



TEAM UP!

METHODOLOGICAL
HANDBOOK
FOR SPORT INSTRUCTORS

Supported by the



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Dear Latvian and European Sports Friends!



The publication of this 'Handbook' (TEAM UP! Methodological Handbook for Sport Instructors) is an undeniable and vivid acknowledgement of fifteen different sports organisations from Europe with different language speaking sports employees and members brought together in a successful and unified teamwork. The 'Handbook' follows as an example of different variety of sport representatives' cooperation in different levels – starting from “grassroots” sports, following school and street sports and up to Olympic sports level.

I hope, that this 'Handbook' will be a helpful information source for sports teachers, coaches and instructors in their everyday work, when using their knowledge, skills, experience and example to create interest, attract, involve and encourage children and teenagers to choose an active and healthy lifestyle, therefore inspiring to participate in self-enjoyable sport, possibly for the rest of their life.

Our main goal currently is to address children and teenagers aged 13, 15 and 17, because it is typical for this age range to be divided into two groups – ones who are active with inexhaustible joy for sports and the others who have no willingness to participate in any kind of physical activities. At this stage of age, children's and teenagers create their impression about sports, which can lead to accepting or denying the idea that physical activities are an integral part of their lives.

As a developing society we all have to understand what are the most important aspects in life and sports for youngsters and what are their priorities. Most likely priorities usually aren't focused towards healthy and active lifestyle or regular physical activities that may include lengthy, difficult and exhausting practices during their free time after school.

Young people have different priorities about sports that differ from us, adults. In sports that is the enjoyment of doing sports, competing and winning, therefore shaping a good and cheerful mood.

Sports teacher, coach and instructor – this is the necessary combination of good practice to teach and help young people to choose the right path in life.

In sports events and tournaments the most important task for a teams' coach during games is to oversee the field and all the players in and outside it, however each players has to understand its place where to be in the given time and after.

As every handbook, this also presents helpful advices in many, but not all questions. It encourages to think, how and what to do in different situations. We will seek to ensure that every one of us is in the right place and hopefully show it to the people who nowadays are still unsure or in difficulty to spot and choose it!

**EINARS FOGELIS,
President of**

Latvian Sports Federation's Council

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1. INTRODUCTION

This Handbook for Sport Instructors (further in the text – handbook) has been prepared in the framework of the project **“Promotion and EncourAGement of RecreatiONal Team Sport (AGON)”**, funded by the Erasmus+ Programme and implemented from April 2015 to September 2016. The aim of the project was to counteract the rising levels of obesity and public health deterioration due to physical inactivity by encouraging a more active lifestyle through the promotion of grassroots sport with a focus on recreational team sports.

The target group of this handbook are adolescents – youth aged 10 to 19 years, as defined by the World Health Organization (WHO). Within this broad target audience, the project places a particular emphasis on the adolescents that are overweight and those that have dropped out of school (also known as NEET group – not in education, employment or training).

The handbook is structured around **the AGON model**, which promotes a child-centred and holistic approach to working with adolescents. It starts off with describing the psychological profile of an adolescent and what should be taken into consideration to involve and keep an adolescent in sport activities. It then proposes both a theoretical perspective on each component of the AGON model – motivation, planning and implementation, and evaluation – as well as practical advice on how to implement the AGON model in practice.

We hope that this handbook will provide teachers, coaches, sport instructors and volunteers with methods for engaging adolescents in sport activities. This methodology can be applied by a broad range of organisations – schools in organising regular physical activity classes or extracurricular activities, sport clubs, informal sport teams, and other organisations working with youth and sport as part of their wider package of activities, or even by parents.

This handbook forms Part 1 of a three-part methodological material developed in the framework of the AGON project. Part 2 of the “trilogy” presents in more detail the situation in partner countries and gives a detailed description of case studies and pilot activities carried out by the AGON partners. Part 3 consists of practical guidelines for sport instructors in handball and floorball, which are the two types of team sports that the AGON project focuses on.

2. ABOUT THE AGON PROJECT

The AGON project brought together 15 sport organisations from the Czech Republic, Estonia, Latvia, Lithuania and Poland. Their main work was clustered into four work packages, summarised in Table 1.

Table 1. Core work packages of the AGON project.

Work package	Outcomes
Context analyses and collection of good practices	<ul style="list-style-type: none">○ Four case studies of floorball teaching practices in Estonia, Latvia, Lithuania and Poland;○ Five case studies of handball teaching practices in Estonia, Latvia, Lithuania, Poland and the Czech Republic.

Development of methodology	<ul style="list-style-type: none"> ○ Concept and methodology for street handball and street floorball; ○ Four pilot activities to encourage grassroots sport potential in adolescent youth in Lithuania, Poland, Estonia, and Latvia.
Implementation and testing of the developed methodology	<ul style="list-style-type: none"> ○ Development and testing of a software-generated sport article system; ○ International tournament of floorball for 13-15 year olds (September 2015, Latvia); ○ International tournament of handball for 13-15 year olds (September 2015, Latvia).
Communication and dissemination	<ul style="list-style-type: none"> ○ Conference for sport educators “Be Active – engage in recreational team sports!” (September 2015, Latvia); ○ Conference for sport professionals “Good governance in grassroots sport” (May 2016, Latvia); ○ Recommendations “Good governance in grassroots sport”; ○ Development of crowdfunding platform.

The results of the first two work packages are summarised in this methodological material “Guidance for teachers, coaches, sport club instructors on how to involve kids and youth in sport using recreational team sport as a main tool”.

In addition to the four aforementioned work packages, the project also included a work package on project management encompassing a variety of coordination activities, including an all-partners meeting in June 2015 in Poland, in September 2015 and May 2016 in Latvia.

3. BACKGROUND: PHYSICAL ACTIVITY IN DECLINE

According to the Eurobarometer Survey on Sport and Physical Activity carried out in 2013, 41% of Europeans exercise or play sport at least once a week, however, an important proportion of EU citizens – 59% – never or seldom do. The survey also reveals significant geographic disparities, with the inhabitants of the countries classified as Northern being more physically active (54%-70% of people play sport at least once per week), while those in the South engaging in sport at much lower rates (60%-78% of population there never do sport).

To the survey question “How often do you exercise or play sport?” 15% of respondents in Lithuania answered that they exercise or play sport regularly, ahead of Finland (13%), Estonia (7%), Latvia (6%), Poland and Czech Republic (both 15%). At the same time, 52% of respondents in Poland said they never exercise or play sport, followed by Lithuania (46%), Latvia (39%), Estonia (36%), and Czech Republic (35%), leaving Finland with the lowest share of inactive inhabitants – 15%.

Undoubtedly, stagnating levels of physical activity in Europe have an adverse effect on people’s health and wellbeing, as well as lead to negative economic costs such as increased health care expenditure, decreased employability and productivity.

Overweight and obesity, which according to the WHO¹ are responsible for 5% of global mortality, has today become one of the most common health problems. Worldwide obesity has more than doubled since 1980 and is becoming increasingly common among adolescents, too. The main reasons behind this are the changing diet and the increasingly sedentary and inactive lifestyle among all age groups.

To counteract this global trend of physical inactivity and spread of non-communicable diseases (such as cancer, diabetes, cardiovascular and respiratory diseases), the WHO has developed global physical activity guidelines for different age groups (5-17 years of age, 18-64 and 65+). The target group of this handbook – adolescents – should, according to WHO, accumulate at least 60 minutes of moderate to vigorous intensity physical activity daily with the primary focus on aerobic activity, but also incorporate muscle and bone strengthening activities. For children and young people, physical activity includes play, games, sport, transportation, recreation, physical education, or planned exercise, in the context of family, school and community activities.

However, sport does not only have a positive impact on health but also plays an important role in boosting self-esteem, helping develop interpersonal relations and promotes overall social inclusion. For adolescents, especially those considered as social dropouts, engaging in regular sporting activities, and team sports in particular, can help develop positive behavioural patterns that could potentially also have positive spill-over effects in other areas of their lives (e.g. reengaging in studies).

4. THE ADOLESCENTS: A PROFILE

WHO defines adolescence as the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19. It represents one of the critical transitions in the life span and is characterized by a tremendous pace in growth and change.

