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## FAIR PLAY AND HAPPINESS THROUGH SPORTS

A3 – Development of  
Educational material

*A Handbook for teaching values to  
children through sports: 120 games  
for happy children*



Edited by



UNIVERSITATEA  
„ALEXANDRU IOAN CUZA“  
din IAȘI

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# A HANDBOOK FOR TEACHING VALUES TO CHILDREN THROUGH SPORTS: 120 GAMES FOR HAPPY CHILDREN

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## EXECUTIVE SUMMARY

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The FAIRHAP project's ultimate goal is to identify and develop strategies for communicating the values of true sport to sport teachers and coaches and provide coaching education opportunities to be armed with proper tools for success.

Sport is an educational and training tool, for personal and social development, of extraordinary power. In and through sport is believed that people are capable of building a better society for themselves as well as for future generations. A society that shows no approval to racist attitudes, violence, manipulation of competitions, disregard of fair play or ethical rules.

Through sport, young children get exercise, make friends, have fun, learn to play as a member of a team, learn to play fair and acquire skills and ideals vital for their well-being, self-esteem and confidence. At the heart of these values lie the three fundamental Olympic values: excellence, friendship and respect, respect for the rules, respect for oneself and respect for others.

Research has shown that under the right conditions, young children can learn values through physical education and sport and that physical education teachers, as well as sport teachers and coaches can play an important role in the social, mental and moral development of young children.

This handbook provides an innovative educational material for the sport educators and coaches that will be trained through this project, in order to enhance awareness and help them teach the children 10-12 years old about basic Olympic values, which constitute the principles of the FAIRHAP Project.

The educational material emphasizes on teaching methodologies combining humanistic values with technical skills at team sports. Besides the theoretical material, training session plans are also developed in order to be used by the sports teachers during the training activities of the project.

The material deals with issues concerning the principles of Olympism and the Olympic ideals, such as the basic human rights, multi-culturalism, anti-racism, xenophobia issues, gender equality, social inequalities and social exclusion, aggression and violence in sport, the acceptance of ethical, social and sporting rules, the emergence of entertainment, fun and joy through the game, as well as the coexistence of ecological conscience and exercise.

## 1. INTRODUCTION

### Purpose

Sports practice may be a possibility of integrating individuals into a group that may help them define their personality and understand moral values. Sport and physical activity provide to social actors, through their dimensions, the opportunity of assuming various roles, of acquiring new social skills (tolerance, respect towards the others), of adjusting to the team's goal (through co-operation, cohesion) and of becoming active through the performances of the others. It also represents a defined social field; it is governed by relatively strict rules: there are norms sanctioning non-observance and punishing deviant behaviours. In this space, people learn to take on responsibilities, to respect the laws, to accept each other, to seek consensus, to volunteer for solving tasks (D. Tarschys – Council of Europe). The notion of fair play is vital in this context: one cannot discuss education and socialization without the promotion of moral features, because the specific approaches in the learning process may have positive effects upon the fair play characteristic and without the promotion of a prosocial behaviour.

A richer society, equality between social groups, restricted access to biological, chemical, nuclear weapons, directing built-up tensions towards non-violent actions – all of these will lead to a mitigation of violent phenomena.

Sport refers to the forms of physical exercises and movement games that may have a spontaneous and competitive character; they originate in the traditional games and founding myths of civilization; its specificity resides in the values of contemporary life (Dragnea, 2002: 12). Its functions – inherited from Antiquity – reveal the values mentioned in the definition above: competitive (it satisfies the need for competition), of maximizing performance, conative (referring to the desire to exercise), socializing (integration, social dialogue, social assertion), cultural and economic. In this respect, sport refers to psychophysical performance, to rules, to institutionalization and competition, to a pleasant leisure time. Between sport and society, there is a complex relationship seen from the perspective of two currents: idealistic, which regards sport as a free, spontaneous activity, separated from daily life; the second one, which states that sport must be the ideological image of dominant interests in current society (Patrikson, 1995: 38-75). This view has evolved gradually, because the norms and values constructed in society in the multitude of "social fields" are conditioned by those outside the field and by society progress, the two becoming one. Sport is a social phenomenon and it should not be separated, while motivating its actions, from its own context: historical, social, cultural, political and economic. According to Bourdieu (1978: 819-840), sport has an independent history, influenced by impressive economic and social-political events in terms of magnitude, it has its own rhythm, its evolution laws, its crises, its specific chronology.

## The educational essence of sports games

Each “social field” has periods of tension, conflicts and struggles for imposing an idea, a dominant social practice, between the social actors and various groups of interests. In this context, sports culture is the product of the struggle between social classes; because resources are not equally divided, groups with more power and resources will dominate the field of sport. It represents competition and it is based upon play, which suggests the pleasant, the unpredictable nature and the problematic and strategic aspect. In Huizinga’s view, play is a palpable guarantee and a constant maintenance of the freedom reflex, not just sought, promised or dreamed freedom (2003: 7). Freedom is identified in all aforementioned hypostases in various proportions within sport, depending on its specific. The pleasant side suggests the psychological nature of practicing a physical activity, while the strategic, problematic and unpredictable sides are subordinated to scientific disciplines that use reason for problem solving. The harmonious chaining between ludus (problematic play) and paidia (freedom, improvisation, bursting in laughter) characterizes the play (Marcus. S., 1998: 20).

The specific of plays consists in the existence of competing teams. In a competition, the opponent is regarded as an enemy, the one that threatens the space, the freedom of the opponent through the mere presence in the same place. The first reaction will be to eliminate, to isolate from the personal environment the enemy identified using any means (threat, destruction or banishment). The conscience is on the alert and it will focus on the enemy, while actions are led by emotional impulses that weaken rational analysis. We may include play in the rational sphere because players have to analyze the situation, by perceiving the other as an opponent (towards whom the affective attitude may be neutral or friendly), while attention focuses upon the context (where the opponent has partial control). This situation may be governed by a premeditated strategy. The opponent is limited by the same rules of the play; he co-operates throughout the competition. However, affective state is dominated by pleasure, derived from the very unfolding of the spectacle provided by play. The main characteristic of sport is competition, which aims an old objective, hierarchy, a clear order of excellence.

All collective sports involve elements of attack and defence supporting the notion of property by keeping possession of the game object after earning the field, by granting due importance to rankings and to multiple records. The fact that the competing teams struggle for ball possession makes domination within groups oscillatory, as well as among the supporters of the two teams.

On the other hand, physical activities influence positively the individual’s personality, from a cognitive perspective; information assessment will be facilitated using socializing agents, while physical development will modify significantly the increase in self-esteem. Whereas sport cannot be considered the “repair shop” of (wrong) social acts, it benefits from the necessary instruments for fighting against violence and for social integration when it is practiced. The means through which it provides young people with the possibility of relaxing

physically, of dissolving spiritual tensions and of setting them away from the aggression facts are simplified by those that influence the emergence of conflicts. Sport regarded as a microcosm is a positive space with favouring valences in the maintenance of social contacts and in the cohesion of groups.

### The beneficiaries of the educational material

This material is meant for the physical education and sport teachers, for the coaches of groups of children and juniors, for primary school teachers, for those who focus their work on the psychomotor education of the children, educators, parents.

Those listed above can constitute a team working in favour of education, in the benefit for shaping the personality of children, for helping them improve themselves in terms of physical and mental modelling. Proactive behaviour, fairplay, cooperation are some attributes that we train using sport and its means.

The contents of this handbook have the purpose of endowing children with fundamental values, which are manifested in information essential to evolution, being the result of the combination between mindset, morality and reason. Humanity was created using values, which in time have become so numerous and complex that it is very hard to determine what are the most important of them, but we assume the launching of an endeavour in this respect.

Physical education and sport teachers, coaches will be able to use this material for educating cooperation, altruism and fairplay, for accepting human diversity and diverse personalities, which may entail evolution. Exacerbated behaviours, such as verbal aggressiveness, violence, discrimination, gender inequality, may be mitigated or eradicated by getting involved in non-competitive sports activity. The purpose of general education is to develop human spirit of physical education, to contribute to harmonious physical development, to psychomotor development in order to adapt to environmental challenges, not to create hierarchies.

The instruments of physical education are easy to use, simple to apply and with deep effects upon the children's personality. Teachers can apply them responsibly and trustfully because sport reflects in the most accurate way society functioning and only the variables applied are modified: movement games, exercises with cathartic effect.

### Grouping values for education

Universal values were grouped into four categories of fundamental values, which target the same types of behaviours and contain similar answers to stimuli from the environment.

Olympism comprises Olympic and Olympic truce, obviously, the one that minimizes armed conflicts. The beauty of competition diminishes the purpose of the war, because competition symbolizes positively the measurement of physical and mental abilities.



Human rights represent those citizens' rights that are essential for physical existence, for their material and intellectual development, as well as for ensuring their active participation to State administration. Fundamental rights are those subjective rights of citizens, essential for life, their dignity and freedom, indispensable for the free development of human personality, rights established by Constitution and guaranteed by Constitution and laws. Sport, through regulations governing it, contributes to the education of gender equality, of social inclusion, of multiculturalism, thus promoting unity through diversity.

The courage of participation, of competition, of acceptance and integration in diverse groups offered by the sports field mitigates racism and xenophobia.

Aggressiveness and violence may be mitigated through sport because it has a cathartic role and the quality of reducing accumulated tensions by solving the tasks provided by the complexity of motor actions and by the beauty of competition, of fairplay governing the sports disciplines practiced by the competitors.



Figure 1: Grouping of values in 4 categories

## How to use the handbook

The material comprises five chapters that explain the fundamental values, useful in coexistence, in social evolution, in forming the temperament and in the personal development of each social actor, mainly of children, who are at the age of great acquisitions.

This chapter, which is the **first**, is the Introduction that contains the purpose of this handbook, the educational essence of sports games, the beneficiaries of the educational material and the grouping values for education.

The **second chapter** explains the fundamental values, focuses on desirable behaviours and exemplifies the positive effects of getting involved in practicing a group activity, where human personality manifests itself most obviously.

In order to point out the contribution of sport to the acquiring of fundamental values, the **third chapter** of this handbook features the characteristics of collective sports selected for the implementation of desirable qualities in children's behaviour and the rules adapted to the purposes of our project.

The sports games presented here benefit from specific actuation means, from motor actions that contribute to the enrichment of the cognitive and motor endowments, thus developing the psychomotor intelligence of the participants and the forms of collaboration with the others. Hence, the **fourth chapter** of this handbook contains dynamic games specific to handball, basketball, football, instruments that animate and stimulate participation to educative activities, complex activities that facilitate the learning and acquisition of new information.

The objectives of the dynamic games featured in this chapter focus on educating the fundamental values through the contents, the rules and the manner of addressing used by the coaches when speaking to the trainees.

The information presented in the first four chapters is synthesized in the **fifth chapter**, which organizes the practical aspect of our endeavour by scheduling the dynamic games throughout the six weeks of specific practices, which educate athletes for a proactive, non-discriminatory and successful society (through self-improvement and implication).

## 2. VALUES IN SPORTS

*All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.* - Art. 1, Universal Declaration of Human Rights/ United Nations.

**The objective of this chapter is to highlight the fundamental human values, which coordinate and mark the actions and behaviours of social actors in the common effort of evolution and cooperation.**

The concept of *value*, in social psychology and sociology, has been largely diluted in the ones of norm and attitude. Hence, in the socio-human definitions, the most common explanation refers to general and abstract principles, to what is important and valuable in life, to how people should behave and appraise situations, events, persons, as well as social and natural objects” (P. Iluț, 2009, p. 409). Values are the precursors of our actions and they materialize into attitudes, motivations and behaviours, all of them visible in the self-esteem of each social actor.

A value cannot exist separately, but it is embedded in a system of values that represents a long-term organization of existential beliefs. Within the system, each value receives a priority-oriented hierarchization, depending on the other values. Thus, at a certain point, a certain value may be a priority. Changing the values entails a reordering of priorities within the individual value system, but it is desirable for them to be the fundamental ones for a modern society.

The system of values is somewhat stable, in order to reflect the individual’s personality, but also unstable enough to allow rearrangements of value priorities, as a result of changes occurred in the culture, in the society, in personal experience (Rokeach, 1973, p. 5).

Sport can be an ally for learning and applying the fundamental values, a fundamental means of building human personality and a strategy for adjusting undesirable behaviours.

### 2.1. Olympism, Olympic ideals, Olympic truce

Human performances are based on at least three elements: aptitudes, vocation, and education. Education was created by the society in order to amplify the capacities in the most different directions, while sports performance is not only a bodily manifestation as oriented movement, but it has multiple determinations and conditions. The reason for it is that, besides the morpho-functional factors, here is a thought that elaborates the strategy of the fight, the reasons of dynamization, to which we add motivation, emotional balance, aspiration level, regulation and self-regulation capacity, attention, imagination—all of them accompanied by social nature. Competition corresponds largely to the achievement need of people endowed with aptitudes and educated in this respect; it represents a value of a certain type and it is a historical product, a human necessity born through the vocation of assertion. Improvement

through sports competitions nowadays, in school, has acquired a value born out of the idea of educating youth through sport, thus using as stimulating elements the Olympic games, hence valuing human features in an organized framework, in our case the physical education lesson, based on a particular type of education, related to the idea of obtaining success. As an act of creating value, Olympism is at the same time a state of mind and an attitude specific to human behaviour, as well as a certain type of activity. This is why this spirit should be cultivated in school not only through activities within physical education and sport lessons.

Within the physical education lesson, sports values have their own specific. They emerge and manifest themselves within inter-human relations, but also within competition, race, specific rivalries, which confers values specific to morals, ascribed to sport. At the same time, sports value is accompanied and conditioned by the spiritual values, such as the awareness of the need to self-improve, fair play, and others, but also material values, related to human biology, such as physical force, vitality, mobility, etc. Among sports values, we list without reserves fair play, self-improvement, tenacity, perseverance, vitality, physical beauty, behavioural balance, the cult of labour, of commitment, and of cooperation.

Sports values, within physical education lessons, are different from the moral ones, but they may be asserted and highlighted in competition only through their support. A moral act has value if there is no intermediary, regardless of its nature, between two social entities. The manifestation pattern of sports values includes interest, the wish to win, to achieve performance. Hence, human sports inter-relation is not longer a purely disinterested act, but sports values are a means through which students try to become sports personalities and intrinsic human beings under the aegis of rules, decisions, regulations, laws elaborated by national or international sports forums and accepted by each athlete. Constituted by such a system of values, within physical education lessons, Olympism may penetrate young consciences, may change or influence human behaviours. Besides other behaviours of the social spectrum, it is an educational factor endowed with value. This set of specific values has a high normative character; it may play the role of guidelines in daily life, thus becoming ideals and delimiting for each person the distance between what exists and what we wish existed, between what there is and what there should be, between what we are and what we could be. When one of more values is acquired and they become beliefs, they structure especially the student's behaviour and they represent a genuine orienting forum for the actions and for the student's way of being.

Another beneficial educational influence exercised by sports values once acquired within the physical education lesson is the creation of human models, so necessary especially for adolescents and young people. The need of human models is a daily necessity with decisive influences on the destiny of each individual. Once acquired, the model can determine behavioural and existential patterns—even the individual's quality of life as a whole. In relation to the other behaviours of the social, sports values within the physical education lesson, viewed from the standpoint of Olympism ideals, have influenced positively the values specific to other disciplines, too. The beneficial role of the aesthetics,

with significant educational reverberations, is also closely connected with the contribution of sports values. In this respect, the physical education lesson is regarded as an optimal manifestation space for all values, but also as a space for the emergence of other values. At the same time, it represents a melting pot that collects and unifies in its intimacy moral, aesthetic, philosophical values, by configuration new dimensions for them. It is a type of activity where good, honour, and dignity are metamorphosed into fair play and where beauty finds its objectivity in the proportion, harmony, balance, shape of the human body at high levels. Therefore, human physical beauty, as part of the beauty, is generally born of such a melting as the physical education lesson. Such values and others have a great educational influence.

Olympic spirit in the physical education lesson – generator of sports values – leads to knowledge, friendship, loyalty, and it has finality for the idea of play and movement. At the same time, sports values, if they receive they understand, appreciate as accurately as possible the intrinsic value of grandiose manifestations within Olympism. Olympism can help us in this respect, too, because if they take place in the Olympic spirit, physical training lessons provide the emulation framework where students discover that sport is more than fight, competition, and victory, that it also represents participation, joy, and friendship – in one word, sportsmanship – thus enjoying the understanding and cherishing of all.

Sports values are those through which human beings try to achieve success by respecting certain rules, decisions, regulations, laws elaborated by national or international forums and accepted by each athlete. Within the physical education lesson, when one of more values is acquired and they become beliefs, they structure especially the student's behaviour and they represent a genuine orienting forum for the actions and for the student's way of being. Sports activity is the only way that values systematically and continuously the sports values and the competition desire induced within the physical education lesson, where students receive a system of knowledge comprising a genuine theory of competition – all in the spirit of friendship, knowledge, and mutual respect, based on the dignity of the human being.

Olympism is an optimal manifestation space for all values, but also as a space for the emergence of other values. At the same time, it represents a melting pot that collects and unifies in its intimacy moral, aesthetic, philosophical values, by configuration new dimensions for them. It is a type of activity where good, honour, and dignity are metamorphosed into fair play.


**Desirable behaviours:**

1. Fair-play;
2. Cooperation;
3. Solidarity;
4. Friendship.


**Negative manifestations:**

1. Illegality;
2. Discrimination;
3. Aggressiveness.

## 2.2. Human rights

Sport plays a major role in society today and is a popular leisure activity among children. It is a powerful tool for children and young people, as it offers opportunities for play and self-expression. The practice of sport is seen to be important to the development of children as it fosters their physical and emotional health and builds valuable social connections. Sport is also helpful in a human rights context as it encourages the integration of children from different cultural or economic backgrounds, those with disabilities and helps promote gender equality. "Sport is, moreover, seen as an efficient tool for reconciliation, peace-building and rehabilitation. Nevertheless, it can be argued that the developmental implications of sport largely depend on the condition under which participation takes place, and that some children in sport face situations that have the potential of threatening their human rights."<sup>1</sup>

From a human rights perspective, the protection currently on offer does not provide sufficient safeguards for children and it therefore seems necessary to pursue avenues parallel to education and awareness raising to more efficiently protect children's human rights in sport.

Human Rights in Youth Sport offer critical analysis of some very real problems within youth sport and argue that the future development of sport depends on the creation of a child-centred sport system. All children have the fundamental right to participate, enjoy and develop through sport in a safe and inclusive environment. For some children sport is for fun. For others, sport is a passion that can lead to a professional career.

The growing revenues and the search for fame and fortune in sport have in many aspects a negative impact on young athletes and their human rights. The most common forms of

<sup>1</sup> Siri Farstad, "Protecting Children's Rights in Sport: The Use of Minimum Age," Human Rights Law Commentary 3 (2007)

children's and young people violation of human rights are abuse, negligence, violence, and exploitation of children, the imposition of training regimes suited for adult athletes, punishment, encouraging the development of eating disorders and doping, psychological, sexual and emotional abuse from parents and coaches (who should be the protectors of the child athlete), over-training and other competitors (who might be subjected to the same abuse). These issues culminate in trafficking and sale of young athletes, and in systematic violation of educational agreements and basic family rights of these children. Moreover, abuse can lead to other problems which can have lifelong effects on the child such as physical injuries, health problems, depression, low self-esteem, eating and sleeping disorders, post-traumatic stress disorder and even suicide.

Particularly at risk are children involved in elite sport, where organized intensive training starts at a very early age. Little or no protection is offered to these young athletes, since neither the CRC, nor the Committee on the Rights of the Child have addressed the issue of setting minimum ages in sports. The fact that an elite child is young, and in many cases not able to understand the implications of organised intensive training, or not always in a position to do something about it, makes the child particularly vulnerable to exploitation by competitive parents and coaches.

Play and sport are not luxuries reserved for only a few, they are every child's right. Children have the right to rest and leisure, to engage in sport and play. Children are often treated as athletes first and children second – it should be vice versa.

One of the best ways to help children and young people to defend their rights are to give them to understand that they have rights. This knowledge, in together with education, is the key to protecting their rights. Knowledge of those rights will also increase mutual respect and tolerance between them, values that is a prerequisite for protecting and promoting human rights.



#### **Desirable behaviours:**

1. Equal opportunities;
2. Freewill;
3. Education and health through sports, etc.



#### **Negative manifestations:**

1. Discrimination;
2. Marginalization;
3. Restricting equal opportunities.



### 2.3. Racism, xenophobia

Sports bring together millions of people, regardless of their sex, colour, gender, age, nationality or religion, and thus have the potential to play an important role in creating an inclusive society. Sports activities ranging from the local to the national and international level, embracing leisure as well as competitive sport, can support the integration of migrants and persons belonging to minorities into society as whole. In other words, sport events could be an ideal platform to foster inclusion, acceptance of diversity and mutual respect while combating racism, discrimination and exclusion. Racism and xenophobia are societal problems that cause serious problems in youth sports. Racism in youth sports used to mean segregated sports. Today, racism shows up in different ways. It shows up in how African American children are sometimes stereotyped – as when they are assumed to be interested in basketball and assumed to have natural talents for sports. It shows up in the added pressure on children of colour to gain respect through sports. It shows up in the undue demands for poor minority children or children of colour to become professionals rather than simply have fun through sports. As a consequence, racism can also affect motivation, enjoyment and levels of participation.

Racism in sport is a complex problem. It includes discrimination, harassment or vilification by players directed at other players; by spectators directed at players; or racist behaviour among rival spectator groups which spill over into disruptions and violence in the stands. It also includes the actions of sporting officials and coaches, as well as media commentators. Racist attitudes and racist behaviour is just as likely to include an emphasis on 'culture' as it is on 'colour', including religion, language, ethnicity and national origins. Moreover, racist behaviours can have profound impacts in children's lives. People are noticing the racism and discrimination that is going on in the sports they love to watch; however, these high-profile acts are a bigger problem because of the impact sports have on people, especially children. Most of kids in all over the world love to watch sports, so they will naturally have role models who are professional athletes. When a children sees his/her role model in sports committing an act of racism or discriminating against another race he/she will think it is something that is acceptable. Once one behaviour such as a racism behaviour is ingrained in a person's brain, it is difficult to remove it.

Racism and xenophobia phenomena are not recently discovered rather they exist many decades now. However, due to the situation that has been shaped in all Europe by the immigratory waves, racism emerged as a major issue that needs to be solved by the European Community. Sport can provide an excellent vehicle for establishing norms of behaviour that can be emulated by the rest of society, particularly by children and young people. Sport offers opportunities to break down barriers and encourage participation in a way that other areas of society may struggle to match.

The best way to combat all forms of discrimination is education, especially for young generation. Education can enhance the respect for human rights and the Olympic principles of friendship, equality, isonomy, respect and excellence. Especially physical education has an



important role to play in the transmission of such values through movement and games that create a unique way of non-verbal communication without the linguistic difficulties produced by different languages and culture. Each physical educator should be in position to develop and facilitate the inclusion of children with different colour, language or social origin through their participation in physical activities.



**Desirable behaviours:**

Integration through cooperation



**Negative manifestations:**

Discrimination

## 2.4. Multiculturalism

Today's society more than ever is a pluralistic society that has different cultures, value systems and lifestyles. It includes, therefore, within people of both sexes, people with mental and physical disabilities and immigrants with many different religious ideologies and different social classes. People of all cultures, background and faith face the challenge to be citizens of the same country, students in the same classroom, athletes in the same team. The constant changes in cultural composition of modern societies lead in searching common ways of in order people be able to live together with respect and tolerance.

Thus, the goal of a multicultural society is to create an environment in which different people and cultures can live in harmony with mutual respect and knowledge of the unique quality of each other.

Multiculturalism seeks to promote the value of diversity and equal opportunity for all people through understanding of the contributions and perspectives of people of differing races, ethnicity, culture, language, religion, gender, sexual orientation, and physical abilities and disabilities. Multiculturalism is an ideology, which has been often linked to the reality of understanding the contribution of different groups.

