groups in physical activity, but in the same time, they will get also an organizational experience and project design and managements skills.

Activity after school classes	
Aims of that activity	To use sport and drama activities in order to: quick thinking, using the imagination, role play, improvisation, voice use, physicality with characters movement.
Groups of receivers (particular age etc.)	Primary/elementary students
Engaged institutions (school / NGO / sport clubs etc.)	School / NGO / Local government
Scope of activities (what this activity will be about?)	Drama + Sport: to use theatre and sport together to build a theatre play.
Methods (trainings, physical activities, games, team / individual activity)	Team working
Estimated results (what young people will learn or experienced after taking part in this activity?)	The activity will make it possible to combine two different subjects and create something, improving children creativity and physical activity.

Activity after school classes	
Aims of that activity	To combine sport and leisure including some teaching/learning elements in order to ensure meaningful leisure and promoting physical activity
Groups of receivers <i>(particular age etc.)</i>	All ages
Engaged institutions <i>(school / NGO / sport clubs etc.)</i>	Schools, NGOs , clubs
Scope of activities <i>(what this activity will be about?)</i>	Sessions of active games for certain ages groups introducing participants to history and traditions of other countries, talking about sport history and necessity of physical activity and healthy life style
Methods <i>(trainings, physical activities, games, team / individual activity)</i>	Games, team work, competitions among groups
Estimated results <i>(what young people will learn or experienced after taking part in this activity?)</i>	Team work, tolerance, gain knowledge, spend leisure meaningfully

Activities focused on promoting sport among young people

Activity focused on promoting sport among young people	
Aims of that activity	Local campaign to move
Groups of receivers (particular age etc.)	All children in local community
Engaged institutions (school / NGO / sport clubs etc.)	Schools, NGOs, sport clubs, municipality
Scope of activities (what this activity will be about?)	Open doors week – a week of open door trainings in all sport clubs in the community. With the proper advertisement and support from the NGOs and municipality, the information should reach all the kids and they can have an opportunity to try the sport they want and choose it for future. The same open trainings can be made on a central square or in central park for better visibility.
Methods (trainings, physical activities, games, team / individual activity)	Trainings, project management from the responsible of the campaign
Estimated results (what young people will learn or experienced after taking part in this activity?)	The children will have the opportunity to try new sports and to choose their one. The sport clubs will have the opportunity to present their activity and to find new participants in their trainings.

Activity focused on promoting sport among young people	
Aims of that activity	To learn about the lives of famous sport players
Groups of receivers (particular age etc.)	Teenagers from 13 to 15 years old
Engaged institutions (school / NGO / sport clubs etc.)	School
Scope of activities (what this activity will be about?)	This activity will be about searching for information and share that same information with the class.
Methods (trainings, physical activities, games, team / individual activity)	Research (online or in school library) and share of information about the lives of famous sport players

Estimated results <i>(what young people will learn or experienced after taking part in this activity?)</i>	They will learn about other sport athlete's life's which can be motivating for youngsters to develop a healthy and sporty lifestyle.
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Activity focused on promoting sport among young people	
Aims of that activity	Participation in big sport events, runs dedicated to the Day of independence (organized every year), participation in Olympic day, Week of the move, Europe sport week, etc. Also organization of sport events (bigger that just at school)
Groups of receivers <i>(particular age etc.)</i>	12-15 years old
Engaged institutions <i>(school / NGO / sport clubs etc.)</i>	Schools, NGOs , clubs
Scope of activities <i>(what this activity will be about?)</i>	Collaboration among Schools, NGOs , clubs is crucial factor here. Mass events form the feeling of being "part of something bigger". So, through mass events we have step by step form positive attitude toward physical activity.
Methods <i>(trainings, physical activities, games, team / individual activity)</i>	Team work
Estimated results <i>(what young people will learn or experienced after taking part in this activity?)</i>	Team work, tolerance, understanding of the importance of physical activity, awareness about healthy life style.

Educational activities

Educational activity (sport + history, sport + biology, sport + geography etc.)	
Aims of that activity	Sport games from our past
Groups of receivers (particular age etc.)	Children in all school age
Engaged institutions (school / NGO / sport clubs etc.)	Schools
Scope of activities (what this activity will be about?)	Make mixed age groups from all the students in the school. Create floor for them to exchange ideas and create sport game with competitive character, but focused on the sport games, that has been played in different countries in Europe in different years. Choose a day and make each group organize championships for the other groups. Let each game be presented with short description (presentation) of the years that has been popular and what are the specifics of the country this game has been played in.
Methods (trainings, physical activities, games, team / individual activity)	School lessons, Team work, physical exercises, project management, communication
Estimated results (what young people will learn or experienced after taking part in this activity?)	By this simulation, the participants will be engaged in creating and engaging themselves and the other groups in physical activity, but in the same time, they will get also an organizational experience and project design and managements skills. They will also have to research the historical data for finding the games and also to find the needed information about the country and historic period this game has been played in.

Educational activity (sport + history, sport + biology, sport + geography etc.)	
Aims of that activity	To learn about time / speed / velocity of runners. Time through schedule of events. Space and Area of pitches.
Groups of receivers (particular age etc.)	Students from 13 to 15 years old
Engaged institutions (school / NGO / sport clubs etc.)	School / Sport clubs
Scope of activities (what this activity will be about?)	In this activity students will use mathematics and incorporated with sport activities learning about statistic as well.

Methods (<i>trainings, physical activities, games, team / individual activity</i>)	School lessons, trainings, team working, physical exercises
Estimated results (<i>what young people will learn or experienced after taking part in this activity?</i>)	Students will learn more about how to make calculations improving their skills on the subject of mathematics.

Educational activity (sport + history, sport + biology, sport + geography etc.)	
Aims of that activity	to learn about human kinaesthetic muscles; to show that sport is important to our body to stay healthy; To learn about the chemical and physical processes what happen in human body
Groups of receivers (<i>particular age etc.</i>)	Children from primary school, age: 11-12
Engaged institutions (<i>school / NGO / sport clubs etc.</i>)	Primary school
Scope of activities (<i>what this activity will be about?</i>)	Sport + biology + chemistry + physics: lessons about various chemical and physical processes, kinaesthetic muscles, work during different sport activity, for example: running or jumping. Explain how principles of right angles, speed, time, space, gravitation, force, impetuosity can be recognized in sport
Methods (<i>trainings, physical activities, games, team / individual activity</i>)	School lessons, trainings, team working, physical exercises
Estimated results (<i>what young people will learn or experienced after taking part in this activity?</i>)	They will learn about human kinaesthetic muscles by using sport examples.