Adolescents are different both from young children and from adults. Specifically, adolescents are not fully capable of understanding complex concepts, the relationship between behaviour and consequences, or the degree of control they have or can have over health-related decision-making. Behavioural patterns that are established during this stage of development can have long-lasting positive or negative effects on their future health and wellbeing. Adolescents depend on their families, communities, schools, health services and their workplaces to learn a wide range of important skills that can help them cope with the pressures they face and make the transition from childhood to adulthood successfully.

Adolescent years are also a period of puberty, often characterized by a “storm of hormones”. Puberty brings significant physical and emotional changes (e.g. sexual maturation, growth and weight spurt). This period is full of risks, of “first time” behaviours – especially with regard to the use of tobacco, alcohol, and other drugs.

¹Global Recommendations on Physical Activity for Health, World Health Organization (2010)

During childhood, social relationships gravitate around family members. During adolescence individuals become aware that they belong to a much wider community. Adolescents are defining themselves as individuals, they want to make their own decisions.

Regular physical activity can help adolescents learn to meet the physical and emotional challenges they face every day. Studies have found that participating in sport activities benefits the process of adolescent self-exploration by reinforcing self-esteem, and by creating a feeling of being in control (reference 18).

Sport also offers youth the opportunity to build positive relationships with each other, which is important because throughout adolescence, friendship plays an important role in identity building by generating a sense of belonging and influencing the self-image (reference 18). Participating in team sports gives adolescents the opportunity to exercise their bodies while they learn valuable lessons about teamwork and commitment (reference 22).

Sport can also be considered as an effective strategy to divert young people from crime and anti-social behaviour, in particular by (reference 20):

- Offering attractive and positive activities to young people;
- Building resilience in adolescents so that they can better resist pressure or temptation to take part in harmful or anti-social behaviour;
- Increasing adolescents' self-esteem and organisational and social skills;
- Providing positive role models – the sport instructors.

The psychological profile of adolescents should be analysed from several intertwined aspects: physical, emotional, cognitive and social development. The appropriate physical activity should be chosen considering the above aspects. A coach must be aware of the developmental stages of adolescents from both physiological and psychological points of view.

As cognitive and social abilities are not fully developed until approximately the age of 12, at this time the focus of teachers and sport instructors should be on encouraging and praising effort, rather than competition and winning. Sporting activities should help young adolescents develop basic skills such as running, jumping, kicking and throwing. Special attention should be given to accommodating for emerging ability of children to see things from others' perspectives, developing their basic cooperation skills, building a sense of success (reference 8, 34).

As adolescents get older, team strategies and competition can be introduced and sport can then be used to enhance the development of specialized skills, improve creativity, attention, balance, coordination, agility, strength, and endurance.

Depending of their stage of physical development, adolescents often injure anatomic structures that are different from those injured by adults. Young adolescents' bones are weaker than their ligaments and tendons, therefore they are at an increased risk for fractures throughout the bone growth stage (reference 21).

During the adolescent years some children may experience a decrease in flexibility, coordination and balance, which not only increases the risk of injury but also impacts sport performance, placing more stress, anxiety and social pressure on the child (references 5, 32). Furthermore,

dehydration, environmental temperature and humidity can be reasons for heat-related illness in the adolescents (reference 21).

Early adolescence is a critical period when physical activity levels tend to decline. There is a growing understanding that adolescents are more likely to continue participating in sport when they (reference 19):

- Value and enjoy it;
- Choose to participate rather than are forced to;
- Have supportive and active parents and siblings;
- Perceive themselves to have ability in sport;
- Are accepted by their peers;
- Do not experience regular pressure and stress from unrealistically high performance standards;
- Have coaches who are relational, caring, and encouraging.

Overweight kids

Obesity is a great problem all over the world. The number of obese children is growing every year. In most cases, childhood obesity is a result of consuming more calories than necessary and exercising too little. Children spend less time actively playing outside and more time watching TV, playing video games, and sitting by the computer.

Overweight children have dual set of issues – health issues that are likely to be caused by their unhealthy lifestyle such as diabetes, heart disease, or asthma, as well as psychological and social consequences of their obesity.

It often leads to a vicious circle – overweight children need the exercise the most, but they do not participate in physical activities because they feel uncomfortable around the children with normal weight. It is not uncommon for them to become discouraged and stop participating in sports or other physical activities when their performance level doesn't match the level of their peers. Bullying is another reason why obese children often do not exercise. They are frequently teased and excluded from team activities, as a consequence of which they drop out of sport or other physical activities. As a result, they have low self-esteem, negative body image and sometimes develop depression. Children who are obese often experience a diminished quality of life, learning difficulties, and social discrimination. School and other social environments can thus become unappealing to them.

Sporting activities should be prioritized for obesity prevention regardless of a child's athletic ability. The problem of obese children may be solved by cooperation of efforts of many people: sport teachers, sport coaches, paediatricians, parents, and volunteers working with them.

School dropouts

„Different social realities provide different experiences. They lead to different ways of seeing the world and consequently lead to different beliefs concerning our apprehension of the world“ (reference 20). The number of children who are not completing school is particularly high in today's society and here are some of the key reasons that lead to this situation:

- In some cases it is a **choice made by the adolescents**: Sometimes they make the wrong decision of getting involved with drugs, alcohol, committing a crime or getting pregnant at an early age. Many have a poor school attitude, unsuccessful school experience and are frequently bored with school. They are disconnected from their families; they are not involved in school activities and often will have missed too many days of school and thus see little purpose in returning to school.
- In other cases it is the **family environment** that leads to dropping out of school: The children come from families with low socio-economic backgrounds, where there are many other children. Older children often have to go to work in order to supply the family with needed funds for basic family needs. Some have to stay home to take care of younger siblings so that their parents can work.
- Many adolescents develop **emotional and behavioural problems**: Potential dropouts tend to have lower self-esteem than their more successful classmates. They also are more oriented to create discipline problems in class, use drugs, and engage in criminal activities (reference 29).
- Frequent **interaction with low-achieving peers**: Children who drop out tend to associate with low achieving, and in some cases antisocial, peers (references 10, 28). Such peers may argue that school is not worthwhile and are likely to distract the said adolescent's attention from academic pursuits.
- **Poor sense of belonging to school**: Children at risk of academic failure are less likely to identify with their school or to perceive themselves as a vital part of a school community. For example, they engage in few extracurricular activities and express dissatisfaction with school in general (reference 9).

Engaging in recreational team sports may enhance the feeling of belonging, of being part of a group and could thus motivate (potential) school dropouts to perform in order to participate. At this age adolescents need physical activity to build strength, coordination and to lay the groundwork for a healthy lifestyle. Once teenagers get into sport, they enjoy the feelings of wellbeing, reduced stress and increased strength and energy they get from exercise. They must have something positive to look forward to; participation in sporting activities encourages youth to make the contacts, to identify their strengths and areas of interest.

5. TEAM SPORTS: WHAT ARE THEY ALL ABOUT?

Team sports provide one of the best opportunities for youth to follow rules and recognize social values. In team sports children learn far more than just how to kick or throw a ball. Children learn values such as tolerance, fairness and responsibility, developing social skills with peers and adults, social intelligence, knowledge about success and disappointment and healthy habits that can last a lifetime.

The values of team sports such as sportsmanship, team building and social development teach young adolescents how to be socially acceptable, to be socially interactive, and provide them with strategies such as problem solving, making unexpected decisions. The teammates must work together to achieve a set goal. Team sport teaches them how to be a good team member and

how to be ready to participate to the fullest. The two important qualities for team sport are working together and relying on teammates.

The AGON project considers team sports as health-enhancing activity, fun, play, participation itself (to move freely and express their physical selves) rather than a competition, a win.

The philosophy of recreational team sports is that every adolescent should be given the opportunity to grow and develop in sports, have positive experience, learn the team sport values and messages in a fun and educational manner.

Practices should be structured in a way to promote positive experiences through team sport, emphasizing respect for oneself and others, inclusion, and team work. Each practice should be ended with recognition of the individual players' efforts and teamwork.

Young people participating in a team sport learn the values of teamwork, goal setting, self-discipline, how to follow rules, respect for others, respect for environment, coping with winning and losing, success and failing. Team sports are a good metaphor for teaching children how to handle life's ups and downs, wins and losses.

Team sports for adolescents should be governed by the following principles:

- Fair play (following the rules);
- Integrity (the team as a unity with a team spirit and the helping hand of the fellow players);
- Care (being ready to help);
- Respect (for yourself and each other);
- Responsibility (taking care of your words and actions).