Sports may provide a common ground where integration can be cultivated. Sports can help in the promotion of interaction among people from different cultures, while also helping individuals maintain ties with their own cultural groups, thus facilitating the maintenance of

Sports can be a learning environment that supports, respects and promotes diversity, giving equal learning opportunities and helping in the development of personal and social responsibility of foreign children for their smoother integration into society. Moreover, it can provide opportunities for collaboration, team resolve problems and disputes, encourage

decision-making, as well as developing the interest for others. Yet, it can focus on acquiring a deeper appreciation for the diversity and uniqueness of each culture (Wuest & Lombardo, 1994).<sup>2</sup>



#### **Desirable behaviours:**

Collaboration between ethnic groups



#### **Negative manifestations:**

1. Lack of cultural diversity acceptance;
2. Segregation.

## **2.5. Gender and equality**

Gender equality is a right through which anybody is free to develop their own aptitudes and to express their options, without being influenced by gender particularities. The different behaviours, aspirations and needs of women and men should benefit from equal appreciation and promotion. In Romania, but also across Europe, there are still gender inequalities, especially on labour market, where more women occupy less paid sectors and functions with lower decision-making power. In this context, equal opportunities represent an important point in terms of equal treatment for men and women, by taking into account their capacities, needs and aspirations. Equal opportunities also refer to the visibility, autonomy and equal participation of the two genders in all spheres of public and private life. In Romania, a special law – Law no. 202 of 2002 regarding equal opportunities and treatment of men and women – regulates the issue of equal opportunities. Besides the general provisions, the law outlines the fields where measures for the promotion of equal opportunities and treatment of men and women and for eliminating all forms of discrimination based on the gender criterion apply. These fields are labour, education, health, culture and information, politics, participation in decision, provision of and access to goods and services and other fields regulated by special laws. In Europe, according to a report regarding gender equality published by the EU (2013), whereas gender equality gaps are decreasing, progresses in this domain are slow. The report unravels the persistence of inequality between men and women concerning labour force occupation rate, salary level and representation in public life.

<sup>2</sup> Wuest, D. & Lombardo, B. (1994). Curriculum and instruction: The secondary school experience. St. Louis: Mosby.


**Desirable behaviours:**

1. Visibility;
2. Promoting potential;
3. Participation of both genders to socioeconomic life activities.


**Negative manifestations:**

Gender-based discrimination.

## 2.6. Social inequalities and social exclusion

There is a belief according to which races are unequal, thus ensuring the justification of hegemonic desires, of the one of being original along with the one of eugenics. Racism is the result of damaged human relationships between individuals from different races who live in the same territory, but equality is seen as impossible. This attitude – originating in the view of biological, hereditary and intellectual inequality – is a commonplace in sport; it represents the complex of behaviours founded on social and cultural differences, but sport may repair the emergence of exacerbated behaviours referring to social stratification. The manifestation of race inequality concretizes practically or through the beliefs that the world is created or leans against the syntagm of social stratification, which highlights that the segregation of social actors is based on biological and exclusive entities named races. In sport, racism is based on sports rivalry, ethnical conflicts and urban hegemony (D. Bodin, 2001: 22). Racial manifestations are encountered at all levels of the game (of all sports branches): racial abuse, intimidation, discrimination and harassment are obvious among supporters, players, trainers, managers and administrators, despite the excess of anti-racial advertising (J. Garland, M. Rowe, 2001: 3), but only because the economic interests prevail. The aforementioned authors posited that racism must be regarded and understood from the perspective of hooliganism, as a part of this behaviour specific to sport crowds (2001: 179).

The way sport eliminates social differences comes from the perspective of talent, of the teammates' skills and of the synchronization of efforts for obtaining points. Coordinated, harmonized and focused effort supports the idea that sports activity can eliminate this type of behaviour within a sports group.

In its most powerful manifestations, social exclusion inscribed in the structure of communities may constitute a central principle of stratification, may become dependent on the relations of domination. It legitimates acts and practices that may be pre-existing, unfolded in a favourable environment. No study has demonstrated clearly that violence is

created directly by social exclusion or social inequality; the field where they manifest themselves authorizes and supplies them and the one that promotes them is aware of the supporters. Hence, it may be considered a strategy of unbalancing societies, a faulty belief that differences exclude. Actually, they are able to unify a group and make it more effective, by distributing tasks equally and by using the qualities of each individual with a constructive purpose. Violence cannot be dissociated from a more general position that acquired certain representativity.



**Desirable behaviours:**

1. Cooperation;
2. Integration through collaboration.



**Negative manifestations:**

1. Stereotypes related to skin colour and race;
2. Social exclusion.

## 2.7. Aggression and violence in sport

Sports show has polyvalent influences upon the public: social, psychological, esthetical, biological, while activities are examples to follow because they motivate sports performance, victory, self-improvement, tolerance. Sometimes, it provokes mimetic excitation and the feeling of victory; it triggers passions that transform pleasure into violence (D. Bodin, 2001: 22). Hence, in this space we identify deviations from norms because there are premises for starting conflicts, for violent behaviour, originating in racial, religious, ethnical or national identity differences. From ecstasy to violent manifestations, the border is small and violent behaviours (characteristic to fans of soccer, basketball, handball teams) oppose to the main objective of sport: non-violence. The relation between the public and the sports show deduces from the degree of cultivation of the public. The latter has two fundamental functions: the public is the spectator and the co-participant to the competition. In the first hypostasis, it addresses the spectacular character of the party, by requesting and expecting from the competing athletes sports artistry; in the second hypostasis, spectators manifest themselves as associates of the representative team, by expecting victory, reason for which they provide instructions, encourage favourites, acclaim, whistle, swear, mock competing partners with demobilizing purposes. Children are among fans and learn aggressive behaviour and after that they propagate it in society. The arena may be a celebration field or a battlefield, by adapting to supporters and by ensuring them

space for unwinding. The aggressiveness of arenas is also manifested in the exterior through symbolic, ritual acts (R. Chatard, 1994: 39). We remind here that certain forces leading or stimulating spectators to exaggerated, powerful acts in terms of intensity and pain: supporters' leaders. The imitation by supporters of the actions of their heroes seems to be another reason for unleashing, activating the aggressive primitive features and in this context they will manifest explosively. They do not isolate themselves; they do not withdraw in order to understand the message conveyed by the field actors. From a spiritual perspective, the supporter is part of the whole, by reasoning depending on the images succeeding on the field and by reacting to the messages received, thus resonating with the others.

The sociologist Erving Goffman states that individuals gather for any sport or social environment looking for the atmosphere that a compact crowd of tipsy persons can create. In the space destined to sports, the public is disinhibited, far from the daily issues and from each person's reality. They come there; they mobilize for the pleasure of living the show, not for being violent (P. Mignon, 1995: 17). There is a thin line from ecstasy to violent manifestations and hooliganism (characteristic to soccer crowds) emerges, too. Not all sports events include violent supporters; a variable may be the geographic position comprising social and moral factors triggering violent behaviours (disadvantaged areas, high population density, increasing number of unemployed, lack of education and social control institutions), but this is not a rule.

We envisage a situation where violence may become the norm, thus encouraging increased level of aggressiveness and the transformation of sports values.

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#### Desirable behaviours:

1. Tolerance;
2. Empathy;
3. Assertiveness.



#### Negative manifestations:

Violent, verbal, mental, and physical attitudes.

## 2.8. Acceptance of ethical, social, and sporting rules

Sports practice may be a possibility of integrating individuals into a group that may help them define their personality and understand moral values. Sport and physical activity provide to social actors, through their dimensions, the opportunity of assuming various roles, of acquiring new social skills (tolerance, respect towards the others), of adjusting to

the team's goal (through cooperation, cohesion) and of becoming active through the performances of the others. It also represents a defined social field; it is governed by relatively strict rules: there are norms sanctioning non-observance and punishing deviant behaviours. In this space, people learn to take on responsibilities, to respect the laws, to accept each other, to seek consensus, to volunteer for solving tasks (D. Tarschys – Council of Europe). The notion of fair play is vital in this context: one cannot discuss education and socialization without the promotion of moral features, because the specific approaches in the learning process may have positive effects upon the fair play characteristic and without the promotion of a prosocial behaviour.

A richer society, equality between social groups, restricted access to biological, chemical, nuclear weapons, directing built-up tensions towards non-violent actions – all of these will lead to a mitigation of violent phenomena.

Sport refers to the forms of physical exercises and movement games that may have a spontaneous and competitive character; they originate in the traditional games and founding myths of civilization; its specificity resides in the values of contemporary life (Dragnea, 2002: 12). Its functions – inherited from Antiquity – reveal the values mentioned in the definition above: competitive (it satisfies the need for competition), of maximizing performance, conative (referring to the desire to exercise), socializing (integration, social dialogue, social assertion), cultural and economic. In this respect, sport refers to psychophysical performance, to rules, to institutionalization and competition, to a pleasant leisure time. Between sport and society, there is a complex relationship seen from the perspective of two currents: idealistic, which regards sport as a free, spontaneous activity, separated from daily life; the second one, which states that sport must be the ideological image of dominant interests in current society (Patrikson, 1995: 38-75). This view has evolved gradually, because the norms and values constructed in society in the multitude of "social fields" are conditioned by those outside the field and by society progress, the two becoming one. Sport is a social phenomenon and it should not be separated, while motivating its actions, from its own context: *historical, social, cultural, political and economic*.



#### **Desirable behaviours:**

Respecting regulations, codes, and ethical conducts.



#### **Negative manifestations:**

Rejecting the norms of coexistence.

## 2.9. Emergence of entertainment, fun, and joy through the game

Reasons for which social actors participate to sports activity:

- *The need to join a group* that provides the social actor with the opportunity of spending leisure time with others;
- *Family*, which has the role of uniting its members through common interests, thus conveying traditions to successors;
- *The aesthetic side* through which a person is motivated to participate to sports show in order to enjoy artistic beauty and the grace of athletes' movements;
- *Self-esteem* will be maintained through a positive self-concept ensuing from identifying with the favourite, winning team;
- *Eustress*, through which the social actor is motivated to participate as a fan to sporting events, thus enjoying them and getting emotional, unwinding tensions while watching the sports show;
- *Escaping* everyday life;
- *Fun*, determined by spending leisure time in a space destined for such activities.

## 2.10. Coexistence of ecological conscience and exercise

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Forming motor capacity, by practicing physical exercise, refers to the constitutive substrate of an aptitude, pre-existing and depending on its natural development, on educational training, and even of exercise. The British dictionary defines capacity as follows: the easiness of obtaining positive finality, in the execution of a task or in the exercise of a profession.

Motor capacity is a complex reaction to outside stimuli; it comprises, within a characteristic unit, several elements: psychomotor aptitudes as a natural psychophysical endowment and motor-athletic aptitudes, influenced by various models of maturation of functions, of practicing, accompanied by the action of internal motivational factors.

The education of psychomotricity plays an important role in educational therapy.

Some authors believe that a good method of social education is for individuals to learn beneficial behaviours (attitudes) for their health, such as physical education and sport (Danish, Nellen and Owens, 1996; Danish *et al.*, 2002). A successful social actor may acquire many of the abilities necessary to conduct optimally and efficiently the activities in the family, school, and community, starting from the particular field of physical education and sport, which provides the possibility of learning responsibility, observation of rules, courage, efficiency, perseverance, tolerance of frustrations, education of motor functions. The important factor in the acquisition of certain functions is represented by the personality of the individual subjected to the education process.



Motor education represents a basic education in elementary school because it conditions the entire process of school learning. The learning process is efficient, from the perspective of specialists in the field of physical education and sport, if the “child has the conscience of his own body, knows his laterality, can situate himself in space, dominates time and has gained enough coordination and stability of his gestures and movements”. The initiation of any program of motor, psychomotor, educational training must be preceded by an assessment of the psychomotor acquisition of every child at a certain point.

General directions of psychomotricity:

- *Educating the relationship with the self;*
- *Developing a relationship with the others;*
- *Escalating the relationship with the environment.*

Educating the relationship with the self comes from postural coordination, based on reflexes and all their components: spatial components, rhythm, and energy.

The relationship with others will be the next step in the psychomotor development of the child, achieved through an exchange of information between a child and his mother; this feed-back will allow the child to become aware of his personal ego, to compare it, and to issue personalized opinions.

The relationship with the environment will be initiated through family and the playing group, through objects, people, phenomena that are represented to the child.

Children need play (through games), affection, attention, and time spent in the company of parents; they have a major impact in the subsequent growth and development of the child. Diverse situations and early experiences have the role of activating the synapses “dormant” at birth.



#### **Desirable behaviours:**

Education through movement games.



#### **Negative manifestations:**

Restricting the right to motor and psychomotor education



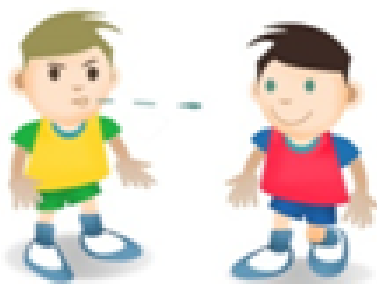
### 2.11. Key points for teachers

- Motivating the collective of children/students/ athletes;
- Supporting, encouraging unconditional participation;
- Positive feedback to children's performances;
- Avoiding labelling unexpected motor behaviour;
- Respecting the rules of the game;
- Respecting students/ athletes;
- Respecting the technical team of the partner team in the competition;
- Respecting spectators and their diversity;
- Respecting referees and their decisions;
- Creating a climate fit for competition, without the pressure of obtaining a result that declassifies the game partner;
- Stimulating collaboration within the group;
- Acknowledging the abilities of competition partners;
- Accepting the final (positive or negative) result.

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### 2.12. Illustrations of undesirable behaviours

Scolding the teammate or the competition partner.



Using dirty and trivial words when addressing the teammates or the game partners.



Aggressive language addressed to referees.



Intimidating and aggressive expression and gestures



Physical aggressiveness manifested against the opponent (and sometimes the teammate).



Physical aggressiveness manifested by hitting the game objects against the rules.



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Marginalization of the competition colleague.



Disputes among team partners.



Lack of fair play manifested by abandoning constructive communication (by turning one's back).



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Grabbing the game partner's (by the T-shirt) in order to prevent the unfolding of the phase (an action sanctioned by the rules).



Physical violence (stopping the game partner, his action, using physical violence: tripping).

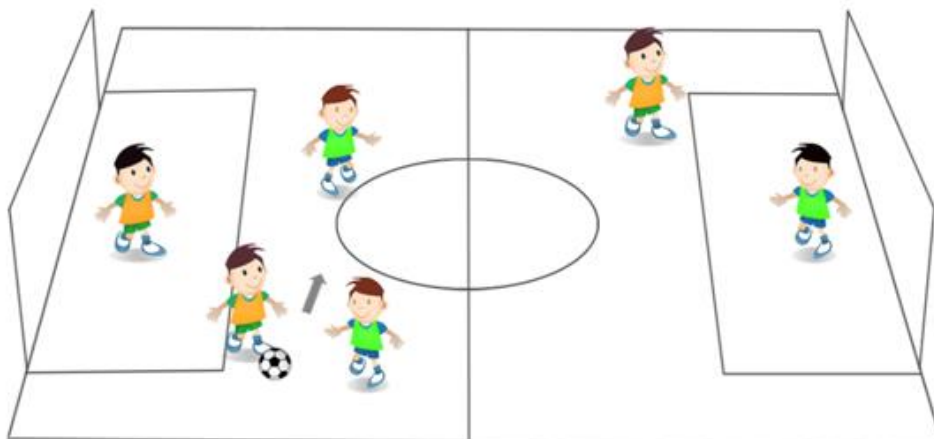


Obscene gestures.



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Lack of collaboration within the team.



### 3. SPORTS GAMES WITH EDUCATIVE VALUE

The second chapter explains the three sports games with a formative character, chosen in order to attain the objectives: education in the spirit of universal values and harmonious physical development of children, animation of social life objectives through play.

We present general aspects that define the organization of the game, basic rules and rules adapted to the purpose of this material.

Group activity is specific to the game, with all advantages entailed by its highlighting within the instructive-educative process, because the game comprises cooperation, collaboration with game partners, balance between the interests, reasons for actions and personal efforts and those of the group to which the person belongs. It involves integration in the collective, acceptance and acknowledgement of values, assuming responsibilities, leadership and assistance, critical and self-critical attitude. The favourable or unfavourable situations emerging throughout the various game phases educate the personality of the person who practices sports games. Emotions and feelings, experienced affective states and the other mental processes featured under these circumstances, are specific to each person, but simultaneously also common to their team. They are determined by the personal successes or failures of the team, a particularity that provides a profoundly formative character to sporting games, which can be valued for attaining the development objectives.

Play allows the manifestation of initiative and independence in actions and expressed in solving game situations. They become possible only if the person has a minimum of sufficiently developed motor skills and abilities and he was instructed to act within the limits of precise rules.

#### 3.1. Handball

##### General aspects

Handball is a popular, dynamic, spectacular, and exciting at the same time. Over 5 million people practice this type of sport in approximately 140 countries, being very popular in Europe, following the game of soccer. Game overall is a stunning combination between soccer, basketball, and polo.

##### Characteristics of the handball game

The handball game unfolds in speed; it is dynamic, one can learn it quite rapidly because movements are natural, we encounter them in children's plays and adults' activities, using general displacement forms (walking, running) or fundamental motor actions within the field of jumps.

Handball is a game based on tactics, on the collective actions of players, not excluding their technical abilities; it is a game of strategies and of solving spontaneous problems (in each game, we encounter new and diverse situations, opponents with special qualities).

The handball game has an important role in the development of social and interpersonal relationships skills, thus contributing to increased self-esteem and improved health status. Winning the game depends on the attack and defence activity, on the way the team collaborates from a tactical perspective and in terms of the responsibilities assumed by the components in their individual actions. Handball players must learn to cooperate with each other and at the same time, must respect the rules of the game, must be subordinated to the spirit of fair play and help each other, thus dividing the attention in three directions: the activity of teammates, the activity of the opponents and of one's own team.

Requirements for participants to the game: observing the game regulations, observing the opponents, observing the teammates, respecting the referees, respecting the spectators, respecting the coach's indications.

### The rules of the handball game

- The playing field (Figure 16) is a square with a length of 40 meters and a width of 20 meters, comprising two goal spaces and a play area. The lines of the long sides are called sidelines, while the lines of the short sides are called goal lines (between the bars of the goal) or the outer goal lines (on both sides of the goal).
- The inner height of the goals is 2 meters and the width is 3 meters.
- The field lines are part of the spaces delimiting them.
- The free-throw line (nine-meter line) is a dotted line, situated 3 meters outside the goal space line.
- The seven-meter line is a 1-meter-long line marked in front of the goal, parallel with the goal line and 7 meters from it.
- The goalkeeper's restraining line (the four-meter line) is a line 15 cm long, marked in front of the goal, which delimits stepping out during defended seven-meter throws.

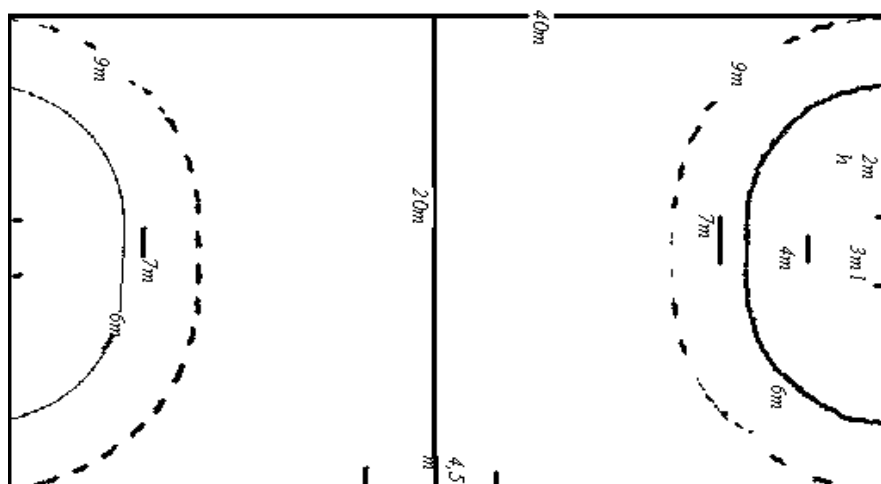


Figure 2: Playing field

### Playing duration

- The playing duration for all teams with players over 16 years old is 2 halves, 30 minutes long each. The break between halves is 10 minutes.
- The normal playing duration for youth teams comprises 2 halves, 25 minutes each, for the age group of 12-16 years old and 2 x 20 minute for the age group of 8 – 12 years old. If the result is equal at the end of the playing time and if a winner must be decided, teams will play overtime, after a break of 5 minutes. The overtime comprises 2 halves, 5 minutes each, with a 1-minute break between the 2 halves.
- If the result is equal again, at the end of the first overtime, another overtime will be played, following a 5-minute break. This second overtime also comprises 2 halves, 5 minutes each, with a 1-minute break between the two 2 halves.
- If the two overtimes did not lead to the winner, 7-m throws are established.



### The signal for end of the game

- The playing time begins when the referee blows the whistle for the first throw. The playing time ends at the automatic signal, provided by the stopwatch of the scoreboard or by the timekeeper.

### Time-Out

- Time-out is granted in the following situations: a 2-minute suspension, a disqualification or a definitive;
- After time-out, the game resumes when the referee blows the whistle;
- Each team benefits from a 1-minute time-out, in each half of the regular playing time.

### The ball

- The ball is made of leather or synthetic fabric.
- The sizes (circumference and weight) of the balls used of the balls used for different categories of teams are the following:
- 58-60 cm and 425-475 g (IHF 3 size) for male teams masculine and youth male teams (over 6 years old);
- 54-56 cm and 325-375 g (IHF 2 size) for female teams, youth female teams (over 14 years old) and youth male teams (12 – 16 years old);
- 50-52 cm and 290-330 g (IHF 1 size) for female teams (8 – 14 years old) and male teams (8 – 12 years old).

### Basic rules

There are 7 players in each team: 6 field players and a goalie. The main idea is to score as many goals as possible in the opposing team's goal.

- Touching the ball with the foot, below knee level, is sanctioned; this fault is called "foot";
- It is allowed to take a maximum of three steps with the ball; more than that is considered a fault, called "walking";
- The ball may be held for 3 seconds, otherwise the player is sanctioned for "walking";
- The field players are not allowed in the goal area, delimited by the 6-m semicircle, but they must conduct their activity between the two 6-m semicircles of the handball field.

## 3.2. Basketball

### General aspects

Basketball is a highly dynamic and spectacular sports game, disputed between two teams comprising 5 players; each team seeks to attain the goal of the game: to introduce as many times as possible the ball into the hoop of the opponents and to prevent the latter from scoring goals.

The game unfolds throughout two halves, each half has two periods (quarters), in total, the game has (4) periods (quarters) 10 minute each; between the first and the second quarter, as well as between quarter 3 and quarter 4 there is a 2-minute break, while between the halftimes (quarter 2 and 3) there is a 15-minute break.

If the score is equal at the end of the fourth quarter, overtimes of (5) minutes each will be granted, as many as necessary in order to decide a winner.

The game consists of a series of individual technical and tactical actions, conducted by the attacking team against actions of players belonging to the defending team; these actions must integrate into the "lines" of the game regulations.

### Characteristics of the basketball game

Basketball has grown tremendously and it has become extremely popular, also due to its special characteristics:

- Whereas there is a direct fight for the ball, a direct contact between opponents, the regulation excludes brutalities and avoids accidents;
- It is ACCESSIBLE, given its organizational simplicity (relatively reduced number of players 5X5 or it may be practiced under simplified forms in smaller formations 3X3), to kids from 8-10 years old, to young people and adults, to both boys and girls and even to older people, as well as to physically disabled people (auditory or locomotor disabilities);
- Because it unfolds on a small space with a relatively great number of players, in order to score points, the circulation of the ball and of the players is very quick, which brings a special DYNAMISM and RAPIDITY of the game;
- The multitude and the variety of game phases, the rapid alternation of offensive and defensive situations, the possibilities it provides to players for them to show their fantasy and inventive capability, the various tactical solutions of the phases, the great number of points within a game – all of them provide to spectators (and to players) really SPECTACULAR moments;
- It is the sports game with the RICHEST TECHNICAL PROCEDURES and with the highest variety of technical and tactical actions and complexes;

- It has a tendency of TECHNICAL-TACTICAL UNIVERSALISM, because it requires from players a complex technical and tactical training, for both attack and defence, in order to meet the demands of the game;
- It uses almost all muscle groups, the physical qualities, the moral-volitional qualities, reason for which basketball is an important means of physical development and training for the youth; it is also highly used for completing the training of athletes for other disciplines;
- It has a great EDUCATIVE VALUE and it contributes remarkably to the multilateral development of the entire personality of athletes, to the shaping of conscience and of moral traits, of positive will features characteristic to contemporary man.

### The rules of the basketball game

In the basketball game, the ball is played only by dribbling it (using the hands) and it may be passed, thrown, touched, rolled, and dribbled in any direction, within the limits of the restrictions related to these rules. A player must not run holding the ball, to kick, or to block the ball deliberately, (using any part of the foot) or to punch it. Dribbling is a method of moving the ball on the playing field by a player controlling this ball, which he may throw, hit, or roll on the floor or throw it deliberately into the panel. A dribbling begins when a player who obtained the control over a ball on the playing field throws it, hits it, rolls it, dribbles it on the floor, or throws it deliberately into the panel and touches it again before the ball touches another player. A dribbling finishes when the player touches the ball using both hands simultaneously or when he holds it using one or both hands. During a dribbling, the ball may be thrown into the air, but it must touch the floor or another player before the player who touched it touches it again using the hand. There is no limit concerning the number of steps a player can make when the ball is not in contact with his hand. Fault is a violation of the rules, consisting in a personal contact against regulations with an opponent and/ or a type of behaviour lacking sportsmanship. Each fault must be recorded, written in the official sheet for each guilty player, and sanctioned accordingly. A throwing into the hoop is when the ball held in one or both hands by the player and then thrown into the air towards the opponents' hoop. The throw is considered successful if the ball passes through the hoop from top to bottom. Throws have different values: 1, 2, 3 points.