9. Monitoring and evaluation

During the whole project there will be implementing two systems regarding monitoring and evaluation. Their main goal is to care about the high quality and professionalism of the project.

The monitoring system will be carried out during the project. The main aims of monitoring system is to control process of the project, as well as to be able to react properly to any potential negative elements.

The evaluation system will be carried out after the project. The main aim of evaluation system is to summarize all the activities during the project and assess them regarding strong and weak points. What is more, results from evaluation system can be supportive for any other similar projects or for possible follow-up of current project.

The main tools of monitoring and evaluation systems are two types of questionnaires, addressed to teachers and students involved in the project. Both questionnaires are tools in anonymous research among teachers and students. Questionnaire for students contains seven questions. Two of them regards students' general opinion about sports activities in the project and about the way of conducting these activities by their teacher. Students are asked to answer by choosing the number from the scale from 1 to 10, when 1 means 'very bad' and 10 means 'very good'. Then the questionnaire contains two multiple choice questions about the length and frequency of activities. Last three questions regard students' opinions what they like the most, the least and what they like to change about sport activities. Questionnaire for teachers includes similar questions, but teachers are also asked about their biggest challenge during conducting these sport activities and about their opinion regards the methodology of these activities.

Both questionnaires can be found in attachments for that strategy.

Besides the research based on these two types of questionnaires, other elements of monitoring and evaluation systems are meeting and e-conferences for all project partners, that are great opportunities to share our experiences and discuss about elements of the project.

What is more, other elements of monitoring and evaluation systems are also **quantitative indicators**, such as:

- number of children at school who started to attend after school sport activities,
- number of children who started to attend sport club and/or increase of average number of children attending sport activities per day,
- decrease of average number of children who have not attended sport lessons/activities/trainings due to the illness,
- increase of the average of marks for kids who attend sport lessons/activities/trainings,
- change of the number of children observed in the stadium per day.

Comparison between these kind of measurable indicators before, during and after the project let us to observe positive trends regarding interest and attendance in sport activities among children. Of course these researches should be repeated, however, the present observance let us presume that this tendency will continue in the future.

Results of research

In October 2015 every project partner conducted research among teachers and students involved in the project in their country. The research was part of project monitoring system and its aim was to find out the opinion about conducting sport activities. Below there is a summary of that research.

Research among students

Number of students: 73

Questions 1 and 2:

	1. What's your general opinion about these activities? (1-10; average)	2. What's your opinion about the way of conducting these activities by your teacher? (1-10; average)
BL	9,73	9,64
LV	8,50	8,90
LT	9,70	9,70
LT - school	9,67	9,67
TR	8,22	9,22
SP	9,70	9,10
TOTAL:	9,25	9,37

Questions 3 and 4:

3. What do you think about the length of each activity?		4. What do you think about the frequency of activities?	
Possible answers	Number of answers (total)	Possible answers	Number of answers (total)
It should be longer	45	It should be more often	44
It should be shorter	1	It should be more rarely	0
It is just right	27	It is just right	29

Question 5:

What do you like the most about these sport activities? (the most frequent answers)

- good games, fun, smile
- it was creative, new
- super interesting day
- I liked the new idea of study in interesting way
- fun and education
- Turkish, Spanish, Latvian, Lithuanian games; everything
- new games from other countries, get to know more about their culture
- learning new games
- meet new people, learn new sport games, learn about other countries
- play basketball
- the trainers
- to play with my friends and with other students of the school
- meeting students from other schools

Question 6:

What do you like the least about these sport activities? (the most frequent answers)

- only one time
- should be longer
- maybe some language barriers
- too short
- no matches against other schools

Question 7:

What do you want to change in the future about these sport activities? (the most frequent answers)

- more times
- it should be more available
- it should regard different sports
- they should be more enjoyable and sometimes we should have a chance to play the games or activities on our own
- matches against other schools and countries

Research among teachers

Number of teachers: 25

Questions 1 and 2:

1. What's your general opinion about this project? (1-10)		2. What's your opinion about the way of taking part in these activities by your students? (1-10)
BL	10,00	10,00
LV	10,00	10,00
LT	9,67	9,67
LT - school	9,00	9,00
TR	10,00	7,33
SP	8,57	9,14
TOTAL:	9,54	9,19

Questions 3 and 4:

3. What do you think about the length of each activity?		4. What do you think about the frequency of activities?	
Possible answers	Number of answers (total)	Possible answers	Number of answers (total)
It should be longer	6	It should be more often	12
It should be shorter	0	It should be more rarely	0
It is just right	17	It is just right	11

Question 5:

What do you think about the methodology of these activities? What do you like to change? (the most frequent answers)

- It should regard different sports
- It should be more available for students
- more games
- it's great, translate to Bulgarian
- idea is good, difficult to use in my school - study plan does not allow
- Places are very important. I mean, the more suitable the places are, the more successful activities and students

- The methodology is very good. Especially teachers' way to teach the games is very good.
- The methodology of these activities are good. Places must be suitable and safety
- interesting approach
- need to be work deeply with other teachers

Question 6:

What do you like the most about the project? (the most frequent answers)

- make kids move while learning
- funny for kids, they enjoyed it
- how to make it interesting for kids
- it's focused on important topic
- sport from different countries
- students participated with pleasure
- communication with different cultures and people, different ways of thinking
- kids became friends, not afraid to speak English, kids gained new skills and changed the way of thinking; they look for funny side of subjects and this makes learning process smoother
- new approaches were accepted by kids, they learn more
- good opportunity to meet new friends; improve communication skills, become more aware that they are members of multicultural society
- able to know about Europe; improve language skills
- Different culture show us different games
- All the students and teachers have chance to meet different cultures and people. Especially our students are pleased to have new friends and sports activities
- These activities enable our students to meet each other and get time to have fun. It is the most enjoyable thing about the activities
- interdisciplinary
- innovative approach
- level of motivation of students

Question 7:

What do you like the least about the project? What do you like to change? (the most frequent answers)

- should be made at local level, in each city
- not possible in schools - program
- let involve more students
- different levels of attitude and responsibility among partners, project addressed for kids, not adults

- project budget was too tight; not allowed to organise more activities and involved more kids
- more kids should be involved, more teachers should know it
- could be more project meeting in different countries
- The project is a good chance for our students but sometimes they may be shy while attending the activities. In my opinion they should be more active
- They sometimes may be hard to do especially for our students. I mean some of them are difficult to play or do. They should give a chance students to play the activities on their own
- Possibility to arrange it with other sports (chess?)