Modifying sport sessions to accommodate the needs and abilities of the overweight children can help them better integrate in and bond with their peer group. Traditional team sports are often too demanding for overweight children and it should not be expected that they participate on equal basis with other players of normal weight until their exercise endurance is increased. Being able to perform a required skill may take time; trying and failing, especially in a game situation, might frustrate them or make them nervous.

Sporting activities designed for overweight adolescents should consider their exercise needs, as well as emotional and behavioural needs. For example, they can become inactive if they feel incompetent and unsupported. They need regular rest periods. Workouts for overweight children may cause knee and back problems because of their extra weight.

It is important that children understand how to play a game and can make decisions, based on their understanding. Effective learning doesn't come from being told what to do; it comes from trying things out and seeing what works; from "learning by doing". If children are scared of making mistakes, they will stay within their comfort zone and avoid to trying something new. Children need to know that making mistakes is fine; the key is that they must learn from their mistakes.

With older adolescents, developing their understanding of a game and use of questioning are important tools for a child-centred instructor (reference 18). Asking questions helps players learn from their experience – both successes and mistakes. Open questions require the players to think

and respond (reference 17). It will engage them in the learning process and give them experience in making decisions. These aspects will help the children to become independent.

Finally, criticism is not the best answer for coping with defeat in a game. Handling defeat is one of the most important lessons that young adolescents can learn through team sports. When children are defeated, they should not be reminded about the loss, but rather be rewarded for their efforts and reminded that everyone can learn important lessons from every defeat.

6. THE AGON MODEL

This handbook is based on a theoretical concept developed in the framework of the project – the AGON Model – for promoting an active lifestyle in adolescents aged 10-19 with a focus on recreational team sport.



The AGON model is process-based and provides opportunities for adolescents to experience their potential in sporting activities in a “learning by doing” way (reference 11). The model is dynamic and living; it can be reviewed and revised in response to the progress by setting new goals. It is flexible and can be adapted to different target groups, ages and contents.

The **child-centred approach** emphasizes a child’s needs and wishes as most important and focuses on allowing more freedom for the children, giving them the space to learn and grow in their own way. This pedagogical approach is aiming at developing an individual’s capacity to organise oneself for future development.

The **holistic approach** aspect of the AGON model focuses on the adolescent as a whole – the unity of psychomotor, cognitive and affective domains, developing social skills. It means that emphasis is placed on theory of child development. Knowing what children try to accomplish at every stage of their development allows understanding how children think, learn and react to certain situations. Holistic approach is age-appropriate.

Children and young people are taught to expand their **physical abilities**, to achieve better coordination, faster reaction, greater speed and endurance, balance and strength. Sporting activities seek to develop motor skills related to particular sport and games.

Recreational team sport can contribute to the **personal growth** of young people, help developing physical awareness and belief in their own physical abilities, along with feeling of bodily wellbeing,

greater self-confidence and self-esteem. Sporting activities also develop their willpower, patience, courage, and sense of responsibility (8).

Organised sports activity helps children develop and improve their **cognitive skills**. It can affect academic behaviour, including concentration, attention.

Participating in team sports provides an opportunity to develop very broad range of **social skills**, such as good communication, constructive cooperation with others and on equal basis. It is about improving social interaction, integrating young people into society, teamwork and team spirit, fair play, respect for rules and for others.

In working with **overweight and obese** children it is important to change the focus from weight loss itself to the benefits of physical activity. Highlighting interest, fun and excitement can be a powerful motivator for obese children to take part in team sports. Having fun is the primary intrinsic reason children give for choosing to be physically active on their own.

Social interaction, involvement with peers in sport events can be the main motivating factors for **dropouts**.

Sporting activities should be for everyone irrespective of the gender, age, religion, ethnicity, income or health; all adolescents should be able to taking part:

- Every young person should have access to active environments (equal access to sport for all);
- The sporting activities should occur in a supportive, protective and caring environment that promotes his/her full potential (team sport a tool of developing intellectual, physical and emotional well-being);
- Children with inadequate or no parental care are at special risk (team sport as a tool of social inclusion);
- Overweight/obese children need a system of special exercises and guidance of nutrition (team sport as a tool of promoting fitness and healthy lifestyles).

6.1. Motivation

Motivation is thought to be a combination of the drive within children to achieve their goals and the outside factors, which affect it, and it has two forms: intrinsic and extrinsic (reference 33).

Intrinsic motivation is an individual's internal desire to perform a particular task (reference 25). For example, children participate in an activity simply because they enjoy it. Intrinsic motivation tends to view physical activity as a process, and this continual process can lead to feelings of personal satisfaction and competence.

Intrinsic motivation is crucial in terms of understanding why adolescents participate in exercise. A widely used theoretical perspective for understanding intrinsic motivation in physical activity is the self-determination theory (reference 36), which proposes that intrinsic motivation is typically experienced when individuals feel three characteristics. These three characteristics are held to have intrinsic value to the self and are essential for psychological health and behavioural persistence:

- Competence at the activity;
- Autonomy or personal control during the activity;
- A strong sense of connection, or relatedness, with others when engaging in the activity.

According to self-determination theory, parents not only need to enjoy the physical activity but they also need to promote intrinsic motivation in their child to ensure the child adopts exercise into their life (reference 36). The inner enjoyment children feel when being active alone or with their peers is known as intrinsic motivation, and children who are intrinsically motivated to exercise are more likely to perceive their physical activity experiences as positive (reference 37).

Extrinsic motivation comes from the source outside of the performer. For example, rewards such as medals, T-shirts, as well as praise, recognition and achievements. Children often view the extrinsic rewards as a reason to participate in activities. Extrinsic motivation encourages children to focus on the rewards instead of the participation or the activity itself.

In work with adolescents, it is important to reward the **process**, being active, rather than the **outcome**.

In understanding how to motivate adolescents to stay physically active, it might be useful to first look at what can discourage their participation in sport (reference 19):

- Insufficient playing time (only the best get to play);
- Chronic anxiety;
- Punishment;
- Excessive attention on winning (running up the score);
- Not having enough fun (just “hard work”, only drills);
- Boredom and loss of interest;
- Friends leaving;
- Lack of success;
- Too much pressure.

It is important to keep in mind that adolescents participate in sport in order to have fun, improve skills, belong to a group, be successful, gain recognition, get fit, and find excitement (reference 18).

According to the Social Cognitive Theory (references 5, 6), adolescents are motivated to exercise if they believe that the targeted behaviour will benefit them (outcome expectancy) and if they believe that the intended behaviour is attainable (self-efficacy).

Self-efficacy, coined by Albert Bandura, is a specific form of confidence. This is not an overall self-confidence but varies within each situation an adolescent may find him or herself. It is an individual’s idea of his or her ability to perform a demanding or challenging task. This impression is based upon factors like the individual’s prior success in related tasks, the individual’s physiological state, and outside sources of persuasion. Most of adolescents will choose to participate in sports at which they have a high self-efficacy, or believe in their ability that they can perform the task.

Furthermore, adolescents who are given more than one activity option are more likely to be motivated than those who are forced to perform only one activity (reference 38). To promote intrinsic motivation adolescents need to be given freedom to make choices during exercise activities. It is important to remember that mastering the skill is not the imperative aim of the activity but rather the importance should be on the creation of a safe and encouraging environment for the adolescents (reference 37).

Fun in sport comes from balancing challenge and skill. Enjoyment is highest when children set their own challenges and assess their performance against these challenges (reference 18). Children need to be challenged, but if activity is too demanding or overwhelming, a child might become anxious and not want to play anymore. On the other hand, if children are forced to repeat drills endlessly and forced to become so proficient that they are not being challenged, boredom sets in (reference 17). When skill outweighs challenge, the result may be boredom, leading to dropping out of a sporting activity. At the same time, when the challenge outweighs skill, the result may be anxiety, leading to the same result – dropping out.

Children do not associate physical activity with health and wellbeing in the same way as adults do; they think about excitement and making new friends. In choosing exercise, it is more beneficial to think about fun, about a positive activity. Children are more likely to play and not be focused on doing “hard work”; hence it may be counterproductive to force children to exercise as this may have negative consequences on their engagement in sports as adults (reference 22).