### The playing field. Lines and dimensions

The basketball competitions take place indoors or outdoors, on a flat field with a length of 28 meters and a width of 15 meters, a field with panels, each with a hoop with a net situated 3.05 meters from the floor.

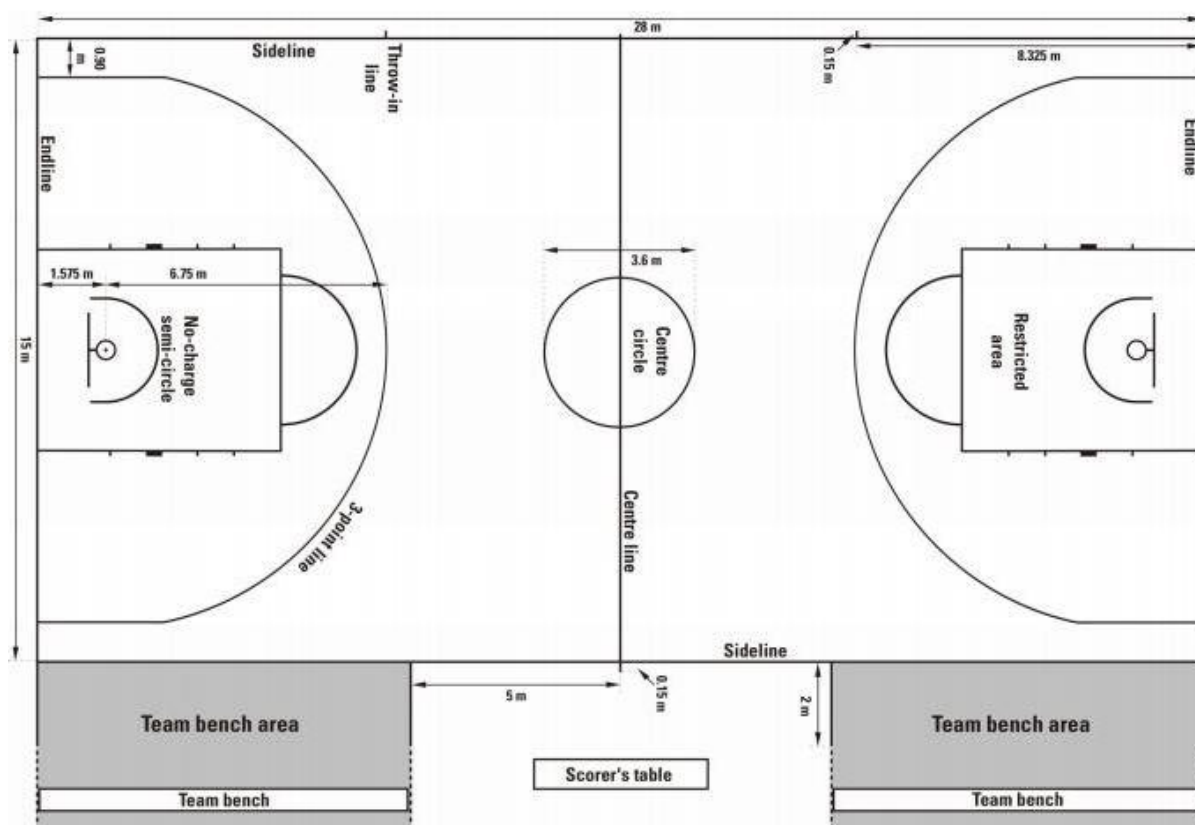


Figure 3: The sizes of the basketball field

- The playing field is delimited by: baselines (on the width of the court) and sidelines (on the lengths of the court).
- These lines are not part of the playing field.<sup>3</sup>
- The centre line – it must be drawn, in parallel with baselines, from the central points of each sidelines. It will be extended by 15 cm outside each baseline.
- The central circle – it must be drawn in the centre of the court and it will have a radius of 1.80 m, measured from the outer margin of the circumference.
- The semicircle where they do not sanction forcing with the ball – it must be drawn within the restricted space and it has a radius of 1.25 m from the projection of the centre of the hoop on the floor.
- The free-throw line must be drawn in parallel with each baseline. The outer margins must be situated 5.80 m from the inner margin of the baseline and it must have a length of 3.60 m.

<sup>3</sup>Official regulation of the basketball game, FIBA, FRB, 2010.

*The three-point basket area* – is the entire surface of the playing field, except for the area close to the hoop of the opponent, comprising a semicircle with a radius of 6.75 m measured from the outer margin of the line. The semicircle is extended by two sidelines at a distance of 6.75 m from the point on the playing surface situated perpendicularly on the centre of the basket of the opponents.

The circumference of the ball: 75 – 78 cm;

The weight of the ball: 567 g – 650 g;

Panels: -height from the floor – 2.90 m;

-length 1.80 m;

-width 1.05 m.

*Panels* are made of a transparent material (Plexiglas) or they may be painted white. The margins of the panel are marked by 5-cm black or white lines. Behind the hoop, a rectangle is marked, measuring 45 cm-59 cm on the outside.

*The basket* comprises: – a (metal) hoop with a diameter of 45 cm, a net with a length of 40 cm.

The distance between the hoop and the panel is 15 cm.

#### Technical equipment:

- the stopwatch;
- the scoreboard;
- the 24-sec. device;
- sound signals;
- indicators for personal faults of players;
- indicators for team;
- indicator for alternative possession;
- referee sheet.

### 3.3. Soccer

#### General aspects

Soccer is a sports game that may be practiced by children and young people of both genders, by adults, in both competitions and as a physical fitness or leisure activity.

Soccer provides extremely favourable conditions for the complex development of motor skills and abilities necessary in life.

Because it is a field of body activities, it encompasses motor actions of the physical education process: walking, running, jumping, and sometimes throwing, all within a highly varied complexity.

The practicing of the game of soccer contributes to the acquisition and improvement of coordinated movements, to the acquisition of the ability of rapidly engaging in the tempo and rhythm of social activities, by cumulating positive educative influences and effects.

The diversity of the motor actions, the influence exercised by practicing the soccer game upon the bodily systems and functions, as well as the possibility of playing it outdoors, creates multiple possibilities for contributing to a harmonious physical development, in full health status.

The relatively reduced sizes of the playing field used in school soccer (handball court) as well as the small number of players competing on court (maximum 7 players) determines their fast displacement as well as a very rapid movement of the ball.

The players participate to the same extent in both attack and defence phases. This suggests one of the characteristics of school soccer, namely dynamism and rapidity.

The multitude and variety of game phase sequence, the fast alternation of offensive and defensive situations (attack and defence), the possibilities provided to players of showing their fantasy and inventive capacity, the various tactical resolutions of game phases in a creative manner, the subtleness of passes executed with great finesse, it provides attractive moments.

The diversity and variety of technical elements, of tactical actions and combinations in attack and in defence alternate from one game phase to another and they must be executed in high tempos and rhythms, with precision and efficiency. Hence, another characteristic of the soccer game is highlighted, namely the technical and tactical complexity.

The complex tasks required in the game of soccer as a result of the harmonious combination of technical, tactical, physical, temperamental characteristics of each player with those of general and specific training.

### Characteristics of the soccer game

The soccer game may be characterized as follows:

- it has a special educative value also due to its regulations, forcing the player to behave with dignity on court, to sportsmanship – fair play attitude, combativeness, self-containing, will to win, analysis and decision capacity, and other moral skills of a high value;

- it cumulates the sano-genetic and sano-physical effects of sports and physical education;
- it contributes to general multilateral and harmonious physical development;
- it contributes to the development of general motricity of those who practice it;
- it develops the individual psychomotor and interdependent aptitudes; their manifestation "regime" in soccer is different; it is an important means for relaxation and leisure.

### **The formative valences of the soccer game in the spirit of Olympic values**

The practice of soccer game has multiple, varied, and profound influences upon the practitioners, by their degree of involvement, by the purpose of their involvement, by the forms of practicing it, as well as by the organizational framework of the soccer competition in question.

The formative valences of the soccer game recommend it as an effective means of school physical education, reason for which it is present in both lessons of physical education and the other sports and leisure activities in middle schools and high schools.

In lessons of physical education, the soccer game is subordinated to the organizational framework of the discipline of physical education, included in the common corpus and the weekly schedule of the school.

The formative valences of soccer manifest themselves in three directions.

- 1) The recreational-entertaining direction.
- 2) The compensatory direction, of neuro-psychomotor rehabilitation.
- 3) The formative direction upon the personality and character of students.

Naturally, the practice of the soccer game also influences the general and specific motricity.

According to school curriculum, each of the aforementioned directions acquires the shape and content of specific objectives of soccer which, in their turn, would determine their own operational objectives. They are as follows:

- 1) Recreational-entertaining objectives.
- 2) Compensatory and rehabilitation objectives.
- 3) Formative objectives upon the personality of students.

Each specific objective is materialized into their own operational objectives that motivate the presence of the soccer game in the lessons of physical education.



### Operational recreational-entertaining objectives

- 1) Satisfying the need of recreation and entertainment by inducing immediately the “general wellbeing” through game and exercising.
- 2) Satisfying the need of team competitions with self-imposed rules.
- 3) Forming and satisfying the need of winning through exercising and game.
- 4) Satisfying the need of acting autonomously.
- 5) Satisfying the need of acting individually before the teammates or the classmates.
- 6) Moving the centres of psychosocial interest during the school day.

### Operational compensatory and rehabilitation objectives

- 1) Setting free and shifting through game the centres of maximal mental focus, thus achieving neuropsychic recovery at central level, fighting against stress.
- 2) Fighting against sedentariness through game, thus achieving neuomotor recovery at a peripheral level.
- 3) Activating the great functions of the body through game, by maintaining and consolidating the general health status.
- 4) Fighting against negative mental state through a game of autonomous exercising, self-imposed in order to induce easily the “general wellbeing”.

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### Operational objectives concerning the development of character and personality

- 1) Forming and consolidating the positive traits of character and personality.
- 2) Forming and consolidating the skills of acting within a team.
- 3) Forming leaders, their leadership capacities, through the following functions: team captain, referee, place occupied within the team.
- 4) Forming and developing morale and will capacities.
- 5) Forming and consolidating the practice habit: exercising autonomy through game.

Among children, these operational objectives reach and act through physical education teachers, under the circumstances provided by this discipline.

### The regulation of the soccer game, adapted for children, on small-sized courts.

Matches are played by observing the soccer rules, as well as the following amendments:

- 1) The number of players on court: six field players + a goalie.
- 2) The team may also comprise boys and girls, in a balanced number.
- 3) All the sideline players will be on court. Changes may be executed without limits, only when the ball is not played, at the level of sidelines, with the referee’s consent.



- 4) The main purpose of the game is recreational. There are no fixed positions within the team.
- 5) The referee does not show cards and does not eliminate players, depending on the fault or regulation violation, but he provides explanations and advice.
- 6) The throw-in will be executed using the foot from the sideline and from the place where it left the playing field.
- 7) The goalkeeper may play the ball using the hand within the penalty arc (the continuous line of the handball arc).
- 8) The goalkeeper may not play the ball using the hand if it is passed using the foot by a teammate.
- 9) The penalty shot is executed from the seven-meter line; the other players must be positioned outside the nine-meter arc.
- 10) Reintroducing the ball in the game, when it exceeded the goal line; executed using the foot from the line of the penalty arc.
- 11) One cannot score a goal directly from the sideline without the ball having been touched by another player.
- 12) The distance for the wall of players in case of free kicks is minimum three meters.

The aforementioned rules complete the official regulations of the soccer game, being adapted to competitions organized on small-sized courts.

### 3.4. Adapted rules

In order to learn and understand the fundamental values, the games with themes and elements of the presented games will have rules adapted as follows:

#### HANDBALL

- competing teams will be mixed;
- the children must know the regulation and apply it, without the permanent involvement of the referee;
- the ball will be thrown towards the goal after 5 consecutive passes, between all the players of the team in attack;
- the goalkeeper may be eliminated from the game, and the point/ value ascribed to that competition may accumulate by touching the vertical bar of the handball goal;
- in defence, a halftime can be conducted without using the arms;
- the game time is adapted to the physical training level of the collective.

## BASKETBALL

- teams may comprise a greater number of players participating to fulfilling the game tasks,
- all baskets scored will have the same Olympic value;
- for personal mistakes, the game will be stopped and you will explain to children that what they did is not in the table of universal values, of Olympic values and that they should not solve situations using physical or verbal violence and that it is important to acknowledge the value to be used. The ball will be put back in the game from where the personal mistake was committed by the touched player;
- there are no free throws;
- there are no time rules;
- the ball will pass to all members of the team before a basket shot;
- players will not be eliminated from the field;
- the game may end with a draw.

## SOCCER

- the children must know the regulation and apply it, without the permanent involvement of the referee;
- the ball will be passed among the players before shooting towards the goal;
- touching the bars will be taken into account in the final evaluation;
- not points, but values of Olympism will be accumulated.

## 4. DYNAMIC GAMES

This chapter is about games, which is a preparatory exercise for later life, involving mental actions, psychic functions, personality particularities and aspects of sociability.

The promotion of human values and their connection with the implementation of sports activities will help to the greater participation of children in sports, taking into consideration the approach of lifelong exercise. Sport is a complex multifaceted phenomenon. The action has to do not only with the individual but with the "group behaviour" and also society. Participation in sports improves quality of life, contributes to health and prevention of degenerative tendencies, to the development of interpersonal relationships and to a better relationship with the natural environment.

Each game has targets adapted to the value appropriated (see Introduction chapter 1: *Grouping values for education*), is composed of elements that promote collaboration, support, fair play, acceptance of diversity and desirable behaviors.

The codes for each game, which refers to belonging to a group of values, help us in their programming on training, weeks, months of preparation.

**The sporting games**, chosen for educating children in the spirit of universal values, are the most practiced ones in Europe, they have a tradition and they exist in the collective memory of the population, reason for which they show: "a certain interest for the society, characterized by a diversity of objectives and motivated actions, manifested through free consent and emotiveness."

The game activity does not produce material values and does not use natural goods in order to satisfy the vital necessities. Here, all movements, motor actions are creative, motivated by its topic (theme, idea). Actions are partially limited by certain rules and they are focused on overcoming various difficulties (obstacles), in order to attain the objectives proposed (psychomotor education, education for life, education for evolution, education for unity through diversity).

Games aim to overcome, in ever-changing conditions of the game environment, the various obstacles or difficulties in the way of attaining the objective proposed.

**Motor actions** may be related to the execution of imitating movements; within games, there may be short phases of running, "speed" or "skill" actions of overcoming an obstacle by jumping, stamina and force. Other motor actions require the use of movements to sensitivity, attention, spatial-temporal orientation, body scheme, all of these in various forms and combinations.

This side of the game – the existence of this objective – animates on one hand the complex actions of players, and on the other hand, they provide an emotional palette to the use of different elements of tactics or technical procedures.

Rules determine, in this game, the most constant elements in the positioning of players, in their collaboration, by stating the character of attitudes in the relationship with the game partners, the obligations and rights of players; they determine the means of leading the game and the procedures and conditions of determining the result. Rules do not exclude, but they assume the manifestation of a creating activity from the part of the players and the use of personal initiative to the extent of everyone's abilities, interests and wishes, where every person is an important part of the "gear".

#### 4.1. Values of Olympism

##### VO1. Catch the one with the ball

On a delimited surface, the players move at ease. Choose a catcher and a followed player, the latter with a handball in their hands. The catcher follows the player with the ball who runs to avoid being caught and who escapes his follower by passing the ball to another player. If a player loses the ball to another player, he automatically becomes a catcher (fig. 4).

**Rules:** two teams, a ball.

**Methodical indications:** each player respects the regulation and type of running imposed by the coordinator of the game.

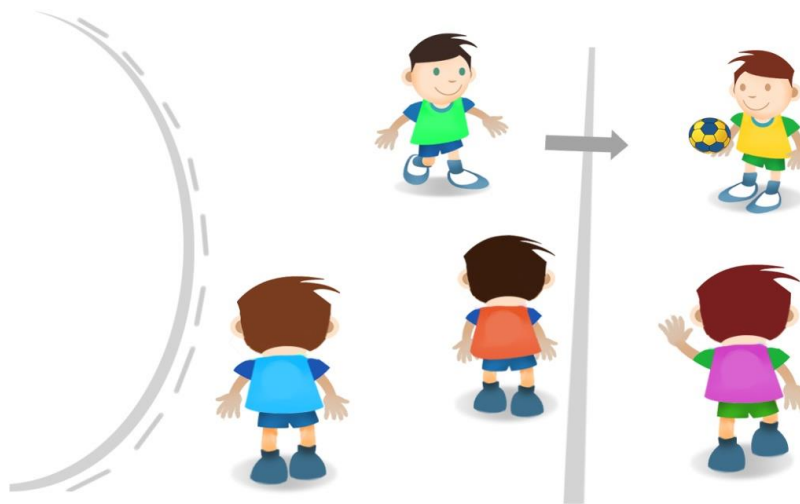


Figure 4: Catch the one with the ball

##### VO2. Splash

The game takes place on a handball court or a court similar in terms of sizes. The players are divided into two equal teams, 5-10 players each and they are behind the baselines, delimiting the playing field. The ball is placed in the centre of the court by the leader of the game. On the leader's signal, the players of both teams move towards ball in order to seize it. The player who took possession of the ball passes it to teammates who move towards the goal line of the opponents. Through passes, the players in possession of the ball try to place the ball behind of the goal line of the opponents. They try to prevent it through means specific to the handball game, within the limits of the handball regulations and the rugby regulations; any player in possession of the ball, caught by an opponent and loses the ball,

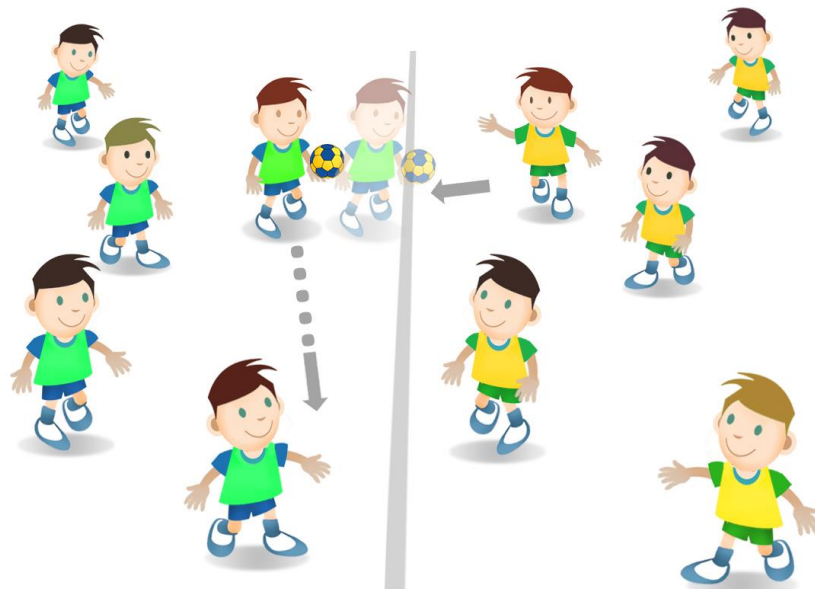
commits an error, loses its possession. If a player has free space, he/ she may run holding the ball. After each point scored, the game resumes from the centre (fig. 5).

#### **Rules:**

- two equal teams,
- a ball,
- the player in possession of the ball and touched by an opponent, loses possession of the game object,
- a goal is scored if the ball arrives behind the goal line (not thrown),
- respect the rule of the three steps, specific to the handball game,
- after the goal, the ball is out back from the goal line.

#### **Methodical indications:**

- each defence player has the task of taking over an attack player that he/she follows,
- when the attack player touches the defence player, the ball will be given to the latter,
- the ball is passed according to the technique of the handball game.



**Figure 5: Splash**

### VO3. Who's the first?

The players are placed on pairs in the circle, one behind the other, each with a handball in their hands. Between the pairs, an interval of 1-2 steps must exist. Upon the start signal, the outside players run around the circle, each trying to resume the initial position and to place the ball on the floor. The first to succeed it wins. The game is repeated by changing players within the respective pairs. While running, the players are not allowed to lean against other players; this fact leads to the elimination of the said player (fig. 6).

#### **Rules:**

- two teams,
- the running direction is determined,
- respect running around the circle,
- the ball is not thrown, but placed on the floor.

#### **Methodical indications:**

- in order to be able to observe easier the first to arrive, it is recommended for the inside players should be sitting;
- the arrived player will mark the arrival by placing the ball on the floor and raising an arm.



Figure 6: Who's the first?

#### VO4. Tig

Delimit visibly the playing space through two goal lines and two sidelines, or through 4 small flags disposed in the 4 corners of the court. The players may move freely on the playing field.

Choose a catcher, with a handball in their hands, to follow the players. The player caught changes the role with the catcher, by also giving him the handball (fig. 7).

##### **Rules:**

- giving the task to the next in charge by passing the handball, taking over responsibility.

##### **Methodical indications:**

- catching will mean simply touching the followed player with the ball;
- the catcher, in order to be identified easier, will hold a colourful ribbon, to be transmitted to the new catcher.

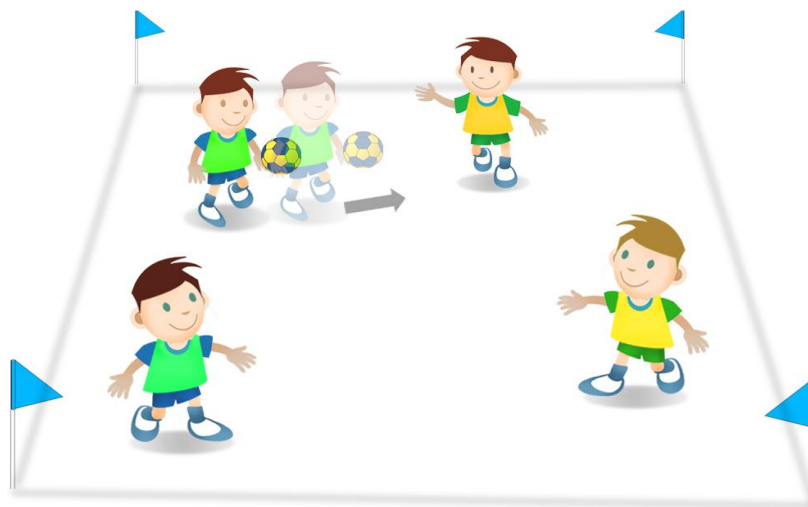


Figure 7: Tig

#### VO5. Crouched tig

The game is organized and conducted as in case of simple tig, the difference being that the followed player may prevent being caught by squatting. Another version is to prevent being caught by climbing: prevent being followed by climbing an object or by hanging (objects that



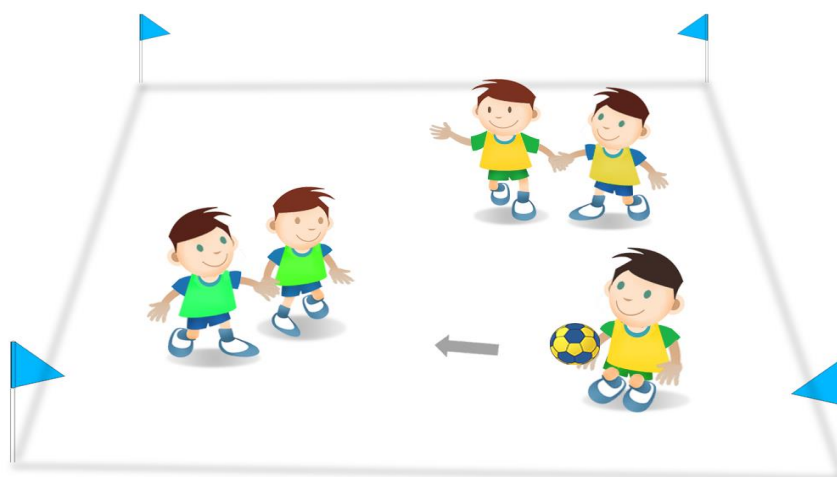
are well anchored in the ground, which ensures the optimal balance and safety position of the player, fig. 8).

**Rules:**

- following participant, by catching, by passing the relay, taking over responsibilities.

**Methodical indications:**

- the point is for the followed player to squat properly, with both feet on the floor,
- it can also be played on pairs,
- try climbing a high object.