Question 8:

What was your biggest challenge during conducting these sport activities? (the most frequent answers)

- to find time for sport activities during lessons
- to explain the kids what to do
- English
- to change my mind from sport to study
- During the activities, students got nervous or shy and it sometimes caused problems. They didn't want to be volunteer to take part in the activities especially because of language problem
- Sometimes students had difficulty to remember the activities and teach them to their friends and they found some of the games boring. It was really hard to make them active when they got bored
- Try to think different
- How having advantage of basketball for teaching

Question 9:

Any further opinions, suggestions? (the most frequent answers)

- presentations to municipalities
- create more opportunities
- continue the project
- more often, add number of participants and countries
- project inspires kids to develop
- hopefully project will be continued
- project needs to be continued and widened
- chance to rethink our daily work and make it more active and interesting
- thank you :)
- By this project, students have a good chance to meet new people and they are very pleased to get new friends
- It will be interesting to involve all the schools of the city in a project like this

10. Conclusion

The main aim of the strategy was to raise awareness about the necessity of physical activity as a tool to prevent and promote health and encourage motivation for personal development. Firstly, there have been conducted analysis of the situation before the project as well as situation in each partner country. The document also contains brief description of each partner organisation. We have also done research regarding existing solutions and currently implemented programs in each partner country. There has been also conducted SWOT analysis regarding strategy and set strategic and operational goals. The document also mentions tools of monitoring and evaluation systems and presents results of first questionnaire research. In the end the strategy proposes several sport activities.

We hope that this strategy help physical education teachers, trainers, managers of sport and leisure clubs and centers to promote sport among children.

11. Attachments

„EU BE ACTIVE!“ project

questionnaire for students

Dear Student,

For several weeks you have been participating in “EU be active!” project, as you are taking part in different sport activities, such as We’d like to know your opinion about these activities, so we kindly ask you to fill in this questionnaire. It is anonymous and it’s results will be known only among project staff.

5. What’s you general opinion about these activities?

1 (very bad)	2	3	4	5	6	7	8	9	10 (very good)
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6. What’s your opinion about the way of conducting these activities by your teacher?

1 (very bad)	2	3	4	5	6	7	8	9	10 (very good)
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7. What do you think about the length of each activity?

- a. It should be longer
- b. It should be shorter
- c. It is just right

8. What do you think about the frequency of activities?

- a. It should be more often
- b. It should be more rarely
- c. It is just right

9. What do you like the most about these sport activities?

What do you like the least about these sport activities?

What do you want to change in the future about these sport activities?

- a. It should be different methods/techniques
- b. It should be more available
- c. It should regard different sports
- d. Something else? _____

„EU BE ACTIVE!“ project

questionnaire for teachers

Dear Teacher,

For several weeks you have been participating in “EU be active!” project, as you are conducting different sport activities, such as We’d like to know your opinion about these activities, so we kindly ask you to fill in this questionnaire. It is anonymous and it’s results will be known only among project staff.

1. What’s your general opinion about this project?

1 (very bad)	2	3	4	5	6	7	8	9	10 (very good)
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2. What’s your opinion about the way of taking part in these activities by your students?

1 (very bad)	2	3	4	5	6	7	8	9	10 (very good)
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3. What do you think about the length of each activity?

- a. It should be longer
- b. It should be shorter
- c. It is just right

4. What do you think about the frequency of activities?

- a. It should be more often
- b. It should be more rarely
- c. It is just right

5. What do you think about the methodology of these activities? What do you like to change?

- a. It should be different methods/techniques
- b. It should be more available for students
- c. It should regard different sports
- d. Something else? _____

What do you like the most about the project?

6. What do you like the least about the project? What do you like to change?

7. What was your biggest challenge during conducting these sport activities?

- a. To engage students
- b. To use suggested methods and techniques

c. To find time for sport activities during lessons

d. Something else? _____

Any further opinions, suggestions?

GOOD PRACTICES MANUAL

Introduction

Project united different types of organizations from six different countries with diverse culture, attitudes and education system.

Big school from Turkey, little schools located in rural areas from Lithuania and Latvia, sport clubs from little town in Lithuania and big city in Spain, Institute of New Technologies from Poland and sport association from Bulgaria and local municipality in Lithuania united their unique experience, good practices combined with specific knowledge about education principles and children psychology which is predefined by different biological, cultural, ethnical, even geographical and gender factors.

Project partners worked together on common problem, looking for universal and specific methods.

They have created the unique result of the project: innovative strategy to raise the level of physical activity among young people and motivate them to personal and social development.

The manual of good practices includes traditional games from the project partners countries. They allow young people to get to know the culture of other nations through physical activity.

The second part of the book contains sample lesson plans created by the project partners. Each plan presents a combination of physical education and another subject: geography, physics, mathematics, English, history. Scenarios are an inspiration to other teachers, coaches. They allow to look at physical activity from a different perspective.

TRADITIONAL GAMES FROM PARTNERS COUNTRIES

Bulgaria

CHILIK



Equipment: Chilik is a Bulgarian traditional game, played with two wooden sticks - small - 15-20 cm long, 2-2.5 cm, thick, and big - 1,5 meters long, 2-2.5 cm, thick, sharpened as a pencil, but on both sides (for kids it can be without sharpening). The small stick is called Chilik and this is why the game is also with the same name. You should also dig a hole, big as the chilik that you will use, with wide - little more than the thickness of chilik and deep as wide. Weighing can be done with the chilik stick. Bottom of the hole is oval along.

Game: The game involves two or more players. One of the players goes first - puts the chilik (small stick) crosswise in the middle of the hole (in the way that the stick do not falls) until remained motionless. With the top of the rolling stick (the big one) you

tucked it under the chilik and throw it high and away. In the moment of the flight of the chilik, you hit it strongly with the big stick and send chilik as far as possible. The winner is the one who sent the little stick - chilik - farthest. It continues to with every player and the winner is the one that could sent it as far possible.

Chilik is a great game that can be played any time, any place with materials that we find in nature and at the same time is safe. The game develops dexterity, accuracy, complete physics, ability to develop a nice Chilik for your group. The game can be complicated with many different conventions, even running.