At the same time, it is essential to have regular interaction with children to encourage and motivate them, and point out the benefits of exercise. The main factors with a positive impact on motivation (reference 23) are:

- Physically active parents (parental modelling);
- Setting achievable goals and highlighting success;
- Enjoyment of physical activity;
- Friends’ support of exercise;
- Child’s self-efficacy.

Children enjoy play best with team sports. Simply being in a part of team and demonstrating improved skills in front of friends and family can be fun and highly motivating. Teenagers who participate in team sports are happier, have increased self-esteem, are more likely to demonstrate improved self-confidence and body image, and be less anxious (reference 20).

Active family as a motivator

Family is an important learning environment for enhancing health related behaviours, including physical activity in children. A young person with high self-esteem and good social skills, who is clear about his/her basic values and has access to relevant information is likely to make positive decisions about his/her health and personal development. External factors have a tremendous impact on how adolescents think and behave: the values and behaviours of their friends are increasingly important, but parents and other family members also continue to be influential.

Developing healthy habits and a taste for physical activity starts at home and getting the whole family active is a positive decision benefiting all of its members. Physical activity will be adopted into a lifestyle if it is regarded as enjoyable and if the child, adolescent, or adult is intrinsically motivated to pursue it. Family-based physical activity should typically result in enjoyable and intrinsically motivating physical activity experiences. Such activities could include family football games, nature walks, rock climbing, playground visits and trips to the pool depending on the interests and abilities of the family members. They can also ride bikes around the neighbourhood or build a snowman in the winter months, which is a fun and healthy activity. These activities remove the emphasis of the activity away from burning kilojoules and concentrate on being active whilst having fun.

Yet, when it comes to the choice of the individual activity for the adolescent, it is important to keep in mind that the motivation of adults and kids for engaging in sport differs. Children will do what is fun and exciting. They seek for socialization with peers and making friends.

It is good to give the adolescents a chance to make their own decisions about what they do. When children find an activity that is fun, they will do it a lot, get better at it, and want to do it even more. If they are punished into activities they do not like, they are unlikely to want to participate and will end up being frustrated.

If a child is not interested in traditional activities, parents can find alternative ways for the adolescent to stay active. They may encourage an adolescent who does not like soccer, basketball, or other team sports to explore options such as karate, fencing, bicycling, skateboarding or tennis.

Once an adolescent makes a decision about an activity, it can be useful to encourage them to stick with that activity for the whole season, making it a possibility to choose a new activity the following season if they wish to do so. In this way children are learning responsibility. Some of them may want to quit after two practices if it is harder than expected. But if they continue with it for a while, their skills will improve and they might like it enough to play another season (reference 17).

Adolescents need adults they can turn to and trust, adults who will listen as they describe what they are experiencing and how they are coping. Parents' attention, empathy, talking with children in a supportive, non-judgemental way let them to know they are loved no matter what they weight (reference 16).

Instead of criticising, parents should always strive to focus on commending positive behaviours. Adults' lack of understanding of the children emotional needs in sport activities can do real harm and may increase the risk of negative sport experience (reference 17). In adolescent years it is important to remind the children to focus on their own performance and not on that of the others. They have to learn to accept that nobody is perfect, that everybody makes mistakes; it helps to feel that their parents are proud of them for doing their best.

School, sport club or other setting

Having fun, quality sport experience are key factors for young people to stay interested and involved in sport through their secondary school years and beyond. Quality experiences include having safe social and physical environments to play sport.

A strong school sport environment starts with the culture established by leaders of the school. This includes the establishment of a vision and philosophy for sport and physical education, evidence-based planning, positive and supportive school culture, resources.

Children should be exposed to a variety of activities, games, and sport. Classes at school should be attractive for children, especially at earlier ages. Increasing the amount of curricular physical education, facilitating “active play-times” schools can encourage and support their pupils to be more active – both within and outside school day.

Adolescents are not just smaller adults, but rather are people with significantly different needs than adults. Sport should be specially designed for adolescents. The most common strategy is the modification of sport, so that they are appropriate and suitable for children, taking into account children development, interests, abilities and will gain the acceptance and interest of as many children as possible.

Good coaches also play an important role – ideally they focus on the needs of the adolescents, they listen to them and help them succeed in their sport. They are competent and use respectful language.

An effective school sport programme establishes strong working relationships with community sport organisations, personnel, provides equipment and facilities that meet the needs of all children.

6.2. Strategies & Implementation

Children of earlier ages have a natural need for movement, they want to be active and are naturally motivated to do various kinds of sport and play games. As they get older, their desire to do sport declines because of having other interests, especially in the adolescent years. The adolescents of the two groups this handbook focuses on in particular – the overweight kids and the school dropouts – face additional factors that decrease their participation in active lifestyle, as discussed in previous chapter. Negative body image, poor school experience, lack of good friends, low socio-economic background, and other.

The most effective strategies for promoting the participation of adolescents in sporting activities are based on behavioural change theories, which can be used as guides in developing effective teaching methods. Decades of research have taught us much about human behaviour. Major theories of behavioural change are:

- *Social Cognitive Theory* (Bandura, A., 1986);
- *Theory of Reasoned Action* (Fishbein, M. & Ajzen, I., 1975);
- *Theory of Planned Behaviour* (Ajzen, I., 1991; Armitage, C., & Conner, M., 2001; Godin, G., & Kok, G., 1995);
- *Transtheoretical (Stages of Change) Model*. (Prochaska, J., Johnson, S., & Lee, P., 1998);
- *Health Belief Model* – one of most enduring theoretical models associated with preventive health behaviours (Hochbaum, 1958; Becker & Maiman, 1975; Sharma and Romas, 2012; Hayslip, Weigand, Weinberg, Richardson, Jackson, 1996);
- *Self-Determination Theory* (Deci & Ryan, 2000; Edmunds, Ntoumanis & Duda, 2007).

Human behaviour is defined as: “the product of individual or collective human actions, seen within and influenced by their structural, social, and economic context.”

Behavioural change theorists now agree on eight factors known to influence behaviour: (1) intention, (2) environmental constraints, (3) skills, (4) attitudes, (5) norms, (6) self-standards, (7) emotion, and (8) self-efficacy. Table 2, on the following page, proposes strategies and methods for achieving better involvement in sport activities in the context of each of the eight factors listed above.

The following types of strategies are used:

Home-based strategies. Parents should be active at home in presence of children, together after school and on weekends; if necessary, parents should ensure that kids have access to activity settings and programmes outside the home or school environment. Parents should replace screen time with active “backyard” time. Parents should consciously create a culture of physical activity in the family. It may help to “remodel” the home environment – define this “backyard” space for play and provide some simple, inexpensive play equipment. This should lead to greater play participation around the home.

School-based strategies. Schools should provide after-school physical activity programmes that also focus on the needs of the overweight and vulnerable children. School environment should create a sense of belonging and be connected to positive behaviours. Social and emotional support should be provided for at risk and vulnerable children. Multiple opportunities should be given to children to take responsibility and be involved in decision-making. School-based strategies should optimise the use of play space for children at break times. Some steps must be done in providing adequate equipment and staff supervision. Creating play areas with high levels of sport equipment (basketball hoops, tennis courts, etc.) with adequate supervision of adults may attract boys and girls to be physically active at school.

Furthermore, **community-based strategies** can help encourage involvement in sporting activities by establishing neighbourhood networks around sport and free play, sharing opportunities for organised safe free play. Community recreation programmes and private youth organisations should offer and promote a wide range of physical activity programmes, including those that are non-competitive. Local municipalities should provide parks, playgrounds, pools, cycling/jogging trails that are safe, readily accessible, and attractive for children and youth.

Interactive techniques include role-play, small group activities, cooperative learning, projects may be used in physical education classes.

Videos and multimedia software that are set in real-world environments can be used to provide models of appropriate behaviour and stimulate discussion.

Interventions (individual child-based interventions as well as school-wide improvements) or responses needed to address both the individual as a decision-maker and the wider social context in which they live. This means that multiple interventions are likely to be required for an effective promotion of sustainable behaviour.

If the individual believes they cannot do something, they are unlikely to do it. Responses must maximize the actual and perceived “do-ability” of sustainable behaviours. Behaviour must be

meaningful and effective. Broadening to include such factors as social interaction, lifestyles, norms and values can change behaviour, not only too narrow focus on individual's behaviour.