**Figure 8: Crouched tig**

**VO6. Catch the pair**

Delimit a playing space. Within this space, the players hold each other's hands on pairs and they run, followed by the catcher.

The touched player leaves the pair and becomes a catcher, while the other forms a new pair with the follower (fig. 9).

**Rules:**

- "Catch me if you can" on pairs.

### Methodical indications:

- Work in teams; breaking from teammates while following the player leads to losing the quality of competitor.

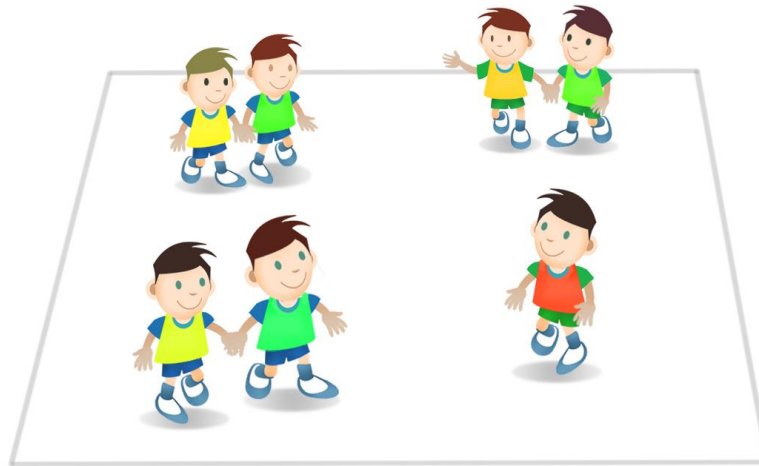


Figure 9: Catch the pair

### VO7. Labyrinth

The number of students that can play this game ranges between 20 and 30 players; the game takes place on a flat field or indoors. The players are placed in rows of 4-5-6 (depending on their number) and they hold each other's hands, thus forming corridors along the rows. On the signal, they let go of the hands, turn to the right or to the left – as previously established – and they hold hands again, also on rows, thus forming corridors perpendicular on the former ones. Two players, who did not enter the aforementioned formation, chase one another through these corridors, with a handball in their hands. When the chaser gets very close to the followed player, the leader of the game gives the signal for return. Through this action, chains of arms interpose between the chaser and the followed player and the game goes on (fig. 10).

### Rules:

- It is recommended for the two students within labyrinths not to force the passage, not to break the chain of arms or to pass underneath them.

### Methodical indications:

- in order to resume the initial position, it is indicated to adopt the rectangular form;
- if the number of players is not great enough, the formation can be organized on three rows, instead of four.



Figure 10: Labyrinth

### VO8. The snake catches its tail

The game is organized on groups of 8-10 players, disposed in a flank, one by one. Within the group, the players hold the waist of the players in the front. The first player represents the head, while the last represents the snake's tail. From this position, the head will try to catch the tail (the last player), who tries to avoid it, thus moving in the opposite direction. If caught, other players will have the role of head and tail (fig. 11).

### Rules:

- the one who leads the row, the head, determines the moving strategy.

### Methodical indications:

- establish and respect displacement forms (displacement by walking, running, by jumping on both feet or on one foot).



**Figure 11: The snake catches its tail**

### VO9. Race by numbers

The game can be organized indoors, on a field or in a park, with a number of 20-40 players. This number is divided into 2-3 teams, with an equal number of players. Teams are aligned on parallel rows, one per flank, at arm's length distance and an interval of 1.5-2 m between the teams. The first and the last players within each row are on the same line. All players sit with legs crossed, keeping the same alignment. The leader of the game stands in front of the rows and shouts a random number. The players in each team, who wear the yelled number, stand up, get out on the right side of the row and then run forward, bypass the first within the row, keep running toward the tail of the row, bypass the last player and come back to their place. The player who reached his place the first brings a crown to his belonging team. Then another number is yelled, etc. (fig. 12)

#### Rules:

- all the players will sit with legs crossed throughout the game and they will resume the same position after the race;
- it is not allowed, while bypassing the player, to touch him, to hold on to him, or to get help from the first and the last player within the respective row. The player who fails to observe this rule will lose the quality of competitor and the respective team will no longer receive a crown;
- the path finishes when the player who executed the drill sits with the legs crossed.

#### Methodical indications:

- if there are more than two teams, each player will be awarded by the order of their arrival, the greatest award belonging to the one the first to arrive;

- after each running, the leader of the game announces out loud the situation of each teams, and he gets help distributing the crowns from the players who do not play or even by the players assigned for this task;
- there must be a record of the numbers yelled, in order to avoid omitting a player. A number may be repeated, in order to stimulate the attention of players;
- if the game takes place with children aged 10-11 years old, each number may be assigned an animal (bear, wolf, crocodile, giraffe, etc).

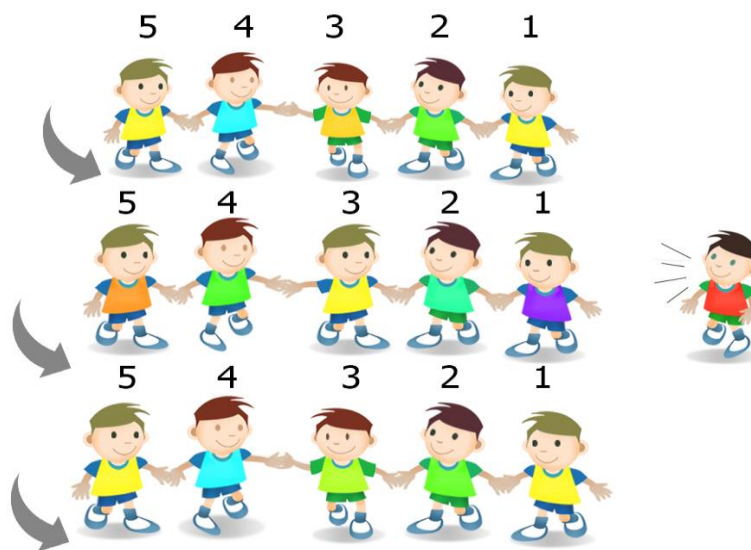


Figure 12: Race by numbers

### VO10. Catch the cane

Indoors or on a flat field, 15-20 players place themselves in a circle facing inside. They count, each of them obtaining a number. Even numbers form a team, while uneven numbers the other team. In the middle of the circle, there is the leader of the game, with a cane measuring approximately 1 m in length (a gymnastics cane). He supports the cane with one end on the floor, while the other end is held so that the cane is in a vertical position. The leader of the game shouts a number and immediately afterwards he goes on the side and takes the hand off the cane. The player whose number was shouted runs towards the cane and tries to grab it before it falls to the floor. If he manages to do that, he raises his team, and then he comes back to his initial position. Again, the leader of the game supports the cane by pushing it to the floor and shouts another number, etc; the team that paid the most attention will be highlighted (fig. 13).

### Rules:

- the leader of the game will shout alternatively an even number and an uneven number.

### Methodical indications:

- the leader of the game will shout in such a way that each player has to do approximately the same number of repetitions.

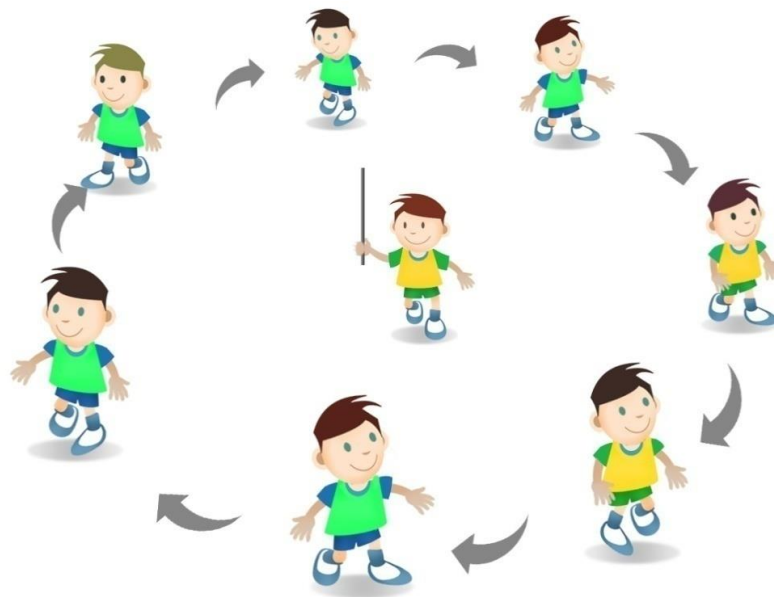


Figure 13: Catch the cane

### VO11. Who's the fastest?

Indoors, the players are divided into two teams (red and blue, east and west, etc), placed on two lines facing each other and they move towards one another through pawing drills or slight running. At a certain point, the teacher shouts the name of one of the teams (red – blue, hot – cold, east – west). This team doubles round and runs towards the start line, while the other team tries to catch them. After recording the students who were caught, the game is resumed (fig. 14).

### Rules:

- following is allowed only to the start line of each teams.
- a student is also considered caught when he is just touched.

### Methodical indications:

- take measures to eliminate the obstacles behind the teams.

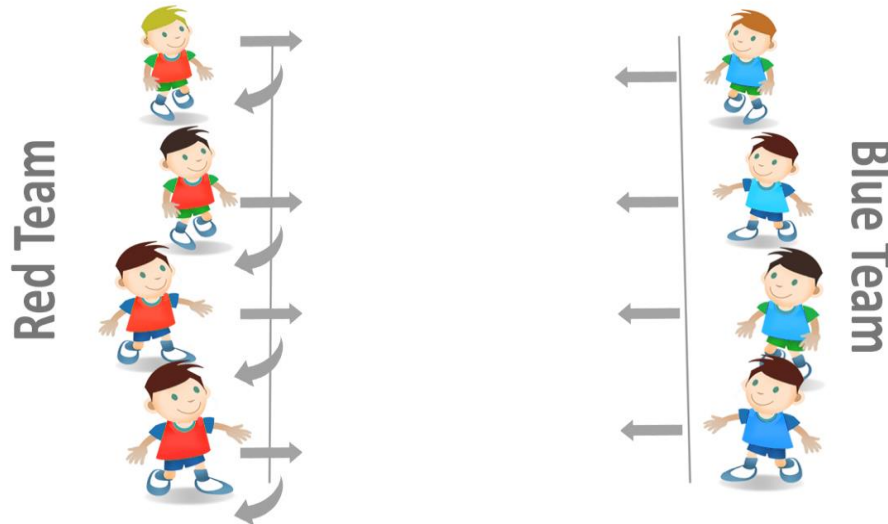


Figure 14: Who's the fastest?

### VO12. The blind train

Form groups of 4-5 students, placed one behind the other, holding each other's shoulder. The last player is the locomotive and he will have his eyes open, while the others will be the coaches and they will have their eyes closed or they will be blindfolded. The last student is the one who leads the train, providing signals to the others using only signs (touching) as follows:

- in order to move forwards, he presses using both hands simultaneously on the shoulders of the one in front of him, who transmits the same message forwards until he reaches the first and he advances;
- in order to move to the right, press the right shoulder of the player in the front;
- in order to move to the left, press the left shoulder of the player in the front;
- in order to stop, raise both hands off the shoulders of the player in the front;
- "The train" arriving the first where it left from wins the game (fig. 15)



### Rules:

- “the trains” will try not to jump off the line (the lines delimiting the basketball, volleyball, handball field etc);
- “the trains” are not allowed to bump each other;
- “the locomotive” can stop the “train” through voice command in cases of emergency

### Methodical indications:

- at a certain number of stations, change the locomotive;
- at certain stations, you can join together or separate “coaches”;
- you can load “merchandise” between stations (basketballs, soccer balls, etc), to be held on the arms or on the chest using the chin, etc.

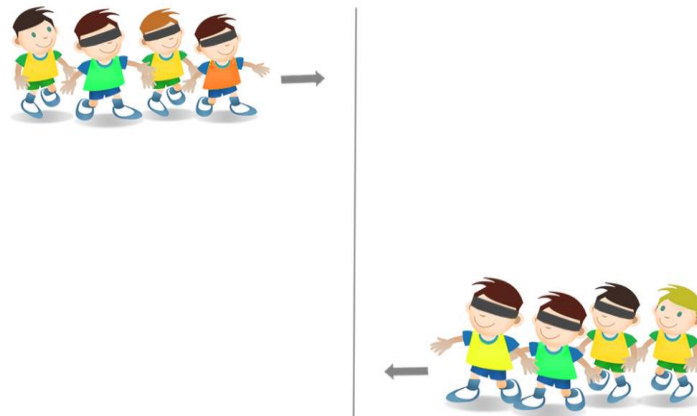


Figure 15: The blind train

### VO13. Hold the cane in balance!

The game can be conducted indoors or on the field, outdoors. The players are placed on rows, in teams, with an equal number of participants; each team will receive a gymnastics cane. Before each of the teams, we place, in line, 3-5 pegs, at a distance of 1.5 meters from each other, on a long path of 10-15 meters. On the signal, the first player in each team starts in slalom, between the pegs holding a cane, in balance on the palm. The player then returns to his own row, offers the cane to the next teammate, and then he moves to the tail of the row. The team that finishes first and has the least penalties wins (losses of the cane), fig 16.

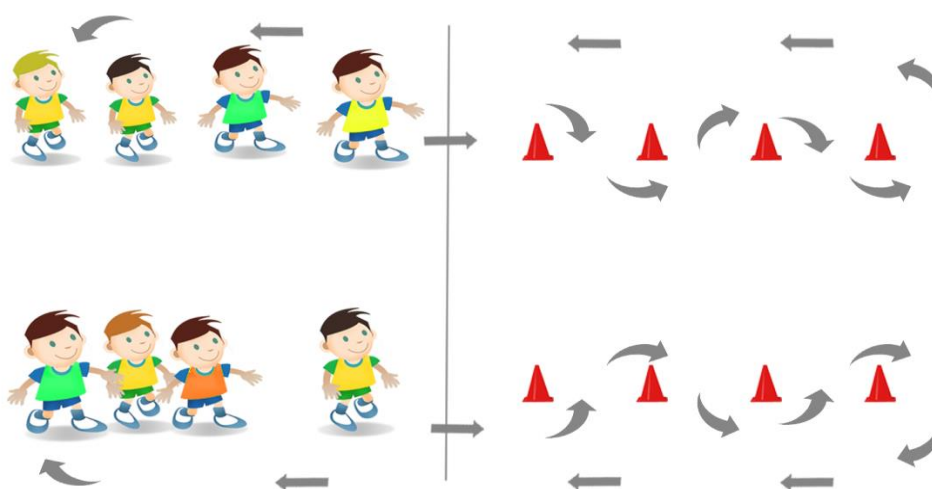


### Rules:

- when a player drops the cane, he resumes the race from where he dropped the cane;
- the player must hold the free hand to the back and it is forbidden to use both hands, in any situation concerning losing balance.

### Methodical indications:

- alternate the hands between two races;
- for advanced teams, you can try holding the cane using one or two fingers



**Figure 16: Hold the cane in balance!**

### VO14. Hunters on the lookout

The players of the two teams are placed on two lines, facing each other and they are counted. At mid-distance between them, you draw a space of 50 centimetres where 3-4 balls are placed. The game takes place as follows: the teacher shouts 2-4 numbers and indicates a team (for instance: 3,5,7 of the red team). The players in the announced team, who heard their names, run towards balls, take them and return to their teams. In this time, the correspondents in the opposing team try to catch them and take their balls. They can intervene only after the students who heard their names took or touched the balls using the hand. After each drill, change the role of the teams (fig. 17).

### Rules:

- the student with the ball who is caught will give the ball to the player in the opposing team and goes back to his place.

### Methodical indications:

- modify the distance between teams depending on the training level of students;
- depending on the training level, the students will be placed in various positions: sitting on their knees, lying face down or up, or with the back to the balls.

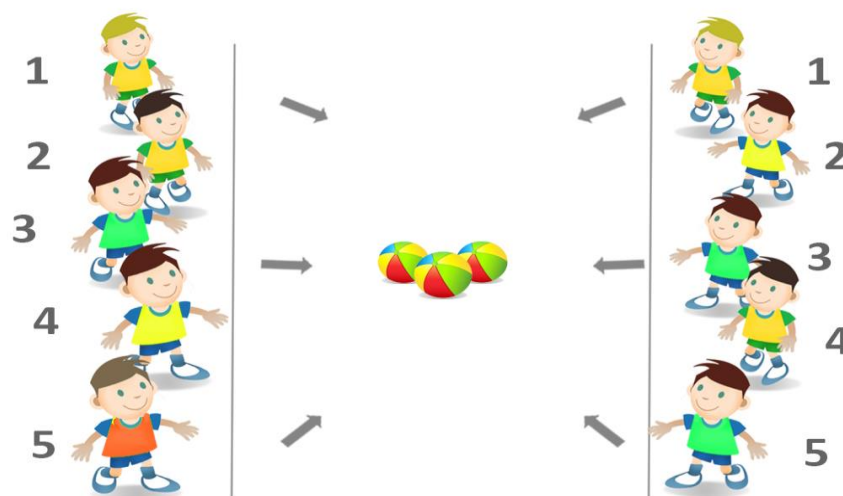


Figure 17: Hunters on the lookout

### VO15. Chopsticks

The game takes place indoors, the players are placed on rows in teams with an equal number of players, and each team will receive two gymnastics canes and a basketball. In front of each teams we place, in a line, 3-5 pegs, at a distance of 1.5 meters from each other, on a path measuring 10-15 meters. On the signal, the first player in each team starts in slalom, between the pegs, holding a gymnastics cane in each hand and trying to direct the rolling ball on the floor between the pegs. The player then returns to his own row, offers the canes and the ball to the next teammate, and then he moves to the tail of the row. The team that finishes the race first will be considered a competitive team (fig. 18).

### Rules:

- when a player steps out of the path with the ball or he drops the cane, he will resume the race from the spot where he stepped out with the ball or dropped the cane.

### Methodical indications:

- use a slightly deflated basketball;
- the canes will be applied on the ball, to the side;
- you can use two players, with a cane each.

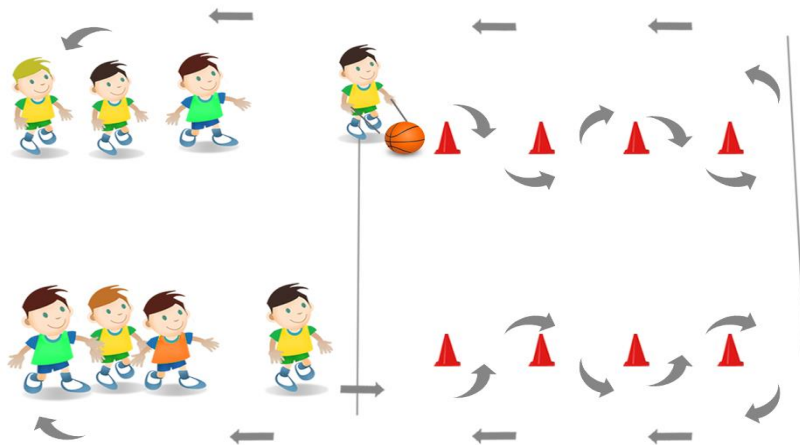


Figure 18: Chopsticks

### VO16. Siege

The game takes place indoors or on the field, outdoors. Within the circle situated in the middle of the basketball field, draw on the floor or on the ground a circle with a diameter of 3.6 meters. In the circle, 5-6 students are “besieged” by an equal number of students within another group. The group within the circle tries to pull inside the circle the children of the opposing team, while the others try to take the opponents out of the circle, each grabbing the opponent using the hands and pulling him close. The opponent who, upon being pulled, stepped out of the circumference of the circle with both feet will be eliminated. The team that will eliminate more opponents in a given time will be considered very attentive and competitive (fig. 19).

### Rules:

- the players may not use clothes as grabbing instruments while taking opponents out of the circle;
- the players of the same team may help each other.

### Methodical indications:

- the game can be conducted on certain areas delimited on court (e.g., semicircle, square, the three-point line in basketball)



Figure 19: Siege

### VO 17. Catch me!

The game may take place in the gymnasium or on the playing field. The players are divided into two equal teams and are placed face to face, on pairs. Between the two rows, there is an interval of 15-20 m. The first team starts the game. One of the members moves towards the other team, which welcomes him with the palms outstretched. The offensive player walks in front of the opponents, ready to face a rapid action. At a certain point, the offensive player strikes the palm of an opponent and runs quickly towards his own team. Behind him, the chaser tries to catch him. If the offensive player manages to resume his initial position, the chaser becomes a member of the other team. Afterwards, a player within the first team

will challenge a game partner within the second team and the game is resumed. The team with many motor skills will be considered the team which, within a limited timeframe, has the greatest number of players within their own team (fig. 20).

#### Rules:

- The players may not grab or stop by grabbing clothes;
- The caught players become members of the team that accomplished this task.

#### Methodical indications:

- The distance between the two rows may be modified depending on players;
- You can introduce diverse moving modalities (e.g., jumps on both feet);
- You can send 2-3 offensive players at the same time (for larger groups).



Figure 20: Catch me!

#### VO18. The butterfly net

The game may be played in the gymnasium, on the playing field. Within the limits of a delimited playing space (basketball, handball field, etc), the players disseminate in various directions. Choose three players appointed catchers and the three, forming a circle by holding hands, do their best to catch the players, by pulling them in the net. The players

caught become catchers and the net becomes larger. The game goes on until one player remains uncaught; he is considered the most skilled one (fig. 21).

#### Rules:

- The catch is valid if the net does not break (the arm chain has remained intact);
- The followed players may escape the catch if they get into the net and out of it really quickly, but on their own, not caught by the net.

#### Methodical indications:

- Play for a predetermined period.

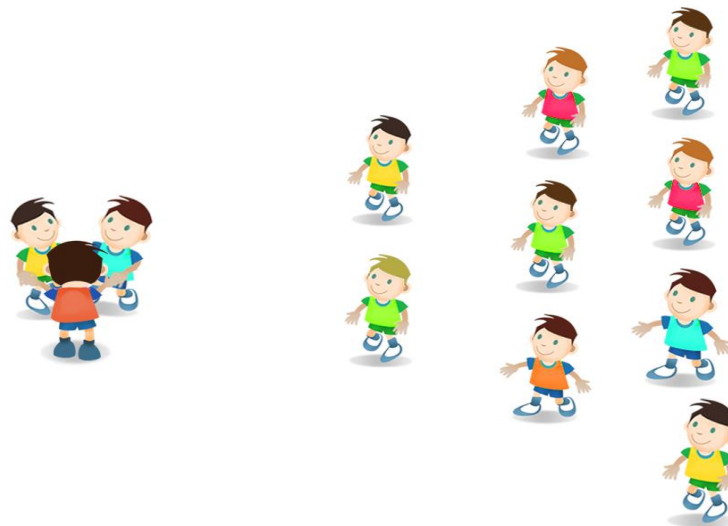


Figure 21: The butterfly net

#### VO 19. The ball saves (Tig with the ball)

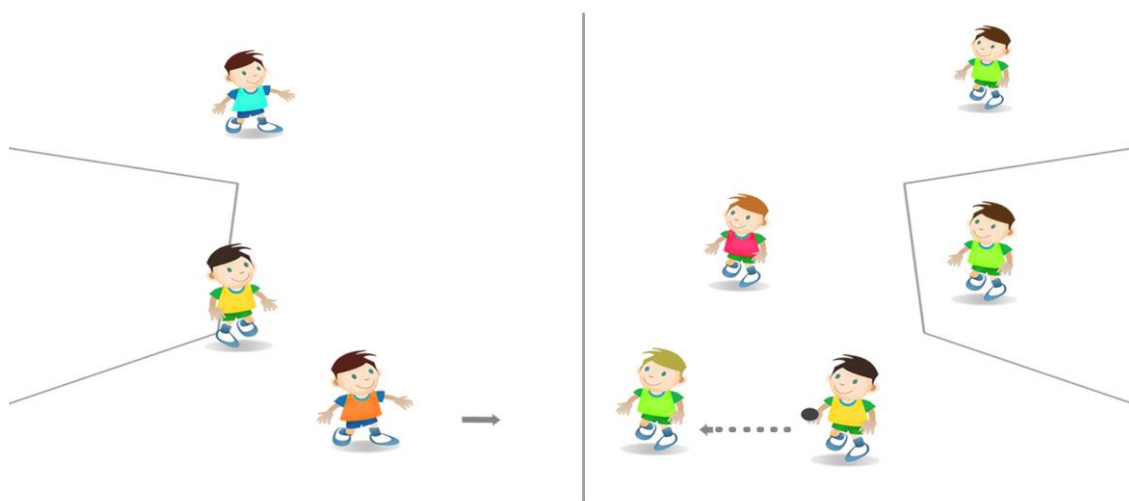
The game may take place in the gymnasium or on the playing field. Within the limits of a delimited playing space (basketball, handball field, etc), the players disseminate in various directions. Choose a catcher, to follow the players. The game uses one ball that is passed to the followed player, thus saving him from becoming a catcher. The player caught changes the role with the catcher (fig. 22).