ZUMICHKA



Equipment

Game: The game is played from 4 to 20 people. One of the children, stands in a certain tree or a wall facing him, closes his eyes and begins to count to 30 (1,2,3,4 ...). After counting it says: Who before me, who behind me, which of my two countries "Zhumi" (close your eyes) 3 times in a row. "Then the one who was with his eyes closed, began to seek children who have been hiding all this time. Children can hide - behind trees, behind the benches, behind cars and others... who was last seen he will "zhumi". If a participant wishes to be saved from "discovering" it, he must go to the designated starting point – a game tree or wall before the "seeker" who was with his eyes closed and was looking by saying "saved". Which of these caught the last of the

"seeker", he stands in his place. The game can be played up as participants weary, very funny and sometimes requires extreme speed, agility, flexibility and even tactics.

Link to videos : www.youtube.com/watch?v=D-I5y-1RATw

Latvia

TOWEL BALL



Material necessary: towels and 1 ball

Number of players: 4-8

How to play: Players should pair up, with each pair holding a bath towel between them. Then they try to toss and catch a lightweight ball from towel to towel. The winner team is the one who counted less balls hitting the ground.

"PĒTERĪTS AR MIĶELĪTI ABI GĀJA BEKAS LAUZT"



Players pair up in a straight line and start to sing. While the first players in the line propose an exercise for instance, a one-legged race. After choosing the exercise the pair should run across the line and then once again, and again.

Song in Latvian Language:

Pēterīts ar Miķelīti abi gāja bekas lauzt, abi divi piekusuši, nevar beku kustināt. Nevar, nevar, nevar, nevar beku kustināt. 2x

Lithuania

JURGELIS (GEORGE) THE MASTER



One player – the Master – stands in the middle and everyone dances around him. Then he has to show what to do (jump, clap or etc.) and all have to do after the Master. After this, master chooses the next Master and so on.

When Master is in the middle, everyone dances around him and sings:

Jurgeli meistreli,	George master,
Mokyk savo vaikus,	Teach your little children
O jūs vaikai taip darykit,	And you, children, do the same
Kaip Jurgelis daro	As master shows you.

FISHING



The more players are involved, the more interesting the game is. One player is a "Fisherman" while the rest are "Fishes". Fishes run around trying to avoid Fisherman who tries to catch Fishes. When Fisherman catches a Fish, Fish becomes Fisherman too. Both Fishermen hold hands and try to catch more Fishes. All caught Fishes become Fishermen and holding hands with each other form bigger and bigger "net" to catch the rest of the Fishes. Game ends when all Fishes are caught.

THE THIRD RUNS



Players are divided into pairs and form the circle while each pair stands behind each other. Two players are left without pairs and one is the Catcher while other – the Runner. Catcher tries to catch Runner. When Runner gets tired to wants to avoid Catcher, he stand behind one of the pairs. The person, standing in front of the pair, which was joined by Runner, becomes Runner and has to run from Catcher or join the other pair, front person of which then becomes Runner, and so on. If Catcher catches Runner, they switch roles.

<https://www.youtube.com/watch?v=6KStsvGSyFk>

This link shows more traditional Lithuanian games which can be used in work with kids.

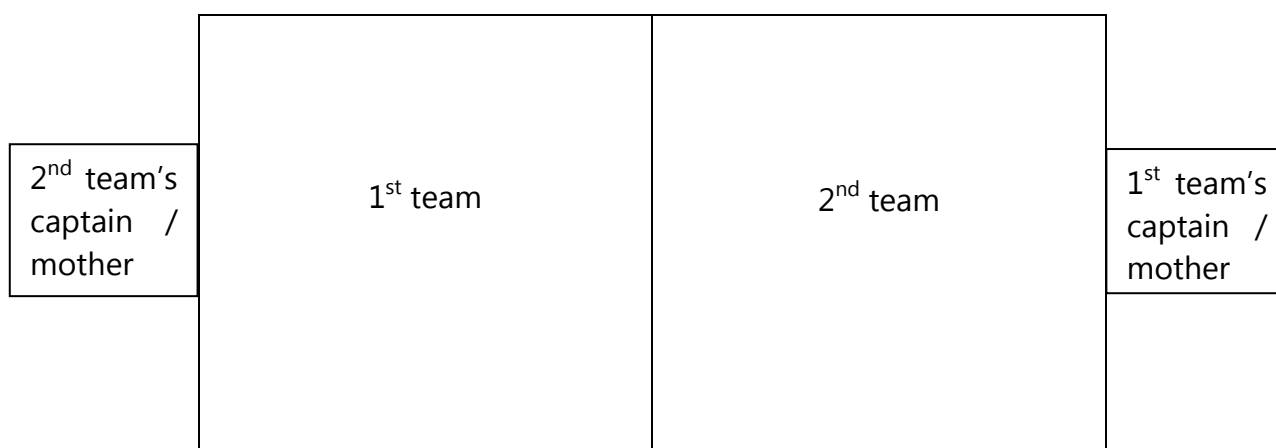
Poland

"TWO FIRES"



What do you need?

School gym, court, pitch or field, ball (volleyball) and (if needed) some chalk or posts to mark the size of the field. The size of field depends on the number of players, it shouldn't be too small and too big.



"Two fires" is a game in which players of two teams try to throw balls at each other while avoiding being hit themselves. Generally the main objective of each team is to eliminate all members of the opposing team by hitting them with thrown balls and catching a ball thrown by a member of the opposing team.

After two teams are chosen you need to choose the captain/mother of the team. This person should be fast and should throw the ball accurately.

The starting team can be chosen by the usual of school/club way. Example: You can throw the coin or play "paper-rock-scissors".

Once the game is started, players throw balls at members of the opposing team in an attempt to eliminate the players.

When a player has been hit by a ball directly (without hitting the floor, the roof, any of the walls or being rebounded from other player) then the player has been eliminated and must move outside of playing area (but not to his or to opposite captain/mother).

When a player has been hit by a ball directly (without hitting the floor, the roof, any of the walls or being rebounded from other player) but his teammate catches ball before it hits the floor the player is saved.

When a player catches the ball he can throw it to his captain/mother to take opposite team in "two fires" or try to hit the opposite players by himself. But if a player catches the ball and then drops it, the player is eliminated.

Players should try to throw ball to hit legs, not head, to make a game safer. No kicking of the ball allowed.

The game should be played fast (the players should pass the ball as fast as they can) to make it better and funnier.

Eliminated players can't help their captain/mother.

Once all players of one team are eliminated the captain/mother of this team is going to the playground and tries to win on his/her own. He or she has 3 "lives".

It is forbidden to cross the line of playground or to go on opposite team site. If it happens 2 times the player is eliminated.