Table 2. Interrelations between behavioural factors, expected behaviour and strategies for children's behaviour change related to sporting activities.

Behavioural factors ("core" elements)	Expected behaviour	Strategies & methods to affect behavioural change
Intention: Commitment to perform behaviour.	The children want to have fun, make friends, and be a part of a team.	Focus on child-based strategies and home-based strategies. One has formed intentions or commitments in relation to achieving a specific behaviour. Determine if the intentions are genuine for actual behaviour and an individual is intending to take action, has serious consideration of change in behaviour. Children's attention is drawn to what is novel and relevant to them.
Environmental constrains: Restrictions to performing behaviour.	Coming from families with low socio-economic background, being involved in bad habits, socialising with low-achieving peers may decline participation in health-related activities.	Focus on school-based strategies and community-based strategies. Be aware of physical and/or cultural barriers that might exist, attempt to remove these barriers. Assessing how one's problems affect the physical environment. Focus on individual problem behaviours, such as addictions. Increase alternatives for non-problem behaviours available in the society. Restructure one's environment (avoiding high risk cues). Provide facilities.
Skills: The ability to perform behaviour.	Improved basic physical and social skills will be a great motivator for participating in games and team sports.	Focus on child-based strategies, school-based strategies and methods of cooperative learning/games.
Attitudes: One's beliefs about performing the behaviour.	High level of comfort (being in a friendly and safe environment), being accepted as an equal team member may encourage children to get involved in sport.	Focus on child-based strategies, methods of cooperative learning. Communicate the benefits of performing the recommended response. The perceived positive benefits must outweigh the perceived negative costs of engaging in such behaviour. Measure existing attitudes before attempting to change them. Children are heavily influenced by who communicates the information.
Social norms: Perceived social pressure to perform behaviour.	Children are more likely to be involved in sporting activities when their friends are involved and when they are supported by parents and family members (siblings, etc.).	Focus on child-based strategies and home-based strategies. Understand with whom individuals are likely to comply. Use positive reinforcements, behavioural reminders. Increasing beliefs that significant

		<p>others desire one to adopt behaviour. Beliefs that peers have adopted behaviour.</p> <p>Children are strongly influenced by what others do. Leading by example.</p>
<p>Self-standards: Whether performing the behaviour is consistent with self-image.</p>	<p>Individuals modify their behaviour or environment in order to overcome a problem. Positive body image, improved self-esteem and confidence can facilitate children's engagement in sporting activities.</p>	<p>Focus on child-based strategies and home-based strategies.</p> <p>Encourage children to be open and trusting about problems with someone who cares.</p> <p>Reward children for making changes.</p>
<p>Emotion: Emotional reaction to performing the behaviour.</p>	<p>Children may emphasize the positive effects such as fun, enjoyment, and excitement during the game.</p>	<p>Focus on child-based strategies and school-based strategies.</p> <p>Give space for free play and voluntary participation without any pressure on win, or performing drills.</p> <p>Emotional associations can powerfully shape children's actions.</p>
<p>Self-efficacy: Perception of one's capability to perform the behaviour.</p>	<p>Children may be encouraged if they demonstrate improved basic skills, and have previous positive experience with sporting activities.</p>	<p>Focus on child-based strategies, home-based strategies and school-based strategies.</p> <p>Belief in one's ability to perform behaviour is often necessary for its execution.</p> <p>Raise individual's confidence that they can perform a response and help ensure they can avert a threat. Children act in ways that make them feel better about themselves.</p>

Some key points to be considered in the delivery of training strategies are (reference 30):

- **Physical fitness activities:** Fitness is an on-going process and is incorporated into daily routine. It is important to emphasize the value of physical fitness and its contribution towards a healthy lifestyle.
- **Active participation:** Modified sport classes, team games with simplifying rules should be designed to meet children's needs for active participation. Don't involve drill-oriented activities.
- **Knowledge:** Emphasis should be placed on developing the cognitive domain of the children – critical thinking and problem-solving skills within the context of team sports, games.
- **Variety:** A wide range of physical activity forms – festivals, tournaments, parents' days – should be provided that addresses children needs and interests.
- **Individualization of instruction:** Instructions should be individualized by giving the adolescents choices, providing additional necessary practice time, or modifying the task difficulty depending on the participant's achievement.

- **Warming-up:** Warming-up consists only of safe, selected and executed exercises, and is structured according different fitness levels; children learn about the purpose, benefit, and correct uses of warm-up activities.
- **Choices:** Adolescents are given a choice in matters such as (a) equipment, (b) modification of rules, number of players, size of playing spaces, (c) selection of activities to accommodate skill levels and interest, such as choosing among competitive games, cooperative games, or skill practice.

The role of sport instructors

As noted earlier, sport instructors, along with family members, play a crucial role in motivating adolescents to be physically active, as well as in creating and delivering strategies to ensure their continuous involvement in sport.

Effective sport instructors provide an environment that enables the adolescents to develop continuously. Their task is to help children reach their potential, providing the opportunities for personal growth and development. It is important to understand the needs of the children and work to meet these needs. Qualified sport instructors put instruction into a context that the adolescents can understand through the use of creative games, by creating a non-competitive environment and making the learning process safe and fun. They also focus on an adolescent's effort and positive behaviours. This combination creates an environment that allows for staying more engaged and feeling safe to try new things.

The proposed activities should be appropriate to the age of the participants as well as consider an individual's physical development age and capabilities. Furthermore, the instructors should consider the height and weight of the participant, their prior experience and current physical activity level, as well as readiness and motivation to take part. Children are developing, which means that the sport instructors should have realistic expectations of what they can do physically and what they can handle cognitively and emotionally.

Everybody involved in the delivery of exercise programmes should be qualified. Sport instructors dealing with the unique needs of children need specific competencies. Sport instructors are responsible for ensuring the safety of the pupils and should therefore also be qualified in the delivery of first aid.

Continuing professional development is needed for all sport staff, including sport instructors. The aim is to improve the quality of teaching and learning processes, update the skills of teachers, and introduce them to new techniques and trends in the methodology of teaching physical education at school/club. By developing the whole child, it is possible to increase self-esteem, build sportsmanship and help them develop a better understanding of the game. It's a way to help the people to choose healthy, active lifestyle.

6.3. Feedback & Evaluation

Assessment of sporting activities is important as it allows children to see and appreciate that they are moving towards a goal of becoming physically active. It allows focusing on each individual separately, give personalised feedback to guide each adolescent's personal goal setting as well as receive feedback on how effective are the teaching methods.

The principles of assessment are:

- Agree rules on confidentiality;
- Set out a clear rationale and success criteria;
- Supply clear and timely feedback on outcomes to all participants;
- Involve adolescents in the evaluation process.

The adolescents should be encouraged to carry out self- and peer assessment, thus having the opportunity to take personal responsibility and goal setting to make assessment as learning tool in itself. This process makes adolescents more accountable for their own learning and progress.

Self-assessment can help to:

- Record feelings – how they feel physically and emotionally after sporting activities;
- Record performance – number of times adolescents have performed a health-related activity by making check marks;
- Analysing performance – record how well they feel they performed the different fitness activities.

Self-assessment can have a positive effect on the following subjective results:

- Positive, encouraging emotional atmosphere;
- New experience, attitude change to sporting activities, team sports;
- Improved quality of their own learning processes;
- Stimulation of self-esteem and strive towards personal achievement and respect;
- Social communication skills, tolerance and respect in collaboration;
- Change of perspective and self-perception in more positive terms, understanding of personal effectiveness and focus on success in life.

Table 3 summarises three approaches to self-assessment. These can be used by the adolescent on his or her own, however, it might be beneficial to discuss the results of the assessment and find ways of improving the adolescent’s experience of physical activities. Such a discussion could first take place among peers who would look for possible solutions together to each other’s area of poorer self-assessment. The assessment itself and ideas for improvement should then be discussed with the sport instructor.

Table 3. Types of self-assessment.