**Rules:**

- The catcher may pass on the “responsibility of the catch” only to the player who is not in possession of the ball.

**Methodical indications:**

- Catching will mean the mere touching of the player without the ball using the palm;
- The catcher will announce out loud his task;
- You can introduce an additional ball into the game.



**Figure 22: The ball saves (Tig with the ball)**

**VO20. The dog and the cat**

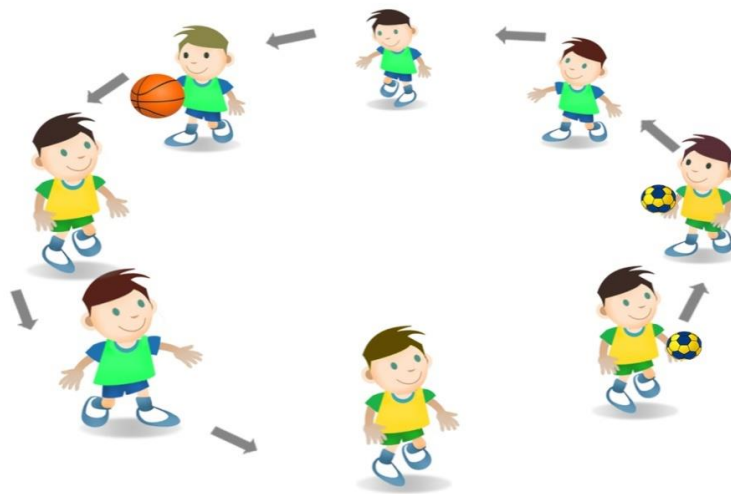
The game takes place in the gymnasium. The children are sitting, their legs crossed, on the circumference of a circle. Two children sitting on the circle line facing each other have one big ball (basketball) – the “dog” and the other one small ball (handball) – the “cat”. On the leader’s signal, balls start being passed in the circle in front of the children, in the same direction and as quickly as possible. The purpose of the game is for the big ball (the dog) to reach the small ball (the cat). When the two balls are in the hands of one child, the game stops and is resumed by passing one of the balls towards the child sitting on the opposite side (fig. 23).

**Rules:**

- When a child drops the ball, the game stops and is resumed according to the description of the game.

**Methodical indications:**

- The game may be made harder by introducing two balls of various sizes.



**Figure 23: The dog and the cat**

**VO21. Gather as many points as possible**

The game requires precision and focus. The goal is covered and divided into six equal parts, as illustrated below; each being ascribed a number of points. Each player within the two teams has two, four, or six shots from the penalty spot. The referee records the points obtained by the team for each execution. Each team will accumulate a certain number of points (fig. 24).

**Rules:**

- If an execution misses the goal space altogether, a point is subtracted from the team's score;
- Each player is free to choose, each time, the shooting leg.



### Methodical indications:

- For the development of podal ambilaterality and for fun, the game may be modified as follows: execute the shoot using only the non-dominant foot.

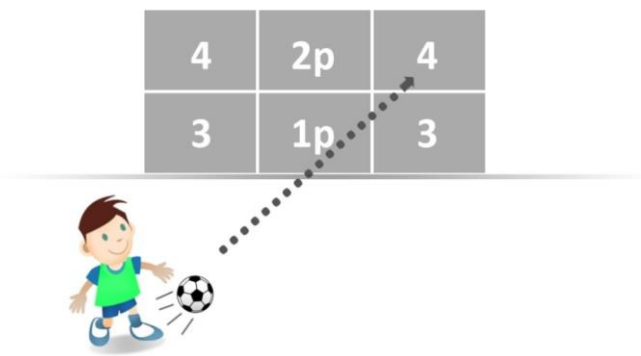


Figure 24: Gather as many points as possible

### VO22. Head goal

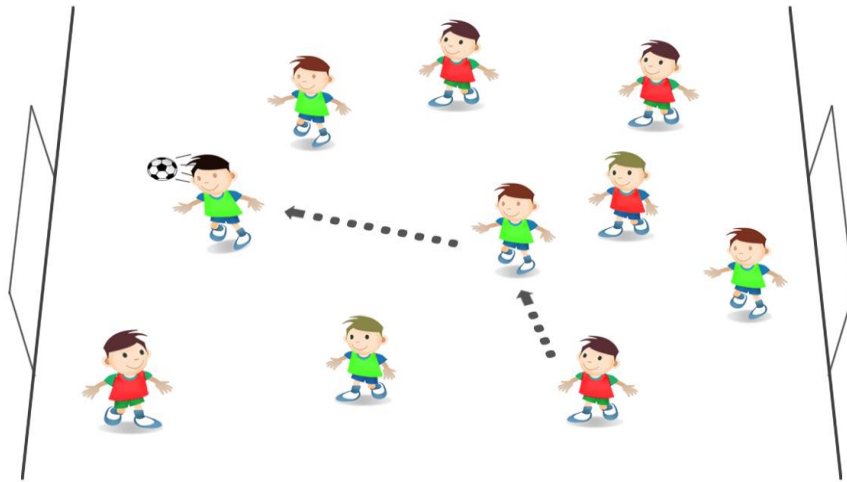
Bilateral game using two goals. The team that scores more goals will be considered very talented. The players, divided into two equal teams in terms of number and value, play the ball using the hand but the goal is valid only if it is scored using the head (fig. 25).

### Rules:

- The player who catches the ball is not allowed to make more than two steps before passing it again;
- When the ball touches the floor, it is in possession of the opposing team;
- When a player makes a mistake, for instance, he made three steps holding the ball, the player must be fair play, admit the mistake by placing the ball on the floor and raising the hand in admission of the mistake.

### Methodical indications:

The player who passes the ball must shout the name of the player to whom the pass is addressed. The ball may be passed both using the head and from the chest level.



**Figure 25: Head goal**

### VO 23. Five against two

This game is the game of choice for soccer players. It is a game for consolidating/ improving passes, but it also educates collaboration or communication between players. Five players are placed, in the circle, within a square of 7 m / 7 m and they pass the ball among them without the other two players in the middle touching the ball. The players in the middle are active and they try to take back or touch the ball using the foot. After 20 consecutive passes, the players in the middle of the circle will execute a funny penalty (fig. 26).

66

#### Rules:

- The game may be played using two touches at the most;
- Upon touching the ball in the middle, the older player steps to the side and he is replaced by the player who sent the wrong pass;
- When he made a mistake, for instance, passing too hard, the player must be fair play, admit the mistake, by raising the hand in admission of the mistake and verbally by explaining the mistake.

#### Methodical indications:

- In order to retrieve the ball as quickly as possible, the players in the middle must put pressure on the players who pass;
- Quick reaction of teammates in order to always support the player with the ball.



**Figure 26: Five against two**

#### VO 24. Lead the ball and pass

The players are divided into two or three equal teams, balanced from the point of view of value. Each player must cover the path illustrated in the image below, by leading the ball as quickly as possible, and after avoiding the last peg, passes it of the next player within the team. The team that finishes the path first is the winning one (fig. 27).

67

#### Rules:

- The players may lead the ball using the dominant foot, the non-dominant foot, or both, depending on the technique of each player;
- It is not allowed to skip a peg but by moving outside it.

#### Methodical indications:

- Teamwork involves the empowerment of each player. The players must be aware that the way they accomplish the tasks of the game can influence positively or negatively the entire team.

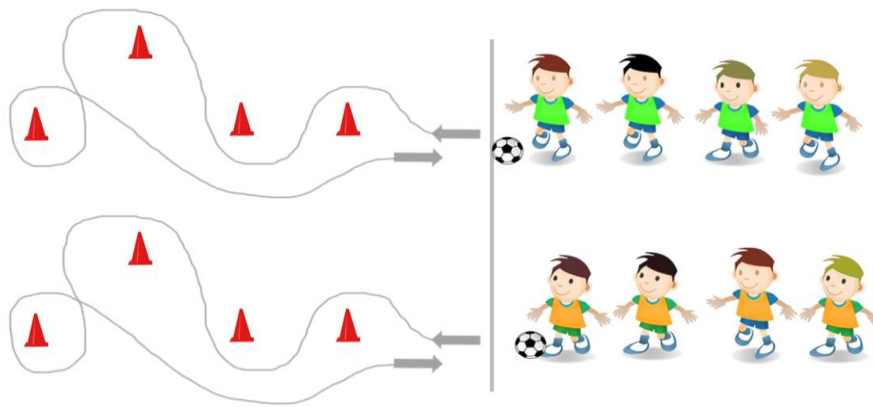


Figure 27: Lead the ball and pass

### VO 25. Tennis with a curtain

Two teams of four or five players play tennis using the foot over an opaque taller net (2 meters). Play up to 21 points. The team who wins the point is granted service. The game is interesting because of two important things: a) exercise the reaction of players and b) forces the players to communicate very much on the field using words such as “you” or “I”. The game requires a referee and fair play (fig. 28).

#### Rules:

- The ball must be replaced on the opposite court using three touches at the most;
- The ball may fall in the field of a team only once before being sent again in the opposite court.

#### Methodical indications:

- The players may divide the court into approximate intervention areas, in such a way as to cover the court as effectively as possible;
  - Any ball that is more difficult must be picked up in order to provide the possibility for a teammate to react and to help.

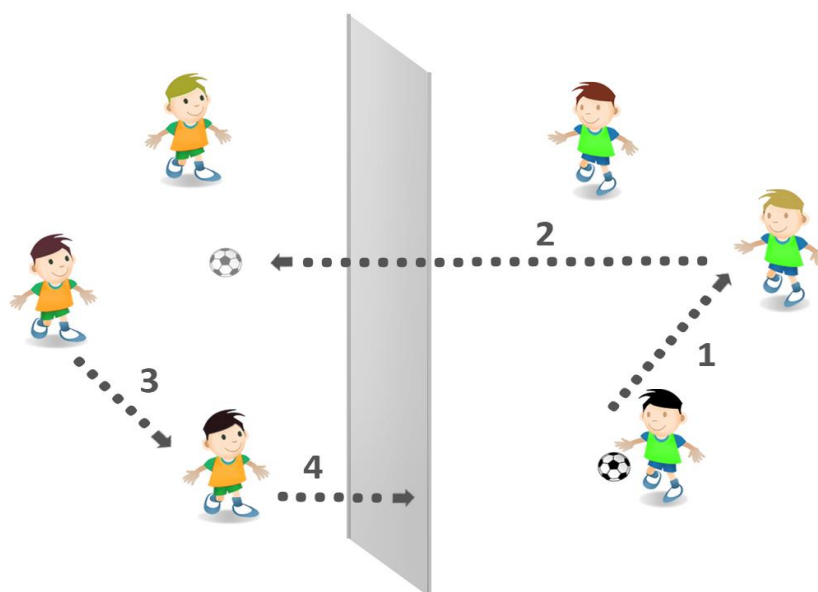


Figure 28: Tennis with a curtain

### VO 26. Six against three

Three teams comprising three players each are placed in a square of 12 m / 12 m, two teams on the side, the other in the centre. Each team wears T-shirts of a different colour in order to differentiate them. The purpose of the game is to pass as much as possible the ball among the players on the side without being touched by the team in the middle attempting to retrieve it. The game entails the responsibility of each action, such as *all for one and one for all*, because one wrong pass makes the entire team enter the centre, but also satisfaction within the group because each retrieved ball saves the entire team (fig. 29).

#### Rules:

- When one of the players in the middle manages to touch the ball, his entire team is placed on the side, replacing the team whose player missed the pass;
- Depending on the technical level of players, the game may be played using three, two, or even one touch.

#### Methodical indications:

- The players in the middle may build their own strategy of retrieving the ball depending on the qualities of the team members. For instance: pressing is performed by all players

concomitantly or in turns; two players press, while the third occupies the central area in order to retrieve the balls passed in the respective area.



Figure 29: Six against three

### VO 27. *Diri, diri*

The game takes place in the 16-meter square (or in semicircle or on the free-throw line) between two teams comprising four or five players each. A team is placed on the goal line, while the other outside the 16-meter square (the playing surface). The team outside the square executes, on turns, two direct free throws through each player. The purpose of each throw is to send the ball through chip shot to the bar or to score a goal. The players in the goal area may intervene and throw the ball outside the square using any part of the body but the hands. For any ball targeting the bar, an additional 11-meter throw will be executed. If the ball touches the bar and then enters the field again, without exiting the 16-meter square, play normally: the team in attack trying to score a goal, and the other trying to get the ball out of the square. After a team finished all throws, change the roles (fig. 30).

#### Rules:

- The ball is placed on the semicircle of the 16-meter square, and the shot must be a chip shot;
- Respect the rule of the bar and of rejecting the ball or the 11-meter throw. For instance, if upon executing the 11-meter throw, the player hits the bar, the player will perform

one more shot. If he scored a goal out of a bar shot, the player will perform one more shot; if from rejecting it, the team in offence hits the bar again, the team will benefit from an additional team 11-meter throw, etc.

### Methodical indications:

- In defence, the players may be placed one metre behind the line, with the purpose for the players for have a one-step take-off for a better jump;
- As in any game, a common strategy may influence the result positively. Given the experience of the game, many goals are scored because the players fail to communicate effectively when they are on the goal line; many relatively easy balls enter the goal between two players. Communication and quick reaction represent a solution.

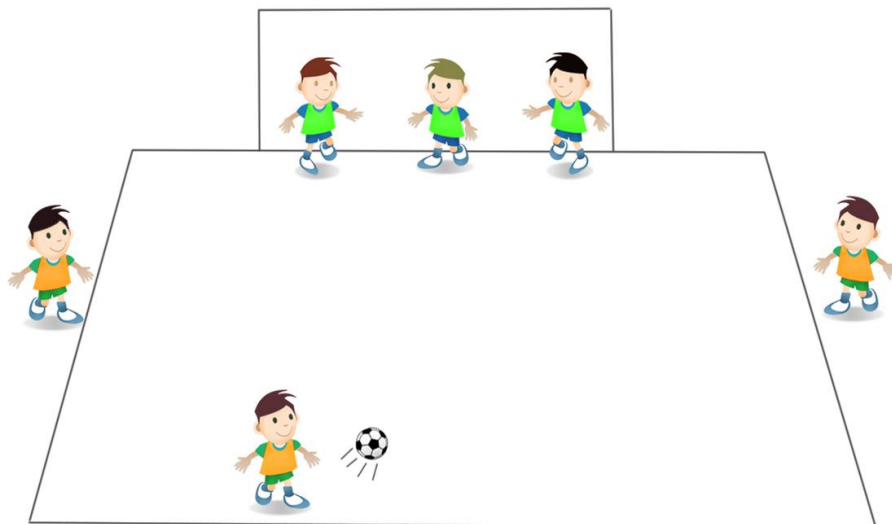


Figure 30: Diri, diri

### VO 28. Fire to them

The game, challenging but fun, can be conducted on a field surrounded by high fences. The players are divided into two equal teams. 10 balls are divided, 5 for each team. The purpose of the game is to surprise a team with all the balls in their own field. To this end, the players will throw balls using the foot, from a volley position, the ball being thrown from hand to hand, as high as possible, in the opponents' court. They must catch the balls sent by the

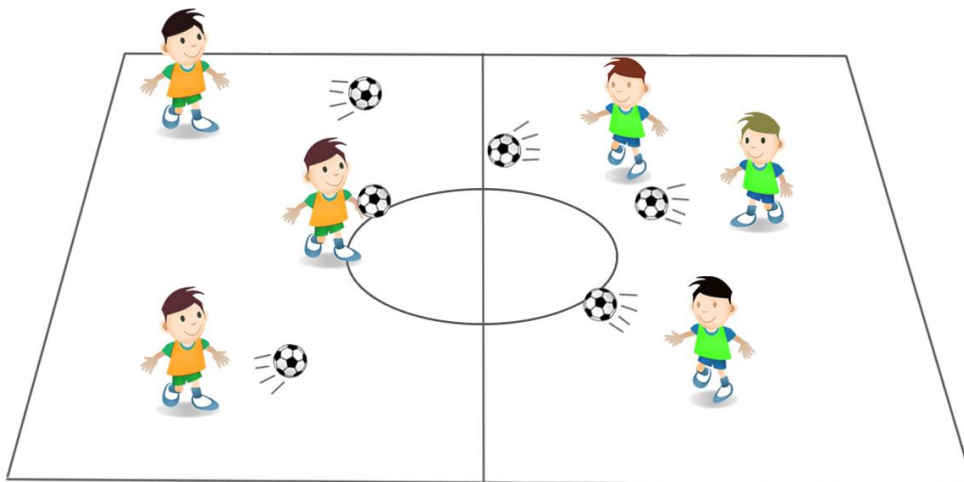
opposing team and send them back as quickly as possible in the court of the opponent. The team that managed to surprise the opposing team, even for one second, with all the balls in their own half is considered very fast (fig. 31).

#### Rules:

- The ball may be hit only after being caught using the hand;
- Balls must be hit as high as possible.

#### Methodical indications:

- In order to increase efficiency, the players of a team may divide the court into intervention areas;
- Encouragement within the team is essential because the game will be balanced and the team to win will be the one that does not give up and holds the rhythm of the game until the end.



**Figure 31: Fire to them**



### VO 29. Alone with the goalkeeper

It is a simple game but a much loved one, where both the children and the get involved very much. The game is recommended as an active break between other exercises. Both teams are situated in the centre of the court and the goalkeeper of each team in one goal or the other of the court. In turns, each player is alone with the goalkeeper and must score by hitting the ball near the goalkeeper or by dribbling him using any known procedure (fig. 32).

#### Rules:

- The goalkeeper may step out of the goal space in order to close the angle of the offensive player;
- The players leave the centre of the court, one by one, alternatively from one team and the other;
- After finishing the action, each player comes back to join his team in the centre of the court.

#### Methodical indications:

- Encouragements on the side or from the other players are welcome.
- If a player misses, he will still be encouraged by the other teammates.

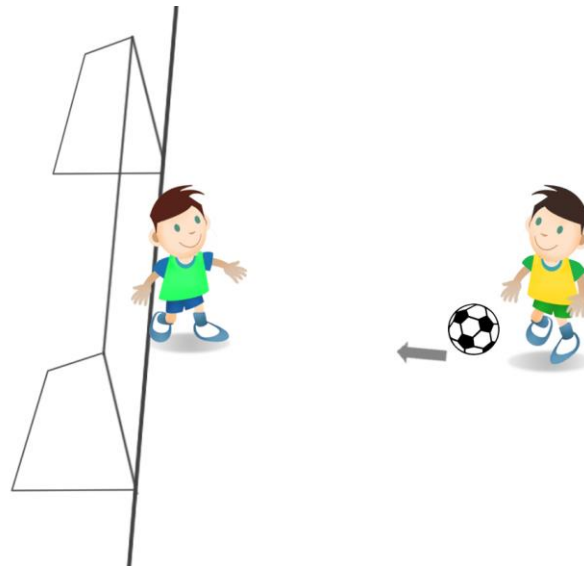


Figure 32: Alone with the goalkeeper

### VO 30. Handicap

Two equal teams of players play soccer according to the basic regulations, but the game starts from a certain score, for instance 2 – 0 for one of the teams. This game is used by the teacher in order to get the players used to playing in disadvantage or advantage, from the beginning of the game. Sometimes it is frustrating to start the game already in disadvantage, but with a collective strategy, with ambition, commitment, and intelligence, it may be turned around (fig. 33).

#### Rules:

- The team in disadvantage will not get favours from the referee and the same goes for the team in advantage;
- The given game duration must be respected.

#### Methodical indications:

- Both teams are advised to build a play strategy before the game starts.

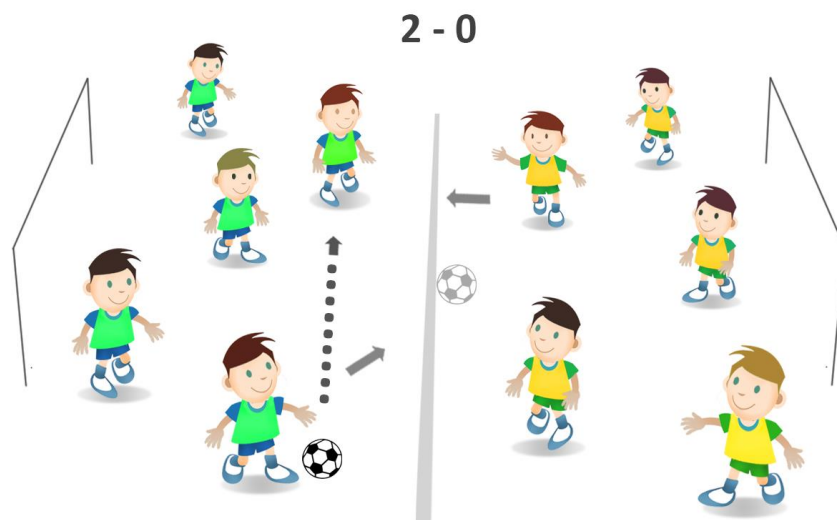


Figure 33: Handicap

## 4.2. Human rights

### HR31. The hawks and the pigeons

It is a game organized using 15-20 children in a large space. The players are divided into two equal teams: the hawks and the pigeons. The two teams delimit – into two opposite corners of the court – enough space to comprise all members of the team. All pigeons enter their nest, while the hawks spread on the playing field. At a certain point, the pigeons start leaving their nest, one by one or in groups, and they run in the playing space being careful not to be caught by the hawks following them. They may escape the tail by returning to their nest. A pigeon is considered caught when he is touched by the hawk following him; in this respect, hawks may help each other catch a pigeon. The caught pigeon will be taken to the hawks' nest. If during the game a free pigeon manages to get to the hawks' nest and to touch the caught pigeons, they will become free again and they may be part of the game again. The game goes on until all pigeons are caught and then the teams change their roles (fig. 34).

#### Rules:

- Modify the role of the teams.

#### Methodical indications:

- Respect the type of running set by the coordinator of the game: normal running, running backwards, diverse forms of running: pawing drill, criss-cross, etc.

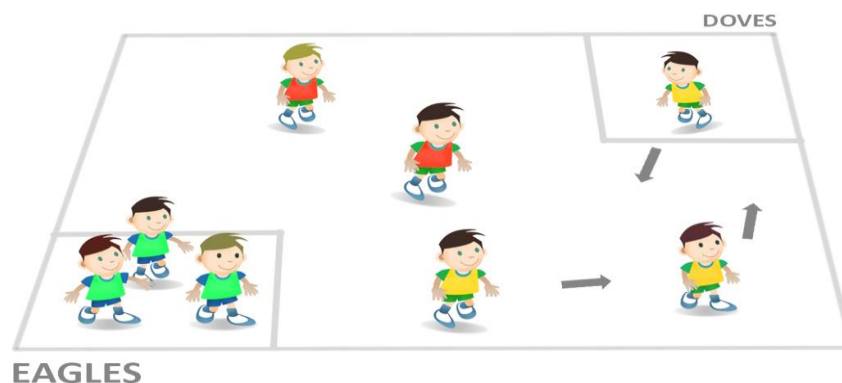


Figure 34: The hawks and the pigeons

### HR32. Occupy the spot

The game may take place both indoors and outdoors, on the field. The number of participants may vary between 10 and 40 children. Participants are placed in a circle formation, facing the inside of the circle, at one arms' length from each other, depending on the number of participants. The player outside the circle, running around him, touches at a certain point a player in the circle on the shoulder and shouts "run". The latter runs around the circle the other way around. Whoever reaches the empty spot the first will occupy it and the one left outside continues the game (fig. 35).

#### Rules:

- Each player will be both the chaser and the followed player.

#### Methodical indications:

- Determine the running method for players and respect it throughout the game.



Figure 35: Occupy the spot

### HR33. The ball through the tunnel

The collective are divided into teams whose number must be equal with the number of balls available. The students of each team are placed in a row, legs apart, each team with a ball. On the start signal, the first player bends, takes the ball and sends it between the legs to the second player. The same thing will be performed by all components of the team when the

ball reaches them, reason for which the ball circulates towards the far end of the row like through a tunnel. The last player, when in possession of the ball, runs towards it to the beginning of the row. Meanwhile, the entire row takes a step back. The player with the ball, when reaching the top of the row, becomes the first and transmits immediately the ball through the “tunnel”. The team reaching the initial position the first wins (fig. 36).

#### Rules:

- The ball will be transmitted, with two hands, from one player to another, without touching the floor.

#### Methodical indications:

- Determine the running method for players and respect it throughout the half.