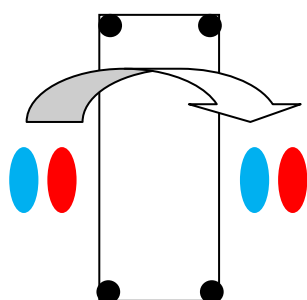
"GUM JUMPING"



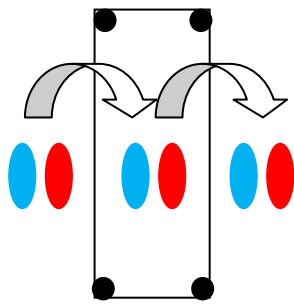
Gum jumping is a game for 2 or 3 people. Two people are standing in the gum which should be taut. Gum is on their ankles. One person is jumping and counting to 10. If you have 2 players you will also need some pole/column (ex. part of a swing or a basketball basket).

About the pictures: blue – left foot; red – right foot. If it's not said you can't stand on the gum. Of course player can switch legs or jump not from left to right but from right to left. On the pictures there is only one way of playing to make it understandable.

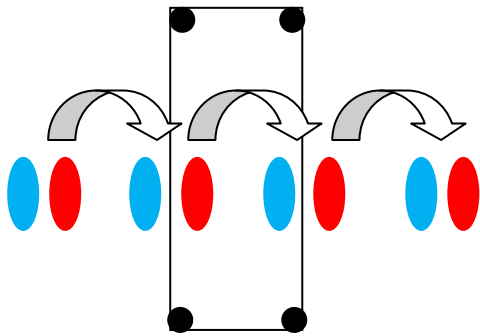
Zero – jump above the gum



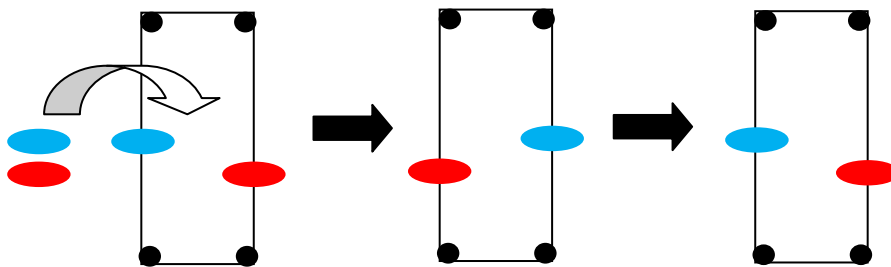
One – jump inside the gum and then outside of it



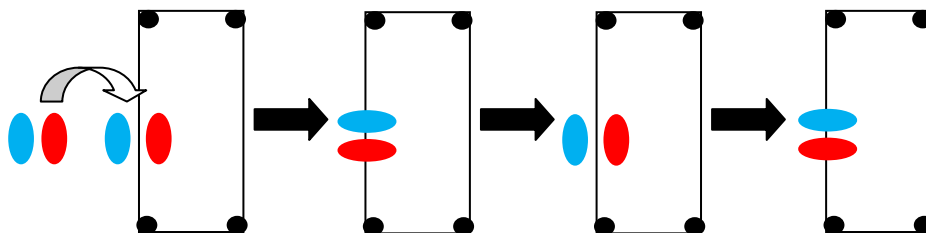
Two – jump to put your right leg inside the gum (left is still outside) and then jump again to put your right leg outside of the gum and your left leg inside the gum



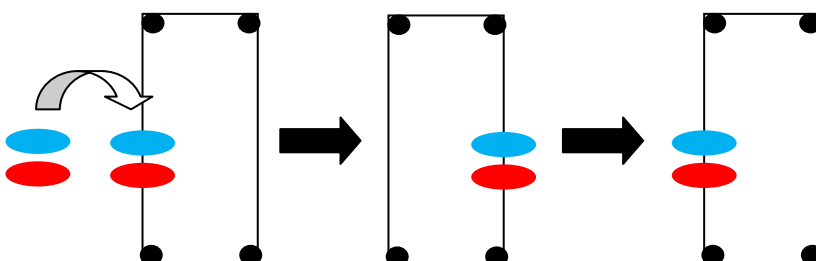
Three – jump to put each of your foot on the other string. Jump three times.



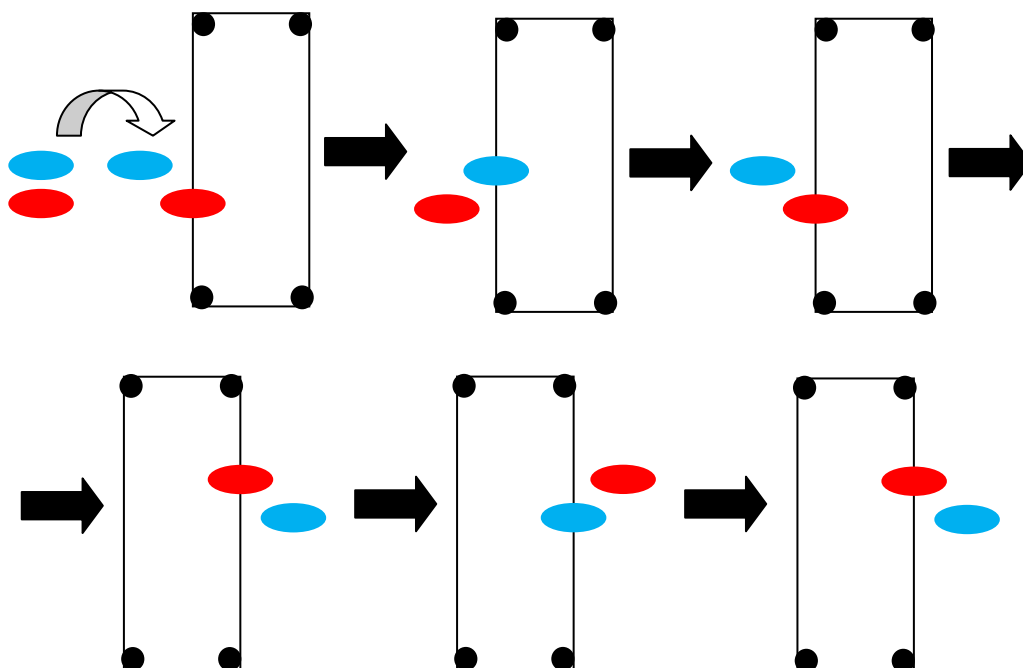
Four – jump to put one leg inside the gum and then jump on this string. Repeat it two times.