Type of assessment	Questions
<p>Physical Activity Self-Efficacy:</p> <p>Analyses and expresses feelings about self-efficacy in sporting activities (reference 22).</p>	<p>The following set of eight guiding questions should be rated on a 5-point scale where 1 represents “disagree a lot” and 5 represents “agree a lot”.</p> <ul style="list-style-type: none"> ○ I can be physically active on most days of the week; ○ I can ask my parents or other adult to do physically active things with me; ○ I choose to be physically active during my free time on most days even if I could watch TV or play (sedentary) video games instead; ○ I can be practically active on most days even if it is very hot or cold outside;

	<ul style="list-style-type: none"> ○ I can ask my best friend to be physically active with me on most days; ○ I can be physically active even at home; ○ I can do active things because I know how to do them; ○ I can be physically active during my free time on most days, no matter how busy my day is. <p>Look at the questions rated 3 or lower; try to understand why. Is there something that can be done to improve the rating?</p>
<p>Enjoyment of physical activity and school sport:</p> <p>Identifies evidence of success, challenge, and enjoyment present in the activity (reference 12).</p>	<p>Rate the following items of the Physical Activity Enjoyment Scale (PACES) on a 5-point scale where 1 represents the negative statement and 5 represents the positive statement (e.g. if an activity really interests you, you would rate the first question with 5, however, if on the other hand it bores you, you might rate it 1 or 2).</p> <p>When I am active:</p> <ul style="list-style-type: none"> ○ I feel bored...I feel interested; ○ I dislike it...I like it; ○ It's not fun at all...It's a lot of fun; ○ It makes me depressed...It makes me happy; ○ I feel bad physically while doing it...I feel good physically while doing it. ○ It does not give me any sense of accomplishment...It gives me sense of accomplishment; ○ I feel as though I would rather be doing something else...I felt as though there was nothing else I would rather be doing. <p>Look at the questions rated 3 or lower; try to understand why. Is there something that can be done to improve the rating – e.g. change of activity, lower/higher intensity?</p>
<p>Social Support for Physical Activity:</p> <p>Describes the positive effects friends bring to this experience (references 18, 25).</p>	<p>Please rate (1 – none, 2 – rarely, 3 – a few times, 4 – often, 5 – very often) how often your family members (parents, siblings, relatives, or anyone else living in your household) or your friends (classmates, neighbours, or acquaintances) have said or done activities in the below.</p> <p>During last three months, my family or friends:</p> <ul style="list-style-type: none"> ○ Did physical activities with me; ○ Offered to do physical activities with me; ○ Gave me helpful reminders to engage in physical activities (“Are you going to exercise tonight?”); ○ Encouraged me to stick with my physical activities programme; ○ Changed their schedule so we could do physical activities together; ○ Discussed physical activities with me; ○ Planned for exercise on recreational outings; ○ Helped plan physical activities; ○ Asked me for ideas on how they can engage in physical activities; ○ Talked about how much they like physical activities. <p>Look at the questions rated 3 or lower; try to understand why. Is there something that can be done to improve the rating?</p>

Peer assessment is an important part of developing physical, cognitive, and social skills. Analysing others’ performance helps adolescents focus on key parts of a skill, reinforcing their

own learning. To organise peer assessment, have children work in pairs or small groups to analyse each other's performances.

A **formal assessment** can be conducted by a sport instructor or a trained adult assistant, using the above questionnaires as a framework for formal assessment. To be the most effective, sport instructor should share information and other guidance as to how each child can improve performance, individualized recommendations and feedback.

An evaluation model consists of four components:

- Inputs (staff time, money, facilities, equipment);
- Activities (training of sport professionals, delivering exercise sessions);
- Outputs (children's satisfaction with the activities);
- Outcomes (awareness, improved knowledge, improved psychological indicators, sustained behaviour change, increase in physical activity behaviour, reduction in risk taken factors, attitude; short-term, long-term).

7. GUIDELINES FOR SPORT INSTRUCTORS

7.1. Motivation

Adolescence is a phase of personal development characterised by the most rapid changes both physically and psychologically. Behavioural patterns established at this time are likely to have a lasting impact on the future health and wellbeing of these kids; their family, school and community play a crucial role in helping them make positive choices.

Developing the habit of being physically active will bring benefits both in terms of their health, as well as psychological wellbeing. Team sports are seen as particularly beneficial as they promote the spirit of friendship, solidarity and fair play, teaching teamwork, self-discipline, trust, respect for others, leadership and coping skills.

By reducing the social fears and anxieties created by physical activity, children and adolescents are more likely to find enjoyment and make positive associations with exercise. Researchers have devised 10 commandments (Table 4, below) by which parents can maximize motivation for physical activity whilst minimizing negative associations the adolescent may have with sporting activities (reference 37).

Table 4. Weiss's 10 commandments for maximizing motivation for physical activity.

No	Commandment	Description
1	Skills	Focus on teaching and practicing skills, not competition.
2	Modify	Modify skills and activities as needed to facilitate progress.
3	Expectations	Make expectations realistic and individualised.
4	Demonstrate	Become an excellent demonstrator and provide lots of "show and tell."
5	Encourage	"Catch" youth doing things correctly and compliment and encourage them.
6	Environment	Reduce youth fears of trying skills with an encouraging, safe environment.
7	KISS	Use the KISS (keep instructions short and simple) principle.

8	Enthusiasm	Be personally enthusiastic, which is contagious.
9	Role Model	Build character by being a health and fitness role model.
10	Autonomy	Let children make some choices by involving them in the decision-making process.

Further aspects to consider when involving **adolescents** in sport:

- It is important to promote physical activity from early age;
- Consider typical physical activity behaviours based on age – encourage young children to maintain their generally high levels of physical activity and motivate adolescents to increase their participation in physical activities;
- Offer a range of activities that are age appropriate thus allowing the adolescent to try several types of sport and find the one that is most suitable to him/her;
- To promote team sport, consider ways of making it attractive – e.g. invite a famous player to tell about a sport and play a friendly game with the kids;
- Be aware not only of the adolescents' physiology but also their psychology! Set realistic age-appropriate performance standards – for younger adolescents focus on the participation, encourage by praising good efforts. For older adolescents – start introducing team strategies and competition;
- Target age-appropriate motivators – opportunities for enjoyment, companionship, and adult approval are more likely to motivate young children, while an opportunity to demonstrate self-control, improve body shape, and control stress are more likely to motivate adolescents;
- Think of ways to make a practice more interesting and appealing to keep an adolescent interested!

Overweight kids often have less developed physical skills and resistance, which may lead to their lower participation in physical activities although they need it even more than kids of regular weight.

Particular aspects to consider when involving **overweight adolescents** in sport:

- Maintain privacy, respect the overweight adolescents as individuals, do not compare or contrast them to others;
- Always provide positive and constructive feedback and encouragement. Do not focus on weight loss as a basis for success, but instead emphasize healthier habits, improved fitness, increased energy;
- Plan for a gradual warm-up of at least 10 minutes, permit lower intensity activity;
- Schedule rest periods to allow recovery from activity, make sure they drink water when needed;
- Ensure correct exercise technique to minimize the risk of injury, avoid repetitive high-impact exercise (running, jumping, aerobic dancing, jumping rope).

Social cognitive theory suggests that behaviour is driven by the idea of forethought and therefore goal setting is imperative to behaviour change. This theory can be used to help motivate

teenagers to lose weight through the use of goal setting and rewarding achievements (reference 39). Successful goals need to be short term, achievable and recordable and should focus on positive activity rather than restrictive measures. For example, a teenage boy could have the weekly goal of half an hour more exercise a day, rather than half an hour less television. Each day needs to be recorded and all activities should be able to be self-monitored to maximise a successful outcome. Goal setting is a proven strategy to improve self-efficacy and increased self-efficacy is strongly correlated with determination, a trait essential to weight loss (reference 39). Following the SMART guidelines (in Table 5) for goal setting will help motivate teenagers to successfully maintain a healthy lifestyle (reference 39).

Table 5. SMART goal setting.

Letter	Word	Description
S	Specific	The goal should state the exact level of performance expected.
M	Measurable	The objectives need to be observable and measurable.
A	Attainable	Goals should be challenging but also realistically achievable.
R	Relevant	Goals need to pertain directly to the desired performance.
T	Time bound	Creating specific time lines and dates for goals helps people work harder and smarter.