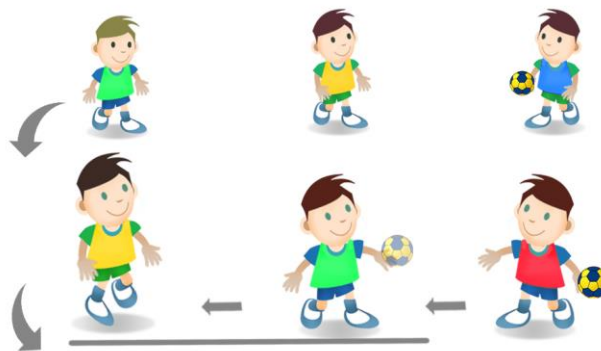


Figure 36: The ball through the tunnel

#### HR34. The ball in a wave

The collective is placed as in the game “The ball through the tunnel”, because the game takes place in a similar manner, but we mention that each second player of each team will catch the ball from the floor and pass it with two hands over the head (fig. 37).

#### Rules:

- The ball will be transmitted from hand to hand.

**Methodical indications:**

- Determine the running method for players and respect it throughout the half.



Figure 37: The ball in a wave

**HR35. Defence and attack**

The game takes place in a delimited space, with a rectangular shape, with a length of 15-20 meters and a width of 10-15 meters. The players are divided into two equal teams, each team aligning 1 metre from the goal lines of the delimited space. On the sideline of each team, place behind each player a peg (medicine ball, box, etc). The players of each team, holding one ball each, aim for the pegs of the opposite space and at the same time, they defend their own pegs. After all balls were thrown, the game stops and you count the pegs taken down by each team. Meanwhile the balls are collected and the game is resumed. After a few throws, you count the number of pegs taken down (fig. 38).

**Rules:**

- Use the upper body to pass the ball.

**Methodical indications:**

- The ball throw is specific to the handball game,
- Balls are not passed/ stopped using the foot.

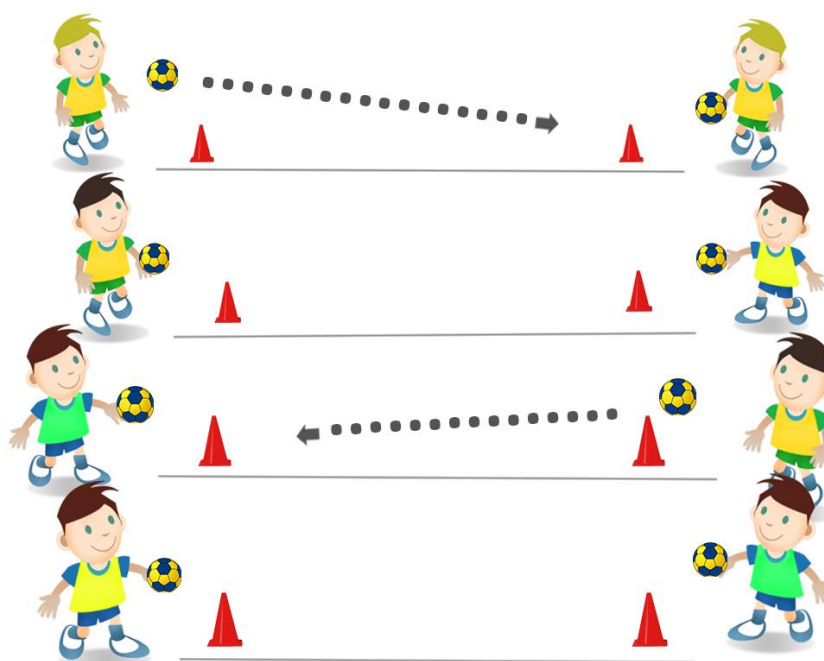


Figure 38: Defence and attack

### HR36. The ball in the circle

The collective is placed in circles comprising 10-15 players each, at a distance of 2-3 m. The players in each circle receive 2-4 balls, distributed at equal intervals. On the start signal, balls are passed in one direction, from man to man, without being dropped. The player, who at a certain point receives a pass, but still holds another ball, (received beforehand) will be eliminated from the game. The game is resumed by passing the balls in the opposite direction. The last three players in the game are declared winners (fig. 39).

#### Rules:

- Respect the passing direction and the type of pass.

#### Methodical indications:

- The ball throw is specific to the handball game;
- Balls are not passed/ stopped using the foot.

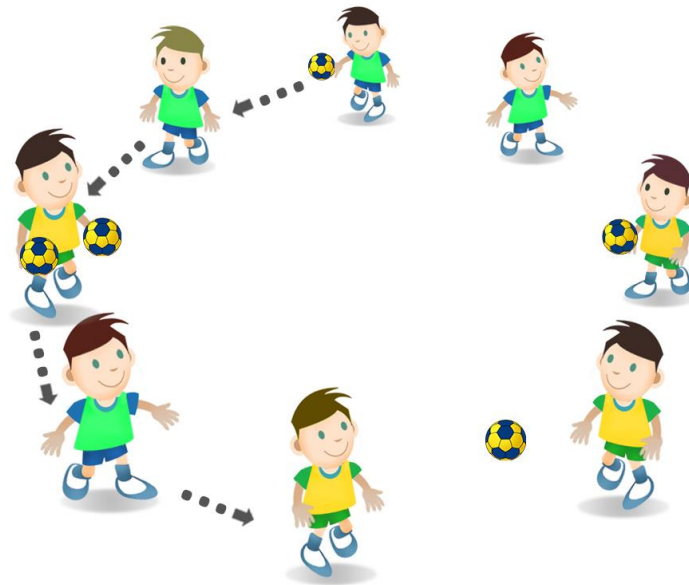


Figure 39: The ball in the circle

### HR37. Pass by numbers

The collective spreads on the field after each player receives a certain number. Player 1 receives a ball. On the signal, they all start moving on the field by running, changing direction and rhythm, each student acting individually. The player with the ball (no. 1) passes the ball to player no. 2, the latter to player no. 3, etc. Upon receiving the pass, the player shouts his own number. When the ball reaches the last player, he passes again to the first player and the game goes on (fig. 40).

#### Rules:

- Respect the passing direction and the type of pass.

#### Methodical indications:

- The ball throw is specific to the handball game.



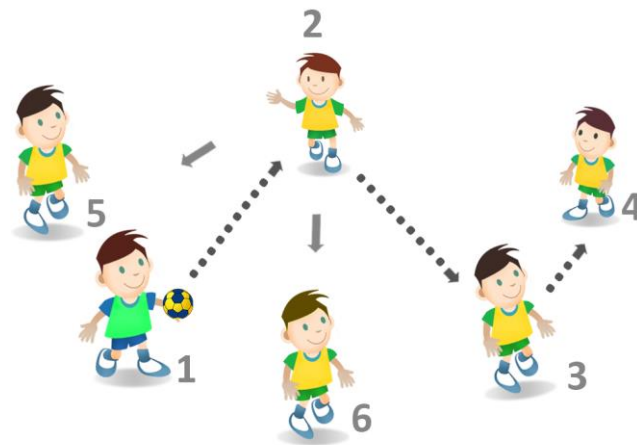


Figure 40: Pass by numbers

### HR38. Race by numbers

The players are placed into teams of 8-10 players, with the same number of players. Teams are placed in parallel, at an interval of two steps, behind a start line, being aligned on a row at one-arm distance. In each team, you count the players from the beginning of the row towards the end of it; afterwards, each player receives a number. The players will start from various initial positions (standing, sitting, on their knees, etc). For each team, you draw on the floor at a distance of 1-2 m a circle where you place a ball, and every 10-15 m you place a peg. The teacher shouts a number. The players with that number start running, they take the ball and start dribbling, going around the peg, and they return placing the ball back in the circle and then resume their place in the formation (fig. 41).

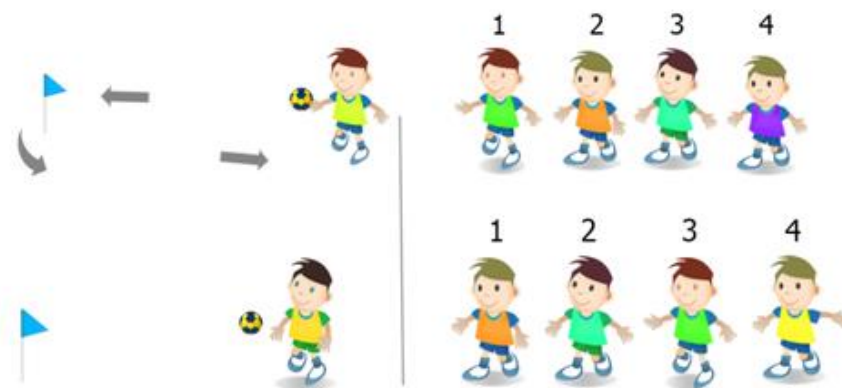


Figure 41: Race by numbers

### HR39. Who holds the ball longer?

The players are divided into equal teams in size. A draw determines the team who gets the ball and the game starts. The players of the team in possession of the ball will pass the ball (using the procedure stated by the teacher), trying to keep possession of the ball for as long as possible. The opposing team tries to intercept the ball in order to start passing it (fig. 42).

#### Rules:

- Respect the type of pass established by the coordinator of the game;
- Respect the regulation of the handball game.

#### Methodical indications:

- The ball throw is specific to the handball game,
- Balls are not passed/ stopped using the foot.

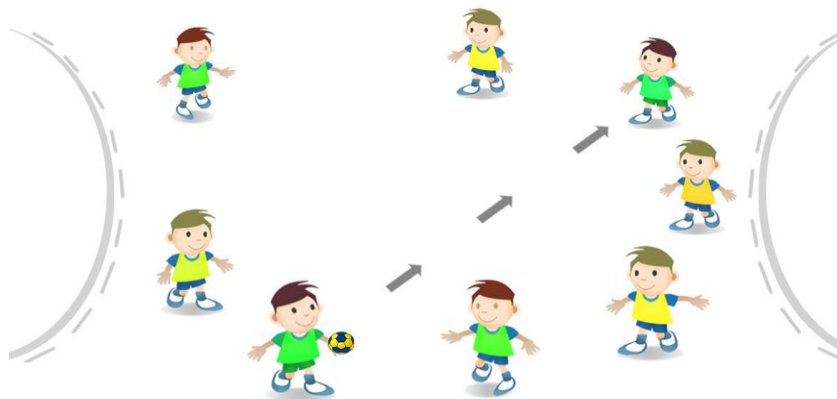


Figure 42: Who holds the ball longer?

### HR40. Find your place

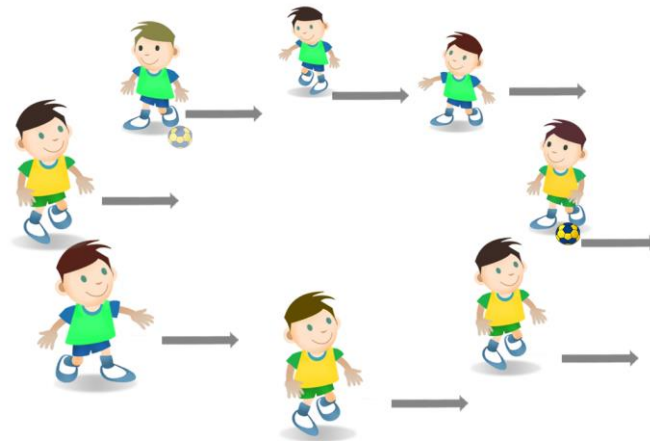
The players are placed in the circle, each marking his place using a personal item (object, line, etc). On the first signal, all the players run in the indicated direction (around the circle or in a different direction); on the second signal, they return as quickly as possible to their places (fig. 43).

**Rules:**

- Respect the running direction and the type of running.

**Methodical indications:**

- Children move as determined beforehand.



**Figure 43: Find your place**

**HR41. The tricky hoop**

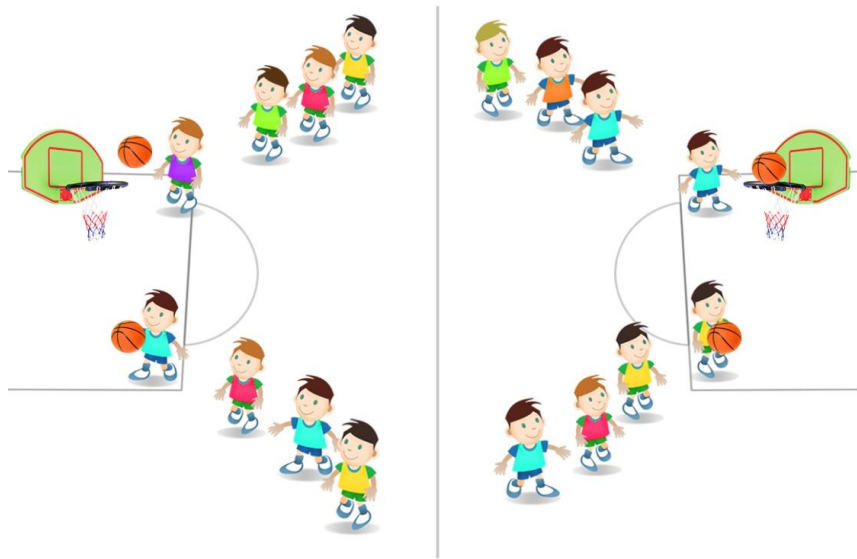
The students are divided into 4 teams, 2 teams at each basketball backboard. Each team is placed in a row, behind the upper corner of the restricted area (an extension of the free-throw line). The first students in each team hold a basketball. On the signal of the teacher, the students with the ball shoot to the hoop, run, retrieve the ball and pass it to the next player of the team. Each team must score 10 points. Throws are made from one given point (fig. 44).

**Rules:**

- Only the player who shot follows the ball, retrieves it, and passes it to the next player.

**Methodical indications:**

- Use appropriate balls for the age category of the participants;
- For younger children, set a shorter shooting distance.



**Figure 44: The tricky hoop**

#### HR 42. Beware of... the “tiger”

The game takes place in the gymnasium. The players are placed in the circle. In the middle of the circle, there is a player – the “tiger”. The players in the circle pass a ball among them, by rolling it on the floor. The “tiger” tries to catch it. If he succeeds, he will trade places with the player who passed wrong or who missed the pass (fig. 45).

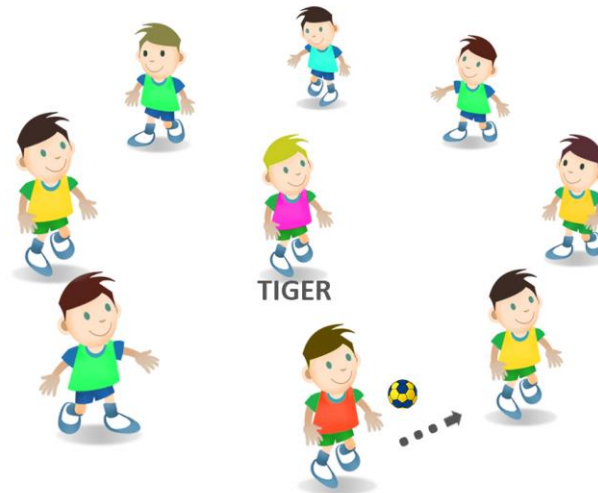
84

#### Rules:

- The ball may be passed only by rolling it on the floor; otherwise, the passing player will become the “tiger”.

#### Methodical indications:

- The players will either stand or sit;
- The diameter of the circle will be larger or smaller depending on the position of the players;
- You can use balls of various shapes and sizes (basketballs, handballs, volleyballs, rugby balls, tennis balls, etc).



**Figure 45: Beware of... the “tiger”**

#### HR43. Beware of the ball

The game takes place in the gymnasium, with the players placed in the circle. In the middle of the circle, there is a student. The players within the circle pass among them a ball with which they will try to touch the player in the middle. Whoever manages to touch him with the ball will trade places with said player (fig. 46).

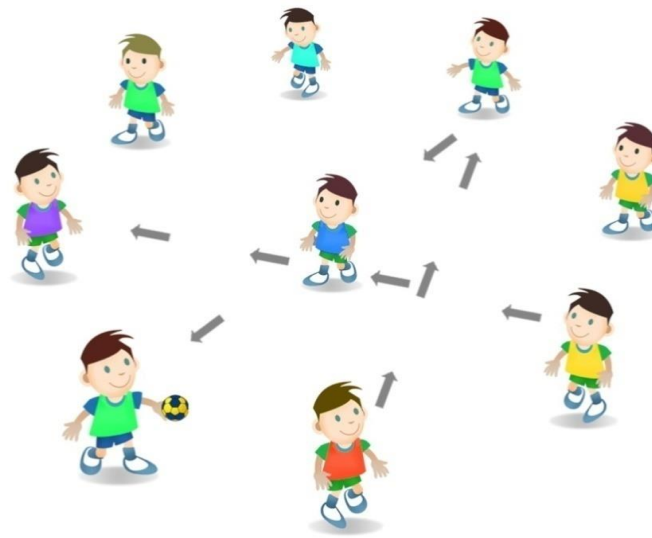
85

#### Rules:

- The ball may be passed in an arc or on the circumference of the circle;
- The players will touch the student in the middle, without throwing the ball in full force at head level.

#### Methodical indications:

- Use a soft or light ball.



**Figure 46: Beware of the ball**

#### HR44. The foxes and the geese

The game can be conducted indoors or outdoors. Two children represent the “foxes”, while the rest are the “geese”. The “foxes” and the “geese” are placed at a distance of 6 meters from each other. Behind the “foxes” there is a “drake”, who at a certain point shouts: – “The geese!” and they start running towards him. The “foxes” chase and try to catch the “geese”. The last caught “geese” become “foxes” and the game goes on (fig. 47).

86

#### Rules:

- A “goose” is considered caught when touched by the fox.

#### Methodical indications:

- You can use diverse moving methods (running, jumps on both feet).

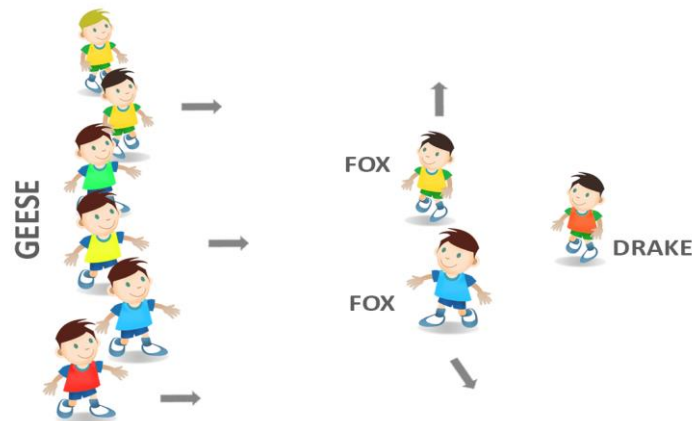


Figure 47: The foxes and the geese

#### HR 45. Who's the strongest?

The players are positioned on pairs, holding hands, on one side and the other of a line drawn on the floor. Two meters behind each player, place an object (a ball, a T-shirt, or a peg); on the signal, each player tries to touch the object behind him by traction; the player who succeeds it wins (fig. 48).

87

#### Rules:

- The object may be touched only using the hand.

#### Methodical indications:

- Traction may be exerted on a cane or on a jumping rope.

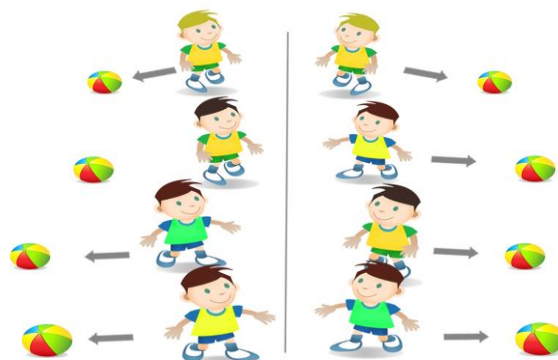


Figure 48: Who's the strongest?

#### HR 46. Crows and seeds

The game can be conducted in the gymnasium, in the schoolyard, or outdoors. On a playing field (handball, basketball, etc), which represents the field where the scattered seeds have to be placed: approximately 35 objects (balls, pegs, tank tops, etc). The field is guarded by 4 “guards”. On the command of the teacher, the rest of participants to the game, who are “crows”, run on the field and try to take the “seeds”. The “guards” follow them and any “crow” touched using the hand by one of “guards” must remain still where he was touched. “Crows” run until they manage to take the last “seed” or until they are only 2 untouched crows (fig. 49).

When the game is repeated, the 2 crows become the field guardians.

#### Rules:

- “Crows” must remain with the “seeds” in their “claws” when they are caught;
- If when “crows” run, they drop the “seeds”, other “crows” may pick them up.

#### Methodical indications:

- If you use bigger objects (basketballs, soccer balls, etc) you will designate certain areas on the court (nests) where “crows” will deposit the “seeds”.

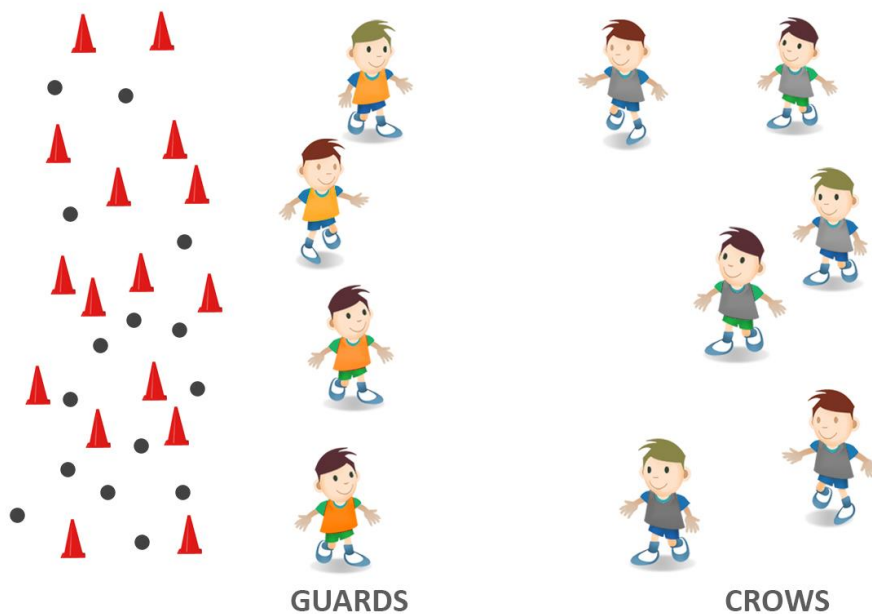


Figure 49: Crows and seeds



#### HR47. Through the hoop

The game can be conducted in the gymnasium or outdoors. The children are organized on teams of 10-15 players each, standing one behind the other. In front of each team, on the floor, there will be a gymnastics hoop or a “ring” made of rope. On the signal, the first within each team, taking “the hoop” with both hands, must pass it on their heads and then pass through it, and then the followers will do the same thing, in turns, etc.

The team that finishes the first wins (fig. 50).

#### Rules:

- The children may help each other for a faster passing of the hoop.

#### Methodical indications:

- The hoop may be placed over the head and then down the body, on the floor, where the next child can pick the hoop up from the floor and perform the movement the other way around;

Version: if the hoop is larger, two children may pass through it.



Figure 50: Through the hoop

#### HR48. The hardworking little birds

The game can be conducted in the gymnasium or outdoors on a delimited court (basketball field, handball field, etc). The children are divided into two teams, each team outside the playing surface (behind the goal line of the court). Each child has a basketball. Outside the playing field, two “nests” where the little birds will deposit the “seeds”. On the surface of the playing field, “seeds” are scattered – diverse objects (pegs, balls, tank tops, canes, etc). On the signal given by the teacher, the little birds execute a dribbling and pick up an object, by bringing it to the nest. At the end, count the seeds gathered by each team (fig. 51).

#### Rules:

- “Little birds” are allowed to pick up only one object per race;
- “Little birds” are not allowed to interrupt the dribbling.

#### Methodical indications:

- “Little birds” will execute the dribbling only using the right hand or only using the left hand (as specified by the teacher).

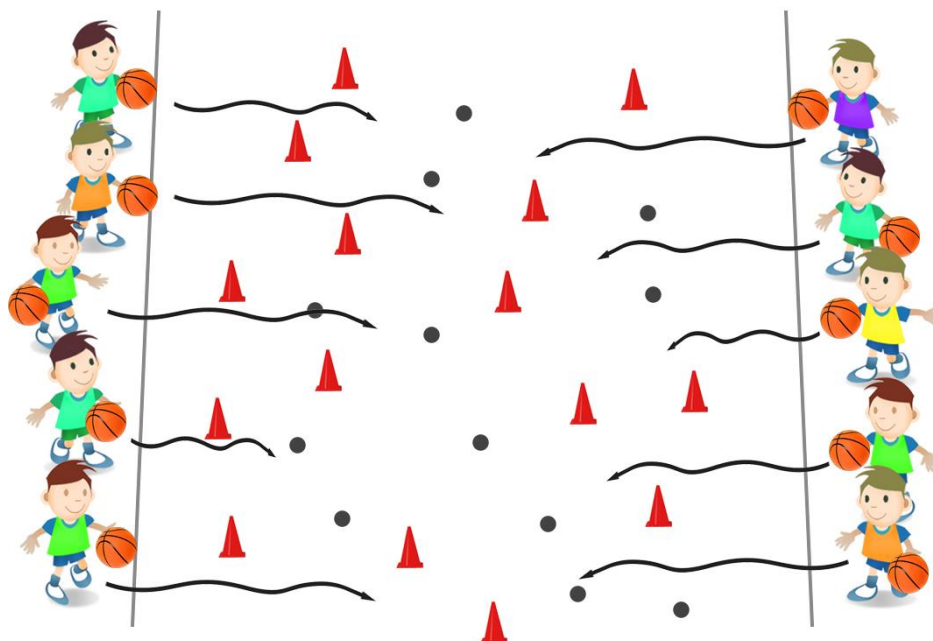


Figure 51: The hardworking little birds

#### HR49. Find your nest

The number of players must be uneven. The players are divided into two groups. One group forms a circle representing the nests, while the others, who represent half +1 of the number of players, stand behind the first ones.