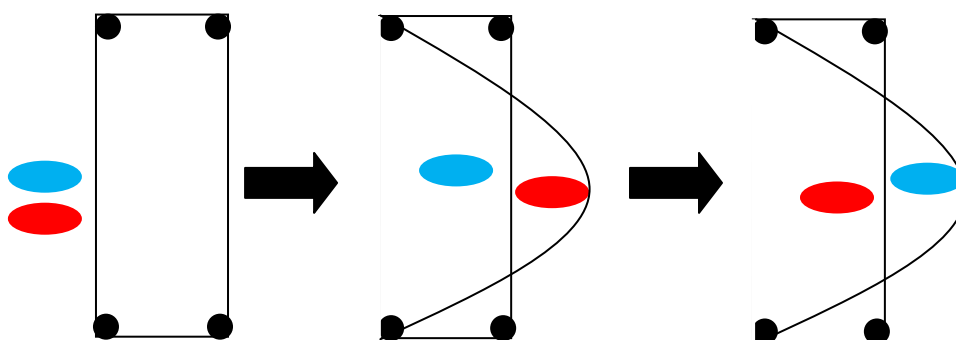
Five – jump on each string (both feet) till you count "5".



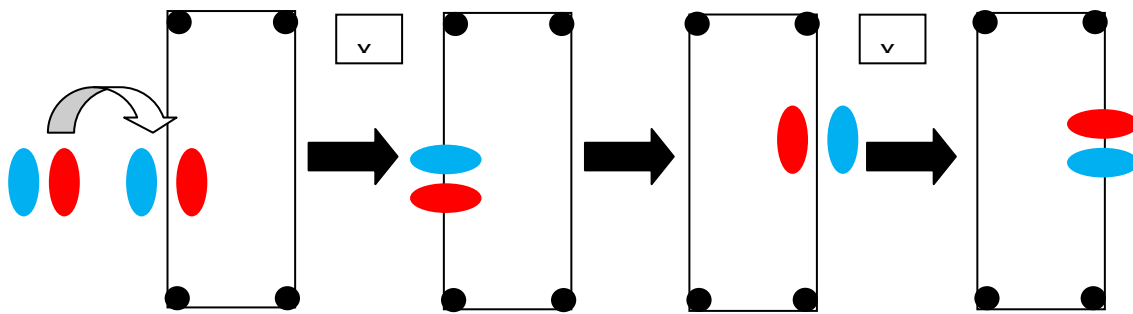
Six – jump on each string (one foot) six times, but when you count “3” jump to change the string and do it again.



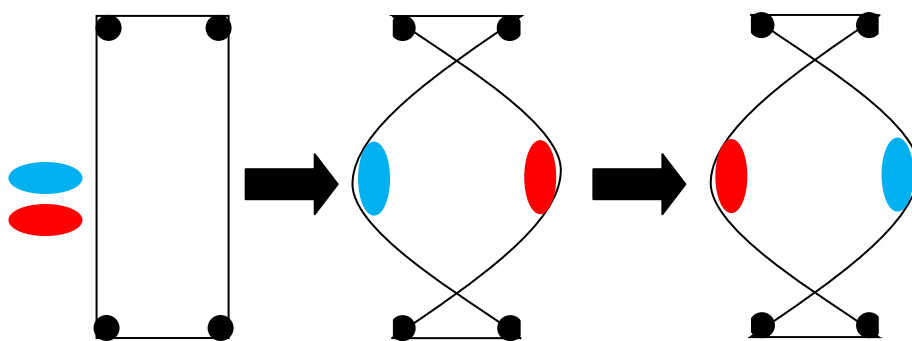
Seven – put your leg below the string which is near to you and then make a step above the second string (second picture). Jump seven times switching legs (third picture). You can't stand on the gum.



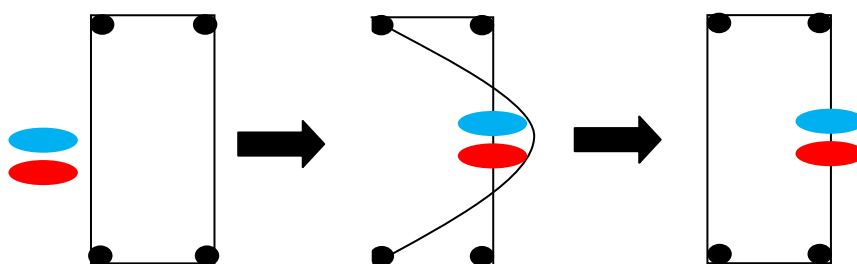
Eight – jump like it was in the number “four”, but when you count “4” change the string and do everything again.



Nine – make a step and cross the gum. Then jump (rotate move) till you count “9”.



Ten – jump on the string which is far from you, but you have to have string which is near to you above your feet (second picture). Then jump to “release” string which is above your feet, but you need to land on the string on which you were standing before the jump (third picture).



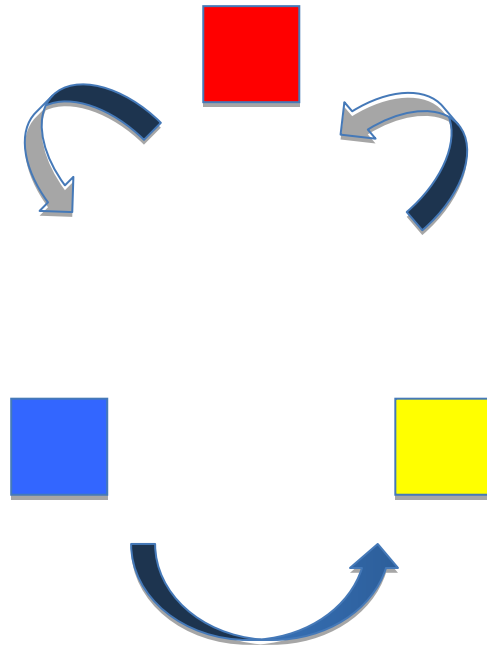
After the first player count to 10 other two players are putting the gum on their knees. Player who was jumping is making “second level” now. “Third level” is to put the gum on hips. “Fourth level” on waist. “Fifth level” under armpits. If the player makes a mistake, players are changing. Second player is starting from the beginning (“first level” – gum is on other players’ ankles).