Developing healthy habits and a taste for physical activity starts in the **family**. This is why forging positive relations with parents is crucial for encouraging physical activity in adolescents:

- Parents are role models for the kids and hence it is important that they are aware of the benefits of physical activity in their own lives as well as the educational impact it would potentially have on their children’s behavioural change. Encourage focus on healthy lifestyle, suggest joint family activities such as walking, cycling or swimming, talk with parents who may have negative memories of physical education classes from their own school times;
- Organise joint events for parents and kids with mini competitions (e.g. parents vs. kids or boys vs. girls) thus showing that joint physical activities can be fun and useful;
- Involve parents as volunteers in the organisation of events or a club’s overall activities;
- Encourage parents to celebrate their kids’ smaller and bigger successes, support them in case of losses and generally promote a focus on the activity itself rather than the score.

7.2. Sport programme – planning, implementation and feedback

Once an adolescent is motivated to become physically active, the next crucial step in maintaining his/her interest and involvement is choosing the right strategies for planning and implementing a sport programme. Here are a few aspects to keep in mind:

- The best way to create health-related fitness is to begin with the rehabilitation level of fitness. Building a foundation, children will progress to the next level more prepared physically and with more confidence. However, striving for higher fitness levels should be the personal choice of the individual, not that of teacher, coach, or parent;

- Propose games that everyone can succeed at on some level. The practice tasks should be in the upper limit of an adolescent's abilities; too difficult tasks can be discouraging, while too easy tasks will not result in the acquisition of new skills and will only let the player practice those skills that he/she already has. Creating moments of success is a sure way to get those children who do not really like sports to participate more and more and have a higher self-esteem;
- Do not let children choose their team. The problem with this is that the children who are not naturally athletic will typically be picked last. An easy way to solve this problem and to help everyone feel equal is when the coach constitutes the teams. If possible, aim to create groups of equal ability;
- Before introducing a new activity, discuss and emphasise safety practices with children. Provide proper supervision of activities at all times;
- Ensure an adequate warm-up to prepare children for physical activity. Watch for children becoming tired and change activities as appropriate. Encourage children to wear appropriate clothing and foot wear for the activity as this helps prevent accidents;
- Be sure to select equipment that is appropriate for the group's ability. Organise activity areas so there is a space between children, groups and obstacles (fences, poles, nets, bins, walls, etc.). Pay careful attention to the suitability of activity surface – wet grass, sandy surfaces, cracked pavement and polished floors can be very dangerous to use for activities which involve children moving and changing direction quickly;
- Sport instructor should encourage adolescents to take a whole-body approach to health-related fitness as focusing only on a few muscle groups and neglecting others could make an individual more susceptible to injury. For example, only working on leg strength and leg flexibility while playing a sport that involves the use of arms, such as handball, can lead to shoulder or back injuries;
- Young players should be aware that defeat during training or competitions is something natural and it is a part of the process of training and improving their skills; they should know that success is not only a victory in a competition, but also performing tasks, overcoming boundaries in order to achieve long-term goals;
- Be in shape yourself! If you want adolescents to care about being healthy and in shape, then you should set an example. Consider training at school, showing the children how you take care of your own body and how you have fun doing it. Children will respect you even more!

Table 6 proposes a step-by-step approach for building a sports programme based on an adolescent's fitness level and objectives. There are three main levels of health-related fitness:

- Rehabilitation – the minimum level of fitness required for health benefits to occur;
- Base fitness – the level of fitness required for optimally enjoying recreational sports, activities and good health;
- Sports performance – the level of fitness required to succeed in high-level sport competition.

Table 6. Sample sport programme for working with adolescents, including overweight adolescents.

Items of the programme	Sport instructor's activity	Participant's fitness level (3 levels of health-related fitness)			Comments
		Rehabilitation	Base fitness	Sport performance	
<p>1. AIM:</p> <p>Involve overweight children in sporting activities by providing comfortable, enjoyable, and educational environment to:</p> <ul style="list-style-type: none"> ○ Increase physical activity; ○ Improve physical fitness; ○ Improve fitness knowledge; ○ Develop personal qualities and skills. 	<p>Plan teaching/learning process and expected learning outcomes.</p> <p>Work closely with children. Plan how to reach learning outcomes in a realistic time frame.</p>	<p>The minimum level of fitness required for health benefits to occur.</p>	<p>The level of fitness required for optimally enjoying recreational sports, activities, and good health.</p>	<p>The level of fitness required for succeeding in high-level sport competition.</p>	
<p>2. TASKS</p> <p><i>Psychomotor skills:</i></p> <p>2.1. Develop physical skills in a variety of leisure and sport activities</p>	<p>Motivate and set educational objectives (describe for each task complexity levels). Involve children in goal setting.</p>	<p>Learning to exercise and enjoy it.</p>	<p>Learning to set realistic personal objectives.</p>	<p>Learning to design a personal programme.</p>	<p>Set "core" themes, e.g. warming-up, cooling-down, healthy nutrition.</p> <p>Offer the children the latest information regarding specialized training by pointing out websites, books, magazines, and other relevant sources. Short information can be placed</p>

					in hand outs for parents and their children.
<p>Cognitive:</p> <p>2.2. Develop cognitive skills – critical thinking, decision-making (e.g. understands the concepts of physical fitness and set personal goals).</p> <p>2.3. Develop problem solving skills (e.g. solve problems by analysing causes and potential solutions).</p> <p>2.4. Improve self-evaluation skills (e.g. assesses the level of his/her participation appropriately).</p>	<p>Set tasks in each domain:</p> <ul style="list-style-type: none"> ○ Psychomotor; ○ Cognitive; ○ Affective & social. 	<p>Recognize the social benefits of participation in physical activity.</p> <p>Recognize physical activity as a vehicle for self-expression.</p> <p>Learning personal habits.</p> <p>Selecting personal activities.</p>	<p>Recognize that success in physical activities leads to recognition from peers.</p> <p>Develop problem-solving skills.</p> <p>Improve self-evaluation skills.</p>	<p>Recognize that physical activity can provide a positive social environment for activities with others.</p> <p>Develop cognitive skills-critical thinking, decision making in non-standard situations.</p>	
<p>Affective:</p> <p>2.5. Develop positive self-esteem, confidence, and social behaviour leading to healthy lifestyle decisions (e.g. demonstrate personal and social behaviour in physical activity settings).</p>		<p>Improve discipline, self-control (coping with emotions, aggressive behaviour).</p>	<p>Develop sense of belonging to the team, improve social, collaboration skills.</p>	<p>Improve self-efficacy, develop responsibility, independence, and teamwork.</p>	
<p>Social:</p> <p>2.6. Improve social skills (e.g. cooperatively and</p>					

safely participates in a variety of physical activities, acting as a member of team).					
3. IMPLEMENTATION	<p>Teach the material and provide rich learning environment (describe process, methods and strategies, supportive theories, skills).</p> <p>Encourage children to take responsibility for their health-related fitness.</p> <p>Give them opportunities to practice planning and implementation their own programmes.</p>	<p>Doing regular exercise.</p> <p>Prepare and demonstrate 5-7 warming-up and stretching exercises.</p>	<p>Achieving physical fitness.</p> <p>Prepare and demonstrate aerobic, flexibility or muscular strength training exercises, etc.</p>	<p>Personal exercise patterns.</p> <p>Prepare and implement the programme of physical fitness.</p>	<p>Develop basic skills so that adolescents can feel competent and confident in physical activity.</p> <p>Let adolescents' skills to be exercised in different environments, non-standard situations, using various range of activity.</p> <p>Use the whole-body approach, to vary muscle use.</p> <p>Add strength, endurance, flexibility exercises to each workout.</p> <p>Raise intensity level of workouts after the participant improves his/her cardiovascular system, and muscular endurance.</p>
	Warm-up	<p>Start slowly for the first few (5-8) minutes. Brisk walk (or marching) rather than a jog is recommended.</p> <p>Moderate intensity, non-impact workouts.</p>	<p>Slow running, stretching, moderate intensity workout.</p>	<p>Slow running, stretching, moderate intensity workout.</p>	<p>Warming-up depends on the environment, weather, physical condition level of children, etc.</p>