On the signal “chip-chip”, the children within the outer circle run around the first circle, waving the arms and shouting “chirp – chirp”. On a different signal (clap, whistle), each child has to go rapidly behind a nest, by putting the hand on the shoulder of the child who represents the nest. One of children remains without a nest. The game is resumed, by changing the running direction. After a few repetitions, change the role; within the big circle there is one player standing still (fig. 52).

#### Rules:

- If two children stopped at the same nest, the first who touched the shoulder of the “nest” child remains in the nest.

#### Methodical indications:

- You can use diverse moving methods (step jumps or jumps on both feet).



Figure 52: Find your nest

### HR 50. The ball in the circle

The game takes place indoors. The collective will be divided into two teams. Each team will receive a basketball and will be placed on two rows, facing each other, at a distance of 4-5 meters. In front of each rows, 2 -2.5m away, draw a circle with a diameter of 1-1.5 meters. The students will try to throw the ball using one or both hands, inside the circle. Each fall of the ball in the circle brings the team one point (fig. 53).

#### Rules:

- Points represent only the passes falling inside the circle and not touching the line of the circle.

#### Methodical indications:

- You can augment or reduce the diameter of the circle;
- You can augment the distance between the rows;
- You can vary or specify the passing procedure.

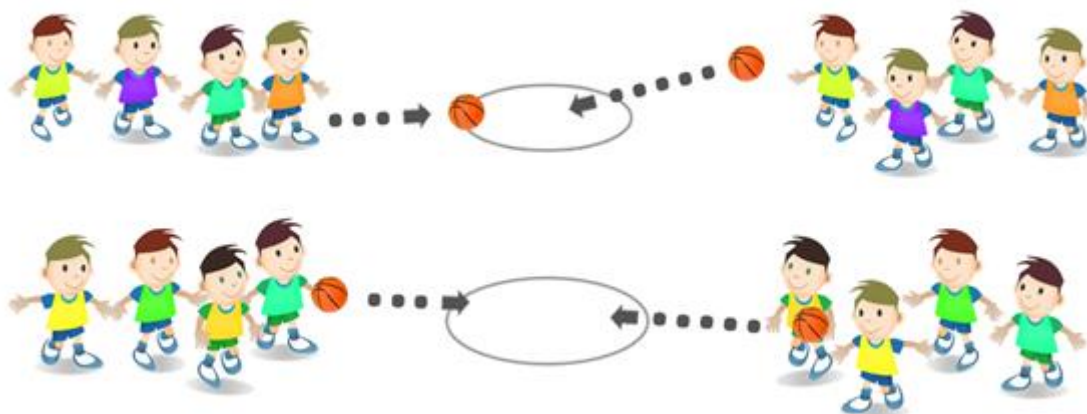


Figure 53: The ball in the circle

### HR 51. Possession of the ball in two teams

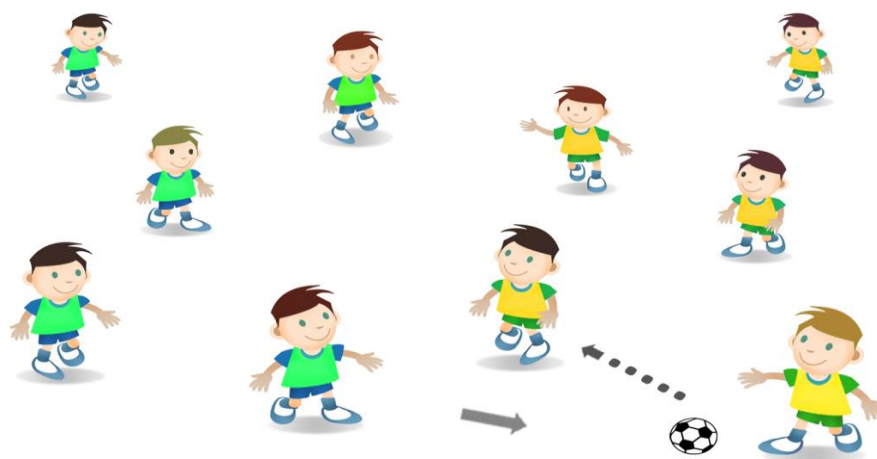
The players are divided into two equal teams in terms of number and value. Depending on the number of players, the game can be conducted on the entire court or on a small-sized field. The purpose of the game is to keep possession of the ball for as many passes as possible, without the opponents touching the ball (fig. 54).

**Rules:**

- On 20 consecutive passes, the team scores a point. When the ball has passed to all members of a team, the number of passes doubles.
- The ball must pass to all the players within the team.

**Methodical indications:**

- It is very important for players to become free in order to receive the ball safely, but also in order to provide the player with the ball with several opportunities of passing.



**Figure 54: Possession of the ball in two teams**

**HR 52. Three countries**

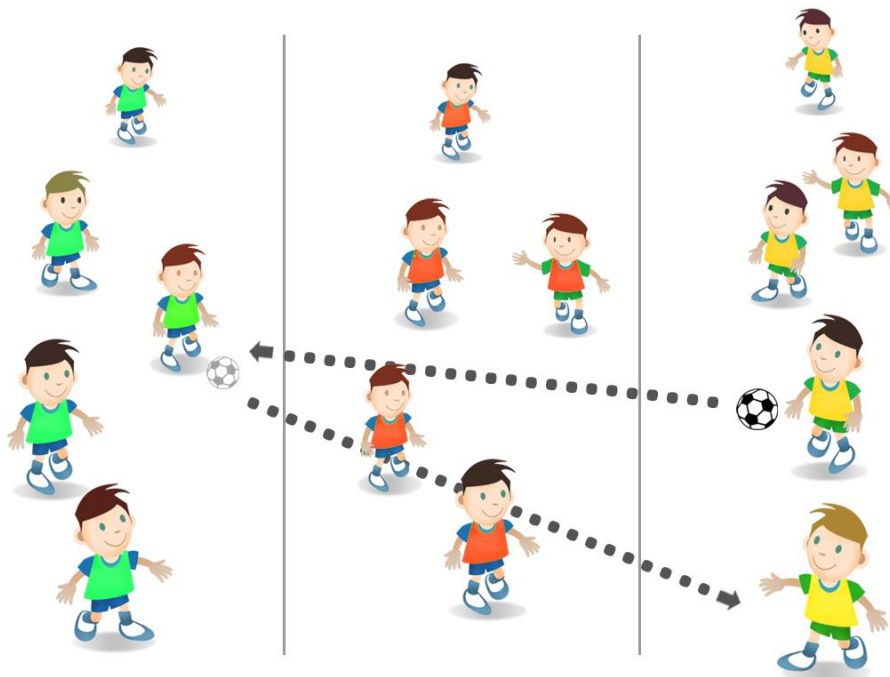
Three teams comprising four players each are placed in one of the three playing surfaces, as illustrated in the image below. Each team represents a country, for instance: Greece, Romania, and Italy. The game has a twofold purpose: a) consolidating or improving passes and retrieving the ball from a linear position; b) getting players used to representing a country that collaborates with another country. The players within the two teams on the side pass the ball among them in such a way that the ball not be retrieved by the players of the team in the middle (fig. 55).

**Rules:**

- The team that receives the ball must pass it back to the other team on the side, using six passes at the most. The number of touches does not include taking over the ball;
- The players may not enter a different area on the court, for passing or in order to retrieve the ball;
- The team that misses the pass, namely the ball being retrieved by the team in the middle or off the court, goes to the centre. Thus, in turns, all three countries, the players implicitly, will have to collaborate or assess their motor skills.

**Methodical indications:**

- The players of the team in the middle may collaborate as follows: in order to retrieve the ball as quickly as possible, they must reduce the spaces between them;
- On the side, the use of the fake may destabilize the team in the middle.



**Figure 55: Three countries**

### HR 53. Two plus two

The players are divided into four equal teams, from the perspective of both size and value. Each team dresses in various tank tops: red, white, blue, green, and represents a team of a different country. Two teams play on the field, red and white, while the other two are placed each on the side of half of the court. The red team may pass on the side, to the players of the blue team, while the team in white to the players of the team in green. The game takes place as a tour, each team playing, in turns, with all the other three teams. In turns, the players within any team will end up collaborating with the players in the other teams, thus being alternatively competitors and teammates (fig. 56).

#### Rules:

- Each game takes 5 minutes;
- The players on the side may play the ball using only one touch;
- The players on the side are not allowed to finalize, but only to retransmit the ball to the team they are helping.

#### Methodical indications:

- The involvement in the game of the helping team on the side may constitute an important factor for letting the game have more space and for freeing the central area.

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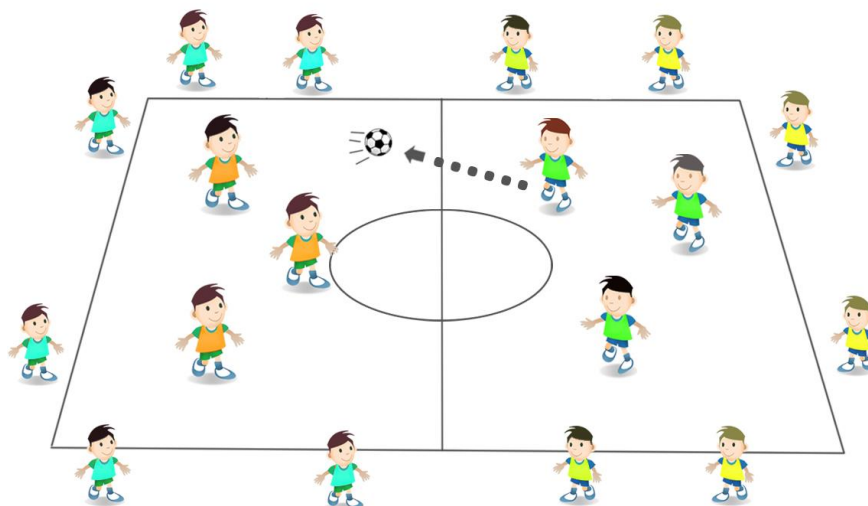


Figure 56: Two plus two



#### HR 54. The referee makes a mistake

The game is actually a method used within the bilateral game between two teams. Within a game, many decisions made by the referee are an interpreting stretch of soccer regulations. Within our game, the referee makes several intentional mistakes throughout the game, and these mistakes are obvious; the players of the “victim” team can point them out. Most of the times, the players of the team to the detriment of which the referee made the mistake will communicate this using verbal or non-verbal language. The referee will maintain his decision, and inadequate or deviant behaviour will be sanctioned with a yellow or even a red card. This method must be used only by the teacher or by someone with authority over the group .

##### Rules:

- Unsportsmanlike behaviour following a wrong decision of the referee will be sanctioned immediately according to the regulations of the soccer game.

##### Methodical indications:

- At the end of the game, the teacher explains the consequences for the players who do not accept the mistake and the decision of the referee, but also how this behaviour may affect the entire team;
- The teacher must teach the players how to protest legally and constructively a potential wrong decision of the referee.

#### HR 55. Pass the half of the court

Bilateral game between two equal teams. The main rule of the game is provided by the mandatory rule of passing to the opponents’ half, during both the attack and the defence. Therefore, the goal of a team is valid only if all the players, besides the goalkeeper, passed the half of the court. In addition, upon receiving the goal, it gets double the points if all the players failed to pass in their own half of the court (fig. 57).

##### Rules:

- The referee is placed at the level of the centre line in order to observe accurately the rules.



### Methodical indications:

- The teammates must communicate with each other, verbally very much, in order to increase efficiency within the game. For instance, if the team in attack can finalize, but not all the players passed the centre of the court, communication is essential, because offensive players must be warned and they must delay finalization, given that they cannot know what happens behind them.

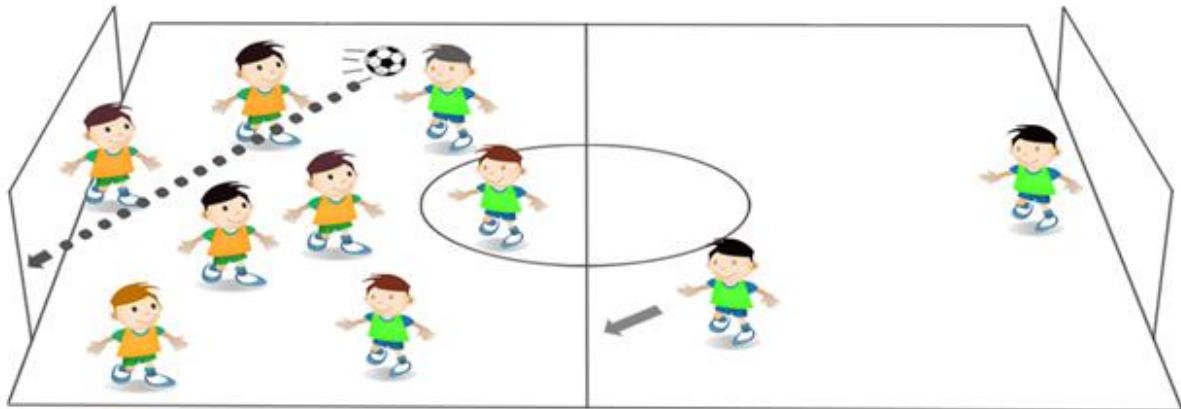


Figure 57: Pass the half of the court

### HR 56. Mandatory bar shot

The game has as purpose the development of shooting the ball accurately using the foot and may be played by several players. The game may include both boys and girls, bigger or smaller. The players place the ball, in turns, on the penalty point or on the square line and hit it towards the goal trying to hit the bar. If a player hit the bar, the next player is forced to hit the bar, too. The player who managed to eliminate the others from the game is considered to be the most efficient (fig. 58).

### Rules:

- Each player may hit the ball using the foot and a technical procedure of choice.

### Methodical indications:

- The players who were eliminated may practice at the other goal until the game is resumed.



**Figure 58: Mandatory bar shot**

### HR 57. Victory

The game is often practiced by children in the schoolyard or on the improvised fields. The game takes place between two teams, using one goal. The goalkeeper is neutral and his role is to defend as well as possible. After catching the ball, the goalkeeper turns his back on the field in order to stop seeing the players and he throws the ball using both hands, over his head. The players of the two teams try to get possession of the ball, and then to score while the team without possession of the ball tries to retrieve it. Roles may be changed several times in the same phase, because the ball may be retrieved, lost, and then retrieved again in a matter of seconds (fig. 59).

#### Rules:

- Corner kick is not executed, but recorded. For three corner kicks, the opposing team has a penalty shot.

#### Methodical indications:

- Usually, each plays what he knows and what he can, most of the times individually. The players may be advised to develop a game strategy to help them play better and be more efficient. The opinion of each player should be heard, and if it is good, it may be put into practice.

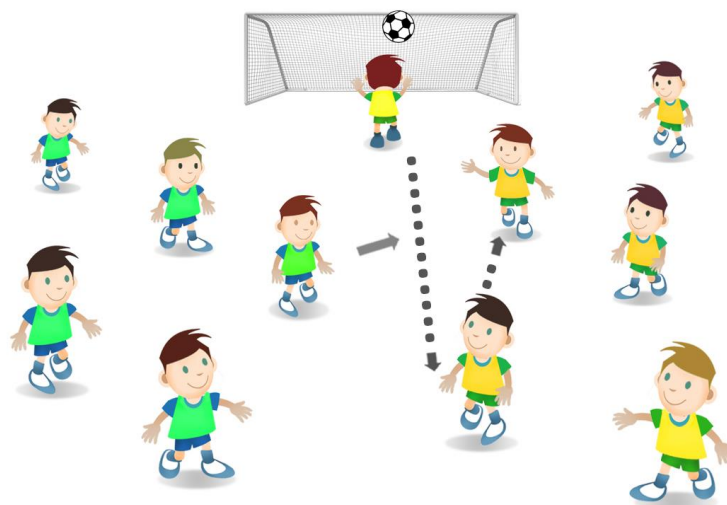


Figure 59: Victory

### HR 58. Joker

The game, recommended when the number of players is uneven, is bilateral and can be conducted on a field of normal or small size. Two teams, dressed in various colours, play according to the basic regulation of soccer. A player, dressed in a different colour, is the joker and he will play for both teams. He will play each time with the team in possession of the ball. The joker can be anyone of the players (fig. 60).

#### Rules:

- The joker does not retrieve the ball or play defence.
- The joker may score as many times as possible.

#### Methodical indications:

- The teacher may change the joker, in rotation, in order for all the players to experience this role.

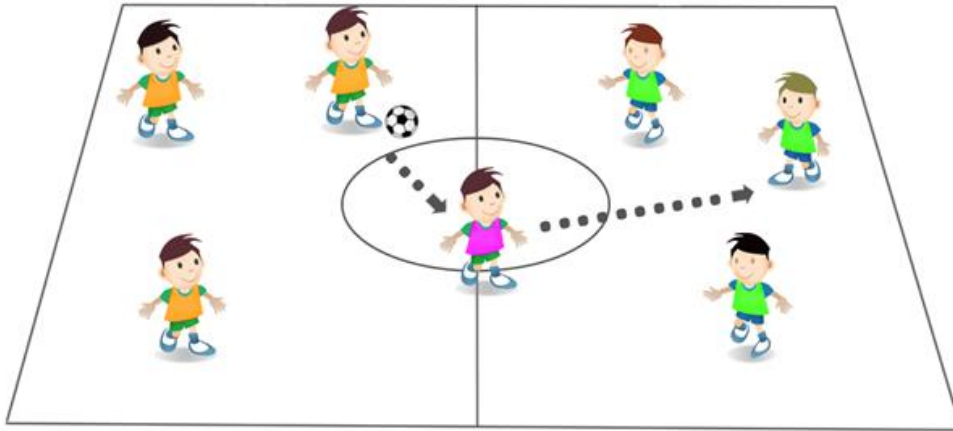


Figure 60: Joker

### HR 59. The German style

The German style is another game practiced by the children, wherever they have or can draw a goal on a wall. One of children stands in the goal area; he must defend the goal by trying to prevent as many goals cored as possible. The other players, three, four or five, form a semicircle in front of the goal, very close to it. They pass the ball among them and they try to score, but only from volley or using the head. Goal scored using the foot means 2 points and head goal 5 points. If the player defending the goal receives several goals and accumulates 25 points, he will be considered a substitute player. If a player tries to finalize, but shoots near the goal, he will replace the goalkeeper. If the goalkeeper is the one who blocks the ball, the game continues. The player who, when there are only two left, has fewer points accumulated from the goals received is considered very talented (fig. 61).

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#### Rules:

- If a player tries to finalize, and the ball hit the bar and gets out, the said player will become the goalkeeper;
- If at the end of the game the two players left will have the same number of points accumulated from the goals received, execute three penalty shots each until a player has fewer points.

#### Methodical indications:

- The ball must not be hit hard.

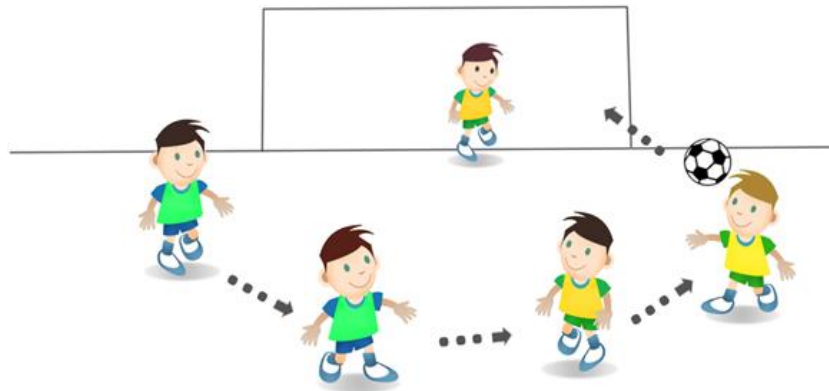


Figure 61: The German style

### HR 60. Straddle

It is an easy activity that can be played by both boys and girls, smaller or bigger. The game takes place in two, but it may also be adapted and played in small teams. The players are placed at a distance of 15 – 20 meters. The player without the ball is in a standing position, legs spread to the sides, facing the player with the ball. The latter will try to send the ball between the legs of the opponent. If he manages to send the ball between his legs, he gets a point. Then the roles are reversed (fig. 62).

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#### Rules:

- The ball must not be hit hard; the point is to have an accurate shot.
- Play until a player scores 10 points.

#### Methodical indications:

- The game may be played using the dominant foot, alternatively using both, or using only the non-dominant foot.



Figure 62: Straddle

### 4.3. Fortitude (racism = fear of the unknown)

#### F61. Criss-cross “catch me if you can”

The game takes place on a flat field, with 10-15 children. Choose a player who has the task of catching the other players. The followed player can be saved by another player who cuts the path of the one who catches, by passing between him and the followed player. The catcher will be forced to follow afterwards the one who crossed his path. The player caught becomes, in his turn, the catcher (fig. 63).

##### Rules:

- responsibility is transferred from one player to another;
- each player must become the catcher.

##### Methodical indications:

- the saviour must pass in front of the catcher.

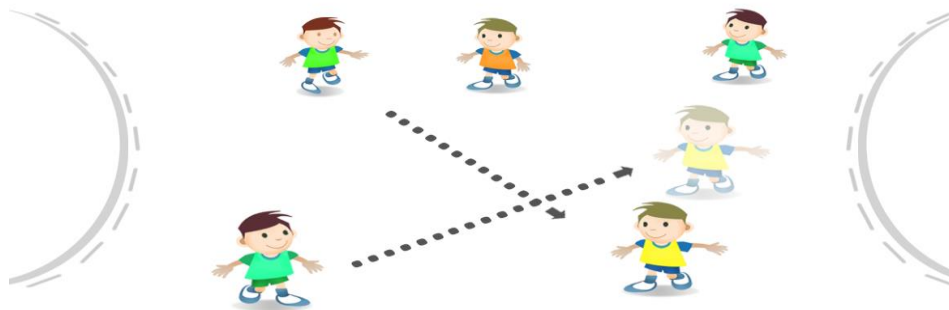


Figure 63: Criss-cross “catch me if you can”

#### F62. Jumping relay

This number is divided into equal teams, aligned into rows, on a start line. For each team a referee will be appointed. The first players within each row will execute a standing long jump. Referees will mark the landing spot, and the next players will jump from the spot marked by the referees. The game goes on until each player of the team executed the jump. At the end, record the greatest distance jumped by one of the teams (fig. 64).

**Rules:**

- The next competitor will continue the path of the preceding player.

**Methodical indications:**

- Respect the shape of the long jump.

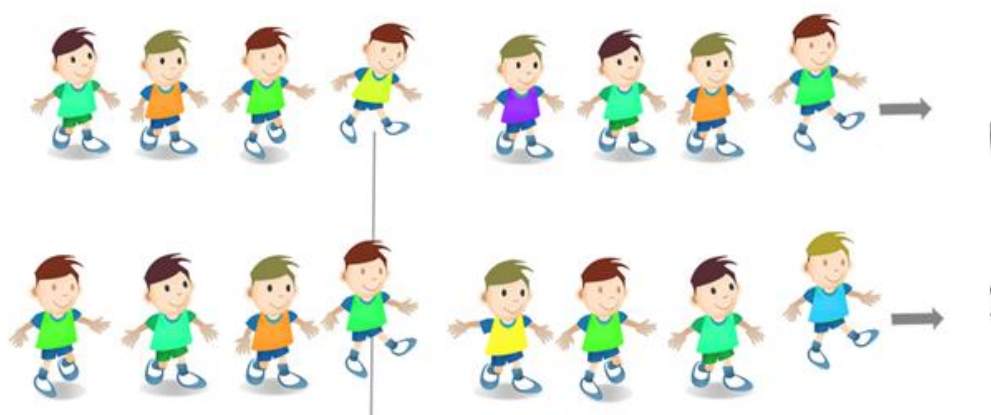


Figure 64: Jumping relay

**F63. The ball is hot**

The students are placed in a circle, next to each other, facing the outer edge of the circle, one of students holding a ball. In the middle of the circle, there is the leader of the game. On a signal, the ball is passed from hand to hand in a certain direction, as quickly as possible: the ball is hot. At a certain point, the leader of the game whistles. The player holding the ball is eliminated from the game if he fails to pass the ball immediately to the next player. The latter, if he pays attention, must not receive the ball, if he does, he loses the capacity as competitor. The game is resumed in the same manner, the ball being passed from the opposite direction. The last four players left in the game are considered focused (fig. 65).