Spain

THE THREE WORLDS



- 3 teams with the same number of members more or less.
- Each team has a castle where the other teams can't entry.
- All the players have to wear a t-shirt with the color of their team and dress it like a tail.
- The game consists on catch all the members of another team. For example, if we have team blue, team red and team yellow, blues catch reds, reds catch yellows and yellows catch blues.
- To catch someone, you have to steal the tail.
- If I catch someone, I have to bring the person who I caught to my castle and during this moment, nobody can catch me.
- If I'm inside another castle, one teammate can help me clapping my hand.
- If you catch all the members of the other team, you win the game!

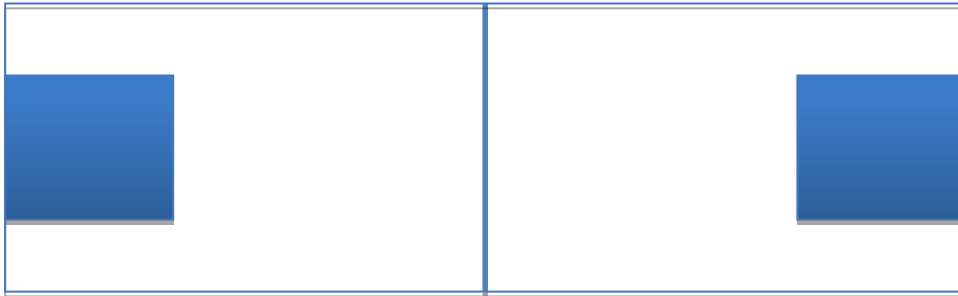


TOPPLE THE CON



- Material we need:
 - Court
 - Con zone
 - Ball
 - Two cons

- Aim of the game:
 - Topple the con of the other team
 - You CAN'T dribble with the ball
 - Pass the ball between the teammates to get the aim
 - Defense one on one
 - You CAN'T entry in the con zone



Turkey

NINE STONES



Material:

- Nine flat pieces of marble (or stones can be used).
- A ball

Preparation:

- Students split into two groups (Group A and Group B).
- They draw a circle on the ground.
- They put the stones on top of each other and make a tower in the circle.
- About 15 small steps away from the marble tower they draw a line.

How to play:

- Group A start the game.
- Group B stand behind the tower, and Group A stand behind the line.
- A player of the group A uses the ball to hit the marbles and knock them down. If he/she cannot knock down the marbles, the other member of the group takes the ball and tries.
- If none of the members cannot hit the marbles with the ball Group A fail and the other group takes place behind the line.
- When the member of the group hit the marbles with the ball the group members run away. The Group members behind the marble tower tries to hit the other members of the group with the ball.

End

- The members of the running away group tries to put the marbles on top of each other and remake the tower. If they put all nine marbles on top of each other and build the tower one member of the group steps on top of the tower with one foot and shouts "Nine Marbles!" or "Nine stones!". Then they win and they start again. The winning group takes the ball and restarts the game.

JOHNNY RIDE A PONNY (LONG DONKEY)



The group divides into two teams. One member of the first team bends over and wraps his/her arms around a tree or similar object (like a very big person in body mass), the next member bends over and hugs the first one around the waist, and the remaining members do the same one after the other to form a "horse". The other team takes turns shouting "buck buck number 1 (2, 3,...) coming!", then with a running start, jumping onto the back of the "horse". Each team member stays on the horse while subsequent jumpers accumulate.

Rules may vary, but generally the objective of the jumping team is to collapse or "break" the horse, and the objective of the horse team is to get a member of the jumping team to touch the ground without breaking the horse. The winning team gets to jump in the next round. Collapses can be especially stressful for the horse team because the jumpers keep their feet away from the ground, thus doing nothing to ease the impact.

PLANS OF THE LESSONS

1. THE COMBINATION OF PHYSICAL EDUCATION WITH MATHEMATICS

Topic: Counting

Students age: 6/7 years old

Place of activities: gym / outdoor sport space

Objectives:

- Knowing how to count
- Knowing order

Methods and techniques:

Exercises, games

Forms of work: individual, pairs, team

Necessary items: equipment

Duration: 45 minutes

Actions:

1.	Warming up exercises	5 minutes
2.	<p>Physical exercises</p> <p>Ex.</p> <ul style="list-style-type: none">• Jumping jacks – jump the times teacher said – 1,2,3,4,5,6,7,8,9,10• Lifting the hands up – lift the times the teacher said – 1,2,3,4,5,6,7,8,9,10 <p>Relay games with counting: With sport equipment we can make “difficulties” to be passed for time. Kids are separated in teams.</p> <ul style="list-style-type: none">* Pass through 10 “rocks” and count them passing* Jump 5 times and count them loud	30 minutes

	<ul style="list-style-type: none"> * Turn around an object 5 times and count them loud * Go back duck walking with 10 duck step, while counting them loud. * Pass to the other team-mate the turn. <p>The winner is the team who did it more quickly.</p>	
4.	Evaluation exercise – what did we learn? Was it fun to learn it like this? What we know now more after the game?	10 minutes

2. THE COMBINATION OF PHYSICAL EDUCATION WITH PHYSICS

Topic: The ball is always faster than the runner

Students age: 13/14 years old

Place of activities: schoolyard or outdoors

Objectives:

- student knows the basic concepts about time, distance
- importance of the relation between distance and time
- perception about speed, relative speed

Methods and techniques: (ex. lecture, demonstration, exercises, discussion, working with text, brainstorming, working in groups, pairs, individual)

lecture, explanation, discussion, brainstorm, using charts/presentation, to know about the basics on time and distance

Forms of work: individual, group,

Necessary items: clock, tape measure, chalk and ball

Duration: 90 minutes

Actions:

1. The group of students measure a distance of 50 m, using the chalk for marking the end.
2. One of the students takes the watch. The other members of the group will run the distance
3. He measures the time it takes to run the distance
4. All the values are entered in a mathematical table with the name of the runner and the time for running the distance
5. For each runner's speed is calculated
6. Each student reaches the ball. The student with the clock measures time it takes to cover the distance
7. All the values are entered in a mathematical table with the name of the thrower and the time for covering the distance
8. For each thrower's speed is calculated
9. Who is faster the runners or the ball?
10. A practical example is given. The fast runner races against the ball thrown by the slowest thrower. Who is winning the race?