<p>Developing components of fitness: muscular strength and endurance, flexibility and cardiovascular activities.</p>	<p>Aerobic training (cardiovascular activities)</p>	<p><i>Frequency:</i> 3 times per week <i>Intensity:</i> 40-50% maxHR <i>Duration:</i> 30 min total, accumulated throughout the day.</p>	<p>3-5 times per week at 50-65% maxHR for 40-60 min, accumulated throughout the day.</p>	<p>5-6 times per week at 65-90% maxHR for 60-120 min, accumulated throughout the day.</p>	<p>Walking, cycling, swimming, skating, walking stairs, soccer, basketball, handball, floorball, cross-country skiing.</p> <p>Fitness-based games and local league.</p> <p>Training programs, running, aerobics, community sport programmes.</p> <p>Walking and cycling up and down hills to raise and lower the heart rate.</p> <p>Add a step aerobic workout (low impact). Use treadmill, elliptical machine, rowing machine, exercise bike.</p>
	<p>Muscular strength and endurance</p>	<p>2-3 times per week; with one day rest between training sessions. The intensity should be very light, less than 30-40 % of a maximum effort. Perform 1-2 sets of 6-12 repetitions.</p>	<p>3-4 times per week; training upper-and lower-body segments. Light to moderate intensity, 40% to 60% of maximum effort. Perform 1-3 sets of 6-15 repetitions.</p>	<p>4-5 times per week; training activities are specific to sport participation. Specific load adaptation required for sport participation. Perform 3-5 sets of 5-20 repetitions.</p>	<p>Take care to teach children that increasing the intensity of workouts can be the hardest to do gradually.</p> <p>Beginners tend not to recognize they are overdoing, however, this is important for preventing injury. To avoid injury, as intensity increases, volume will decrease.</p> <p>To develop muscular strength, increase intensity by increasing the weight lifted and reducing the number of reps.</p> <p>To develop muscular endurance, increase intensity by decreasing the weight lifted</p>

					<p>and increasing the number of reps.</p> <p>Pay careful attention to the ages, developmental readiness, abilities, maturity levels, past experiences, and fitness levels of the participants.</p> <p>Ensure that all major muscle groups are worked equally in a balanced, full-body workout.</p>
	Flexibility	<p>Before and after each activity/exercise session (minimum of 3 times per week). Reach mild tension, or slight muscular discomfort. Perform for 10-15 sec; 2 times per stretch.</p>	<p>Before and after each activity/exercise session (daily). Reach mild tension, or slight muscular discomfort. Perform for 10-15 sec; 3 times per stretch.</p>	<p>Before and after each training session. Reach mild tension, or slight muscular discomfort, at a level appropriate for sport participation.</p>	<p>A warm-up of full body movement, such as walking, jogging or stationary bicycle must precede any flexibility training activities. Generally, five minutes is sufficient; however, age appropriateness and level of current fitness of the participant should be considered.</p>
	Cooling-down	<p>Walking/slow running, stretching.</p>	<p>Stretching/yoga.</p>	<p>Stretching/yoga.</p>	
4. LEARNING OUTCOMES AND ASSESSMENT CRITERIA	<p>Test and evaluate progress (analyse expected outcomes and provide constructive feedback)</p>	<p>Enjoys participation and learning new physical activities.</p>	<p>Meeting health-fitness criteria.</p>	<p>Testing own fitness. Interpreting test results. Programme planning.</p>	

	Involve children in peer and self-evaluation process.				
4.1. Knowledge Criterion: Acquire and apply fitness knowledge of how to perform the physical skills (e.g. applies movement concepts and principles in the learning and development of motor skills).		Understands and applies more advanced movements and game strategies.	Identifies the critical elements of more advanced movement skills.	Understands and apply more advanced discipline specific knowledge.	
4.2. Practical skills Criterion: Participate regularly in health enhancing physical activity outside of school class (e.g. participates in the activity regularly for a period of at least nine weeks).		Participates in recreational physical activities from time to time.	Participates on a regular basis in various structured activities.	Successfully participates as a member of a school handball team.	
Criterion: demonstrate competency in some movement forms (e.g. has acquired the basic physical skills in the context of the activity-game play, etc.).		Enjoys participation in a variety of physical activity.	Has acquired all the basic physical skills, strategies, and rules in simple conditions.	Has acquired all the basic physical skills, strategies, and rules in nonstandard situations.	

<p>4.3. Competence</p> <p>Criterion: Design and develop an appropriate physical fitness programme.</p>		<p>Correctly identifies appropriate assessment techniques for each component of fitness.</p>	<p>Correctly assesses the level of fitness described in the assessment data.</p>	<p>Appropriately uses the principles of training and development to increase levels of performance for each of the fitness components.</p>	
<p>5. ADOLESCENTS' INDEPENDENT WORK AND TASKS (e.g. develops and implements a personal fitness plan and a monitoring system).</p>	<p>Encourage designing a personal fitness plan.</p>	<p>Initiates a personal and health-related plan that includes physical activity, nutrition, and reduction of risk taking behaviours.</p>	<p>Modifies and implements a personal fitness plan to maintain an active life.</p>	<p>Refines personal fitness plan to include potential life activities.</p>	

7.3. Promotion of grassroots sport

Physical activity is one of the key elements of our life. We work out for health and fitness and in order to feel a sense of community and competition with others. We implement a number of values: tolerance, team spirit, sense of justice and strength of character. Every child has a natural need for exercise. It is therefore necessary to create the necessary conditions for the development of sport interests among children and the youth, treat them seriously and affirm their belief that fun, movement and sports are as important as the acquisition of knowledge in human life. It develops prudence, determination, willpower, sense of purpose, determination, ability to make quick decisions, the ability to overcome fear, a sense of self-confidence, concentration, self-discipline, the ability to sacrifice sense of responsibility, etc. Sports and widely understood physical culture meet their need to move. Physical effort is essential for the proper development of the organism because it stimulates the heart, improves blood circulation and breathing rhythm, develops muscular and motor abilities and prevents obesity.

One of the best ways to increase the participation in sport is to spread information about the benefits of physical activities, focusing on the sport that you wish to promote (e.g. by telling what kind of muscles could be strengthened) – be it handball, floorball or other. Think about creating a "fashion for sport"!

There exist a variety of channels for spreading this information – the internet and social media, which can be particularly successful for reaching adolescents, newspapers, TV. An easy way to reach large groups of people is to include your grassroots sport in the programme of different events attracting many participants – festivals, fairs, city events, sports days, company sporting events.

Schools are another natural place for enabling adolescents to experience various grassroots sports. By being part of the curriculum, the kids can first learn what the particular sport – such as floorball or handball – is about, which may lead to their interest to become involved in this sport outside school.

Important players in making grassroots sport interesting to adolescents are well-qualified and competent physical education teachers, sport instructors, coaches. Knowing adolescents and their psychology, being aware of newest developments in sport pedagogy, being motivated to get the adolescents interested, to promote physical activity are all crucial preconditions for catching and maintaining the adolescents' interest in sport.

Building local partnerships is another way to bring your sport both to community events, schools and companies. Participation of partners provides access to the funds – private, municipal, structural. The presence of key people – leaders, decision-makers – raises the rank of joint actions, which by the fact that are supported by the local community gain the support of the community.

For example, consider partnership between a sport club and a school; this would permit building a long-term partnership which, by mutual efforts, could help ensure access to appropriate sport infrastructure and instructors, all available at schools, and specific methodological know-how and practical experience in working with particular kind of team sport held by the sport clubs. Other

partners can be municipalities, which can both help with access to adequate infrastructure, as well as becoming part of local events. Or companies that could set up own grassroots sport initiatives or become sponsors for your events, club or a school team.

There is no simple way to attract volunteers to the organisation of grassroots sport activities. One of the best ways to encourage their participation is offering them also some tangible benefits such as T-shirts, medals from the event or other useful awards. An important pool of potential volunteers is enthusiastic and interested parents. Consider organising sport camps for kids and parents together, providing parents with additional activities such as lectures about healthy lifestyle and food, etc.

Some other ideas for promoting grassroots sport, including floorball and handball:

- Organise interesting tournaments, camps, for example, together with neighbouring countries this could help make them cost-effective as well as give the players an extra incentive to participate by travelling;
- Organise hobby-type tournaments open to everybody, including beginners and first time players, and other more "untraditional" events of your sport;
- Place promotional materials in schools, on the streets, in websites. Organise free practice sessions, especially in places where your sport is not popular;
- Consider the role of the federation of your sport in providing further education to coaches to ensure good level of quality in delivery;
- Organise access to facilities and equipment.

Successful development of grassroots sport initiatives plays an instrumental role in providing adolescents – the target group of this handbook – with the possibilities to meet the physical activity quotas recommended by the WHO and keep them fit, healthy and happy.

Good luck!

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