3. THE COMBINATION OF PHYSICAL EDUCATION WITH GEOGRAPHY

Topic: how geographical location determines types of physical activity and sports

Students age: 13/14 years old

Place of activities: gym / outdoor space

Objectives:

- Knowing features of different climate zones, geographical areas and geopolitical specifications.
- Knowing features of different sports and types of physical activity

Methods and techniques:

Exercises, games

Forms of work: individual, pairs, team

Necessary items: respirator, warm clothes, heavy and warm shoes and vests, laptop, sport equipment

Duration: 45 minutes

Actions:

1.	Discussion: what students know about climate zones, geographical areas and geopolitical specifications	5 minutes
2.	Discussion: what students know about different types of physical activity, how physical activities differ in terms of endurance, duration, power, speed and in terms of equipment and environment needed.	5 minutes
3.	Physical exercises Running, jumping with respirator, warm clothes Climbing, lifting heavy things Team games Competitions between team while creating different conditions for each of them (in terms of clothing, gender balance, equipment) to show how important geographical and geopolitical conditions are. The aim of this activity is to simulate different geographical and geopolitical conditions to show how important they are and how much they define the types of physical activity and popular sports.	25minutes

4.	Evaluation exercise – what did we learn? Was it fun to learn it like this? What new things we have discovered? What knowledge we have deepened?	10 minutes
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4. THE COMBINATION OF PHYSICAL EDUCATION WITH ENGLISH

Topic: Sport jobs

Student's age: 12/13 years old

Place of activities: classroom

Objectives:

- To practice vocabulary related with sports;
- To identify sport job titles and occupations;
- To sharpen questions and answer;
- To develop integrated skills such as listening, speaking, reading and writing

Methods and techniques: Warm-up activity, practice activity, presentation using flashcards, wrap-up activity.

Forms of work: individual, whole class, pairs.

Necessary items: board, flashcards, copies, pens.

Duration: 45 minutes

Actions:

1. The teacher should ask students "what's my job?" and try to bring out the words "teacher" from all the class, by repeating "teacher" or "you are a teacher"; Then the teacher can impersonate a football player (or golf player, runner etc.) and ask the students "what's my job" question again. The students should be encourage to reply "You are a football player" (or whatever sport job the teacher choose). The teacher can call one student and tell him secretly another sport related job, the student should impersonate the character and the whole class should try to guess, the teacher can help.

Time: 5 to 10 minutes

2. Then the teacher should hand over copies of a paper which students should match the right sport to figures. The students should work in pairs. After the students finished the exercise, the teacher should ask to each pair to shout out the correct combination. *Time:* 15 minutes

3. The teachers should use then, flashcards which shows different sport jobs and ask "what is his/her job" and having students to reply "he's/she's a football player or golf player"; also should use "Is he a teacher?" and should try to obtain "No, he is not". The teacher should write both question and answer examples on the board.

Time: 10 to 15 minutes

4. The teacher should write on the board sport job titles in mixed order, for instance,

N N E R U R (Runner) and have students to try to arrange it. The teacher can ask randomly or group the students. The teacher should also try to use the questions "what is this sport job?".

Time: 5 to 10 minutes.

5. THE COMBINATION OF PHYSICAL EDUCATION WITH BIOLOGY

Topic: Warm-up

Students age: 11/12

Place of activities: Gym/outdoor sport space

Objectives:

- Knowing how to do warm-up
- Knowing why warm-up is important

Methods and techniques:

Explain, showing, exercises and games

Forms of work:

individual, pairs, team

Necessary items: Equipment

Duration: 40 minutes

Actions:

1.	Running	5 minutes
2.	<p>Physical exercises</p> <p>Ex.</p> <ul style="list-style-type: none">• Jumping jacks• Lifting the hands up• Lifting the legs up• Turn your head• Turn your body• Up-down your legs• Run• Etc. <p>Relay games with counting: Students make a circle. One students will be in the centre and show one exercises, all the students do same exercise at the same time then student will choose different one and he/she will show different exercises. If he/she doesn't show ,teacher give her/him penalty.</p>	20 minutes
3.	Evaluation :Teacher will explain why we did that then Teacher will ask questions to students what fell before and after	15 minutes

	exercises. What is chance your body system after exercises and why?	
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6. THE COMBINATION OF PHYSICAL EDUCATION (PE) WITH HISTORY

Topic: History of the Olympics

Students' age: 13 – 14

Objectives

The students:

- will research the history of the Olympics.
- will discuss and present the changes in the Olympics from ancient Greeks times to present day.
- will understand the origin of the Olympic games and how people developed ways to honor themselves and higher powers.

Methods and techniques: (demonstration, working with the text, brainstorming, Individual and Pairs work, team/ group work,)

Materials (Computer with Internet access, measuring tape, straws/toothpicks, paper plates, paper, textbook, crayons/pencils)

Forms of work: Individual and Group reading, Individual and Pairs research, Large Group discussion.

Motivation for lesson: The students have watched the Olympics on television and are interested in sports. The teacher will ask the students the following questions:

1. How many of you have watched the Olympics on television?
2. What kinds of sports do you see in the Olympics today?
3. Do you know where the first Olympic games were held?
4. Do you think that sports that are played today are the same sports that were played in the very first Olympics?

Duration: 45 min.

Activities:

1. The students watch a piece of video about the Olympics.
2. The students then work in pairs reading the material provided by their textbook to find out information to compare the Olympics from ancient Greek

times to present day (duration of the Olympic games, participants, kinds of sports, prizes the Olympic victors got)

3. Pairs introduce their answers to the whole class.
4. In class, after the teacher's lecture the students compare the events held in ancient times to the events held in the modern day Olympics. They answer the following questions (a big group discussion):
 1. What are the similarities between the events now and then?
 2. What are the differences?
 3. Which events are still held now that were begun in ancient times?
 4. How has the equipment changed over the years?
 5. How have the rules changed over the years?
5. The class is divided in half. Each team of "Olympians" competes against him/herself at each event.

Events:

- A. Paper Ball Shot Put - (paper balls, starting line, measuring tape, post-it notes)

Each contestant throw a paper ball for distance. They have two throws and the best one will count.

- B. Javelin Throw – (straw/ toothpick , desk, starting line, measuring tape, post-it notes)

Each contestant throw a straw/ toothpick, with his/ her elbow on the desk. They have two throws and the best one will count.

- C. Paper Plate Discus – (a paper plate, starting line, measuring tape, post-it notes)

Place feet on starting line and throw the "discuss".

6. Rewarding the winners.
7. Closure. The teacher initiates a class discussion that allows students to talk about what they have learned about the origin of the Olympics in the ancient Greeks.

Assessment. For the homework the students write a short story about their taking a trip to the Olympics in the ancient Greece. This story should include a description of the types of people they would see competing, kinds of sports, prizing the winners.