**Rules:**

- The ball is transmitted in the direction established, without omitting any player;
- Set the passing procedure: using one hand, above the shoulder, pass to the back, rebound from the floor, etc.

**Methodical indications:**

- Respect the form of actions specific to the handball game.



Figure 65: The ball is hot

#### F64. Touch the ball

The collective is divided into groups comprising 8-10 students, placed in the circle; in the centre of each circle, there is a player. The players in the circle pass the ball using various procedures, while the one in the middle tries to touch the ball, either while in the air, or when held by one of the players. The player whose pass was intercepted or in the hands of whom the ball was touched trades places with the player in the middle.

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#### Rules:

- Moves inside the circle are executed using additional step;

#### Methodical indications:

- The ball is passed using procedures specific to the handball game.

#### F65. The last pair runs

The players are placed on pairs, two by two. In front, you have the catcher, who is not allowed look back. From where he stands, he shouts: "The last pair runs." On this signal, the players of the last pair run one to the left, the other to the right of the column, in such a way as to hold hands, without any of them being caught by the catcher. In order to avoid being caught, the players of the last pair will move at a certain distance from the row and they will



meet farther away from the end of the column. The player caught becomes the catcher, while the other forms a pair with the former catcher, and then they are placed in front of the column. As they run, the pairs are placed in front of the column (fig. 66).

#### Rules:

- Choose a distance of a metre between the runners and the row/catcher;
- Criss-cross running to trick the catcher is forbidden.

#### Methodical indications:

- Both players use the same type of running;
- You can also introduce running backwards.

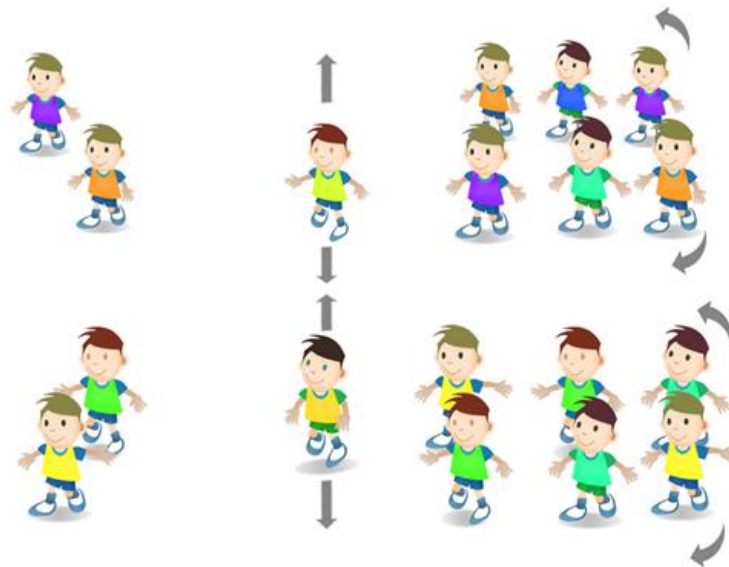


Figure 66: The last pair runs

#### F66. The fishnet and the little fishes

This game may be played both indoors, and on a flat field or out in the fields. If the game takes place outdoors, the playing field is delimited as a rectangle measuring 20x40 m or even more. Choose a player who starts the game, and the rest are spread throughout the court. The chosen player starts following the others with the task of catching them by touching one using the hand. The touched one holds hand with the one who caught him and they

continue following the other players together. As they catch other players, they form a chain, "the fishnet". If the chain becomes too long, it may be divided into two.

The game ends when the rest of the players are caught (fig. 67).

#### Rules:

- The players within the chain (fishnet) are not allowed to let go of the hands;
- The followed players are not allowed to get out of the court limits;
- A player is caught when the fishnet is closed around him or when he is touched by the players at the ends of the fishnet.

#### Methodical indications:

- Explain to players forming the fishnet that, in order to catch more rapidly a followed player, one of them has to lead the entire chain and to choose the player to be caught;
- When the fishnet breaks (the players within the fishnet let go of the hands), the game may include tactical combinations, in the sense that the two fishnets may act in a coordinated manner in order to catch the players/fish easier.



Figure 67: The fishnet and the little fishes

#### F67. Race in the circle

Race in the circle can be organized on the field or indoors, with a group of 20-30 children. The players are placed in the circle, at big intervals from each other, at least 3 big steps. On a signal, the players start running in the circle, each player trying to get ahead of the player before him. It is considered valid only if it is performed outside the circle. Any

player who is surpassed by another player leaves the circle. The last player left wins the game (fig. 68).

#### Rules:

- The player getting ahead touches the shoulder of the player left behind, and he must exit the game immediately.

#### Methodical indications:

- When running in one direction took too long or the circle became too small, on a signal of the leader, the players turn around and run in the opposite direction. Hence, you stimulate simultaneously the interest and attention of players;
- In order to prevent the circle from becoming smaller while running, it is better to mark it with a dotted line (or drawn with the chalk), and then the players must stand where it is indicated. The players will have to run outside the marked circle.

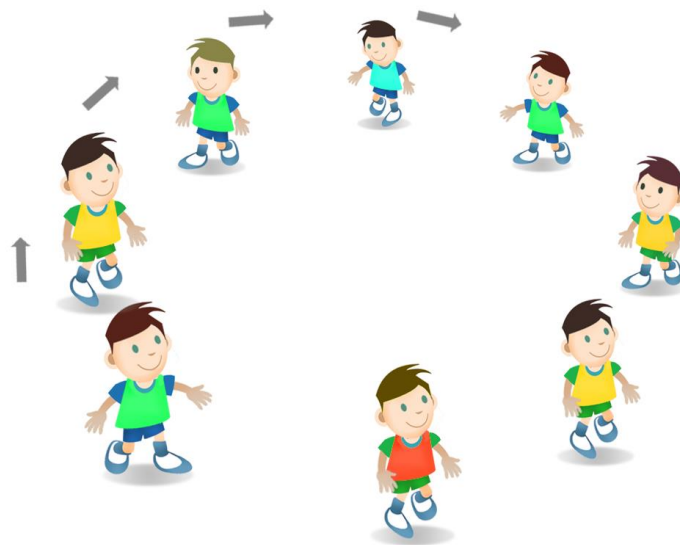


Figure 68: Race in the circle

#### F68. Aim for the ball

The game can be organized indoors or on the field, with a number of 10-40 persons, using a gym ball and a handball for two players. The big ball will be tied up using a rope and hanged from the ceiling, from a bar, etc, 2 m up from the ground. The players are divided into two

teams, aligning on one row, 4-5 m on one side and the other of the ball. All the players of a team will receive a ball. On the start signal of the game, each player within this team, in turns, aims with the handball the big ball hanging; the shots touching the big ball are recorded. Then, the players of the other teams pick up the balls and shoot, too. After around 3-5 rounds for each team, count all the points obtained and the team with more points is considered very skilled in terms of precision (fig. 69).

### Rules:

- You aim the big ball only on the signal;
- Fix a limit for preparing take-off, which should not be exceeded when aiming for the ball.

### Methodical indications:

- If there are numerous players, you can organize 4 teams, aligning in a semicircle, around the hanging ball;
- The shooting distance, as well as the height of the hanging ball are determined depending on the possibilities of the collective;
- After each turn of a team, the leader of the game stops the ball from swinging, if it was touched.

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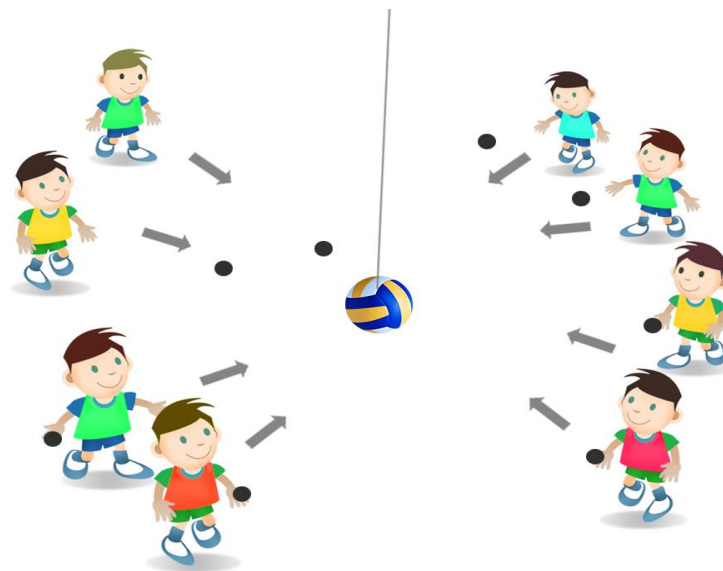


Figure 69: Aim for the ball

### F69. Defence and attack

Played indoors, in a big space, or on the field, by 20-30 persons; use small pegs and a number of handballs equal with the number of players. Delimit a playing space with a rectangular shape, with a length of 15-20 m and a width of 10-12 m. The players are divided into two equal teams, each team aligning on one of the short sides of the court, namely 1 m in front of these lines. On the sideline, behind each player, place a small peg. The players placed in line, each holding a small ball, wait for the start signal. After the signal, each player aims the bottles placed in the opponents' court and tries to take them down, at the same time defending their own bottles. After throwing all the balls, the game stops and you count the bottles taken down by each team. Meanwhile, players also collect the balls, and then the game starts again. After a few attempts, count the total number of bottles taken down and write them on a board (fig. 70).

#### Rules:

- Aiming the ball can be done only from the spots marked for players to aim any bottle in the opponents' court;
- Ball collection will be done only during the break designated for this purpose;
- The bottles taken down may be picked up only after the order in this respect was given.

#### Methodical indications:

- Throws are specific to the technique of the handball game: do not roll the ball in order to touch and take down the bottles.

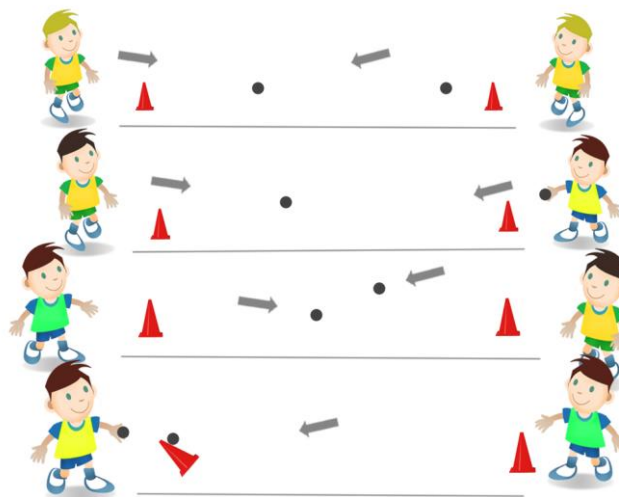


Figure 70: Defence and attack

### F70. The rolled target

This game can be organized indoors or on the field, with 20-40 participants, using a handball, 4 small flags, and several tennis balls. Delimit a rectangular playing space, with the side of 10-12 m. The corners of the court are marked by a small flag each. The players are divided into four teams, with the same number of players, and each team aligns on one of the sides of the square, facing the centre. In the middle of the court, place the handball, and each team receives an equal number of small balls. On the start signal, the players holding a small ball have the task of hitting the big ball in the middle, with the purpose of rolling it towards the line of the other team (fig. 71).

#### Rules:

- Each team keeps their playing space, without entering the space of the opposing tem;
- Balls are retrieved by stopping the game, each player entering in possession of the object used for aiming the big ball.

#### Methodical indications:

- Throws are specific to the technique of the handball game;
- Avoid rolling the ball in order to reach the target.

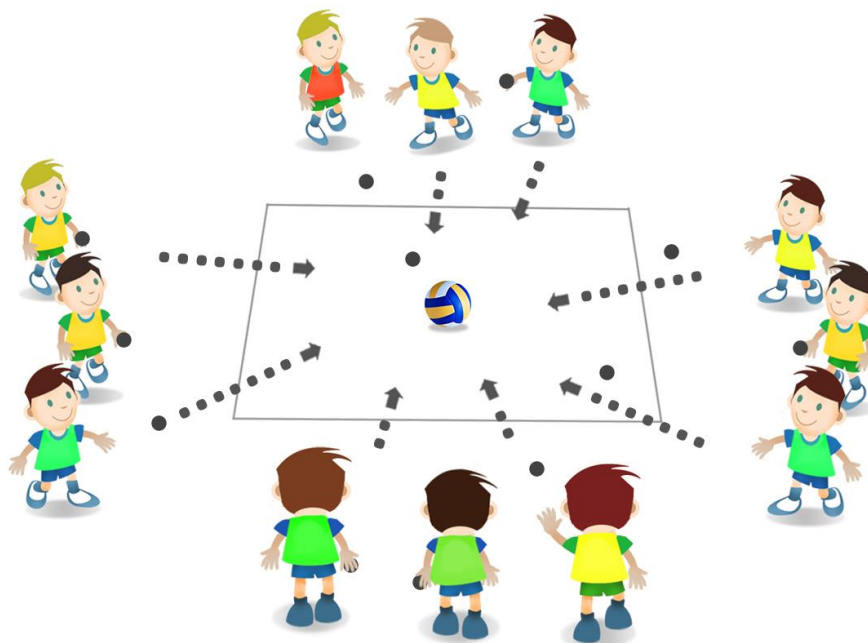


Figure 71: The rolled target

### F71. Three steps forwards

The game can be conducted in the gymnasium or on the sports field. Draw, on the playing field, two zones at a distance of approximately 10-15 m from each other. The players are divided into two equal teams and they are placed in one of the delimited areas, where they align facing each other. The game includes a mini-basketball and the first player of one of the teams holds it. On the signal of the teacher, he throws it towards the first player of the opposing team. If he catches it, he makes *three steps* forward and throws the ball to the next child in the other team.

If the player does not manage to catch the ball or he catches it after it hit the ground, he is not allowed to make the three steps and he throws the ball back to the child of the opposing team.

The game ends when the players of a team manage to enter all, through successive advances, in the court of the other teams (fig. 72).

**Version:** for older children, the game may entail tasks that are more difficult: catching the ball with one hand, clapping above the head or under the knees before catching the ball.

#### Rules:

- The three steps will be normal steps, not jumping steps.

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#### Methodical indications:

- The teacher specifies the passing procedure;
- You train at the same time passing, advancing using three steps, and technical elements specific to the basketball game (pivoting, standing, dribbling).

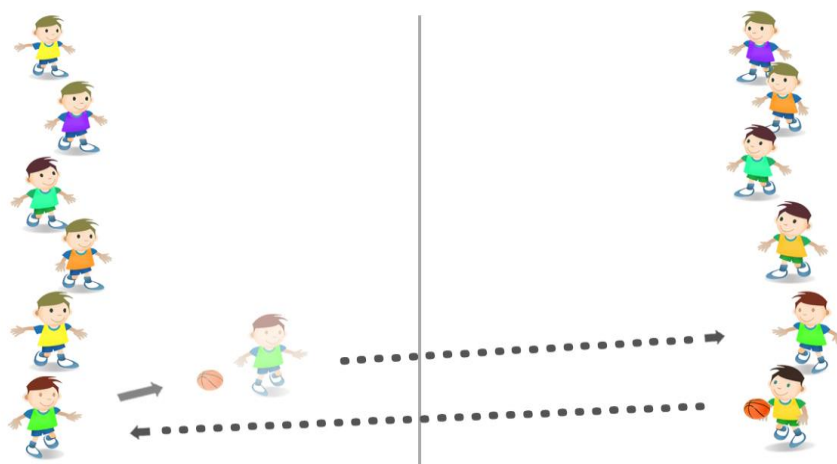


Figure 72: Three steps forwards



## F72. The trap

The game can be conducted in both the gymnasium and outdoors. The players hold each other's hands; form two circles, one smaller and the other one larger, one within the other, and they start moving in opposite directions. On the command of the game leader they stop. The children within the small circle raise their arms, while those within the big circle go in and out of the circle, as they please. Suddenly, the leader of the game commands: "Arms down!" The children within the small circle drop their arms and those within the big circle, trapped in this circle, are considered caught in the trap. They hold hands in the small circle and the game goes on. When few players are left in the big circle, they form the small circle and the game is resumed (fig. 73).

### Rules:

- The players caught in the trap are not allowed to "force" the trap.

### Methodical indications:

- When the inside circle becomes bigger than the other, concerning the number of players, the players within the outer circle will stop holding hands.



Figure 73: The trap



### F73. The race of rain drops

The game takes place in the gymnasium. The students are divided into 2 or 3 parallel equal rows in size, at two arm-length distance between them. Each participant must have a number. The players are sitting, with their legs crossed. In front of each row, there is a basketball. The leader shouts a number, and the players with that number come out through the right side of the row and they run forwards. They take the ball, they execute a dribbling and pass by the first player, they execute a dribbling as quickly as possible towards the tail of the row, they pass by, they continue the dribbling to the front of the row, where they leave the ball and they return to the initial place. The player who gets there the first brings a point for his team (fig. 74).

#### Rules:

- The children will apply the rules of the basketball game (double dribbling or walking are not allowed);
- The children will execute the dribbling using the dominant hand and then using the non-dominant hand.

#### Methodical indications:

- Observe the accuracy of dribbling execution.

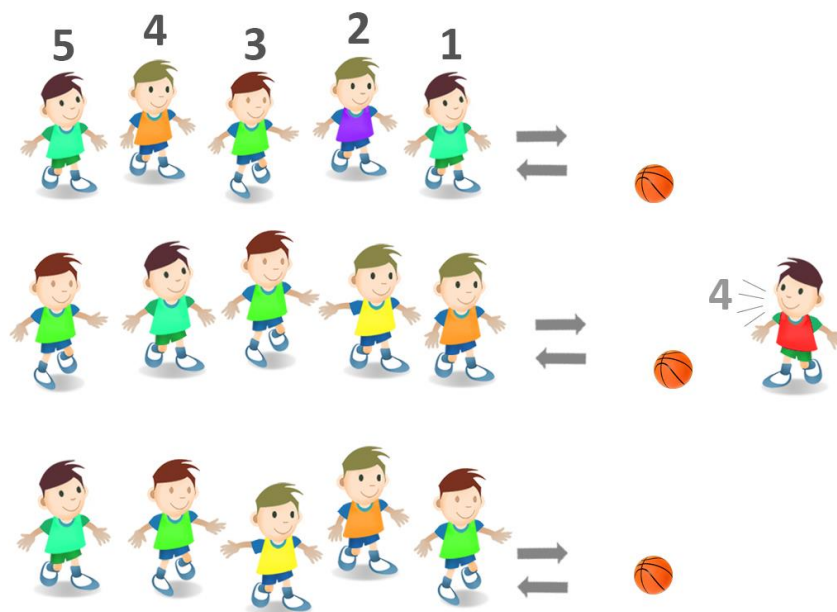


Figure 74: The race of rain drops

#### F74. Twin trees

The game can be conducted in the gymnasium or on the sports court in the courtyard. The collective is divided into two or three teams. Draw a start line, and at the level of each team, at a distance of 10 – 15 meters, place a peg. Teams are grouped on pairs, behind the start line. On the signal, the first pair of each team moves with a basketball, which the two hold using their head, to the peg, where they return and they pass the ball to the next pair. The players move holding arms. The team that managed to finish the race first with all the pairs is declared a team that synchronizes very well their actions (fig. 75).

**Version:** the ball is supported by the forehead of the two who move on the sides using additional steps.

#### Rules:

- The ball will be supported, in balance, by the children's forehead;
- If the ball is dropped, the two must retrieve it, and the race is resumed from the place where it was dropped.

#### Methodical indications:

- The distance between the start line and the peg will be modified depending on the age of the participants;
- The pairs will comprise participants of approximately the same height.

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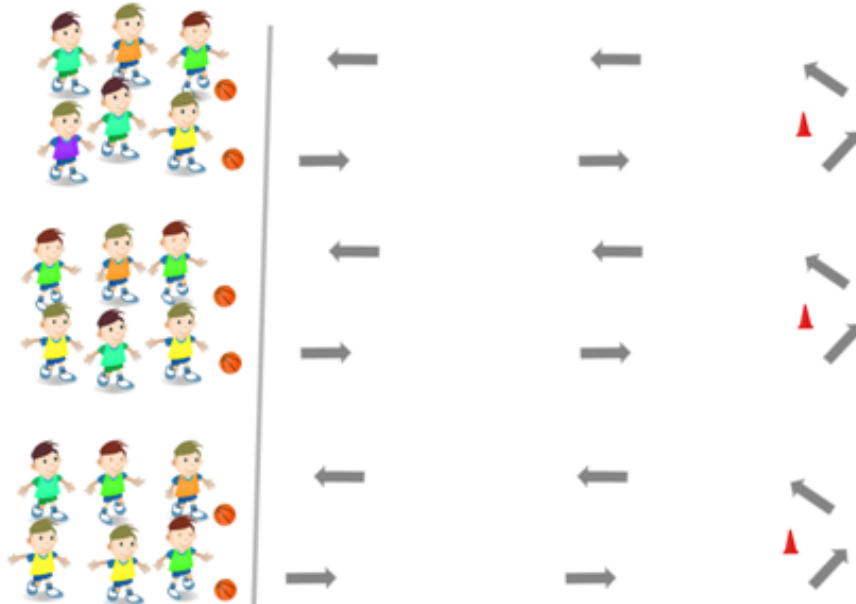


Figure 75: Twin trees

### F75. Find the nest

The game takes place in the gymnasium or on the basketball field or handball field. The children are divided into groups comprising 5-8 players; each group will receive the name of a colour (for instance, red, green, yellow, etc), and each child will have a basketball (handball, volleyball). The students form a nest (circle), and inside they place an object (a peg, a bottle, a box, etc). On the signal of the teacher, the students turn around their own circle by executing dribbling. On the next signal, without interrupting the dribbling, they spread throughout the court.

The leader changes the place of objects, and on the signal given by the teacher (for instance, red-peg, green-box, yellow-bottle), the students must group as quickly as possible, without interrupting the dribbling, around the named object, thus forming a new circle. The point is to respect the rules and the teammates, but also the game partners (fig. 76).

#### Rules:

- It is not allowed to stop dribbling;
- If the ball is dropped, the dribbling will be resumed from the place where the ball was dropped.

#### Methodical indications:

- The teacher will specify the hand to use for executing the dribbling and he will also assess the accuracy of it;
- The teacher will explain clearly the rules of the game.

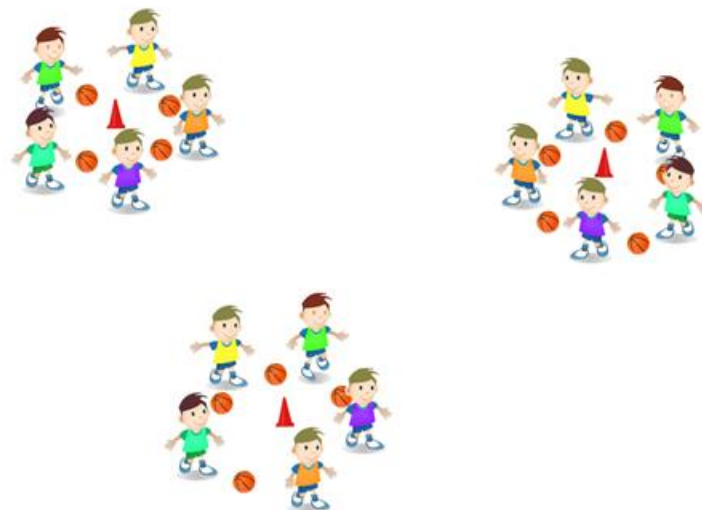


Figure 76: Find the nest

### F76. The race of the spiders

The game can be conducted in the gymnasium, on the playing field. Draw two parallel lines at a distance of 10-15 meters from each other. The first is the start line, while the second is the finish line. The participants are divided into 2-4 equal teams and are placed one behind the other, behind the start line. On the signal of the teacher, the first participant in each team starts running towards the finish line. Once arrived there, he touches the line and returns to his team in full speed. Afterwards, he takes the hand of the second member of the team and they repeat the path holding hands. Next is the third one, etc until the entire team covers the path running. You must assess the moving speed and accuracy of task fulfilling (fig. 77).

#### Rules:

- The students are not allowed to let go of the hands. Should such a thing happen, they are forced to stop, grab the hands, and then continue the race, from the place where they stopped.

#### Methodical indications:

- The running distance must not exceed 15-20 m;
- Teams must not exceed 5-6 members;
- You can place one-two obstacles to surpass.

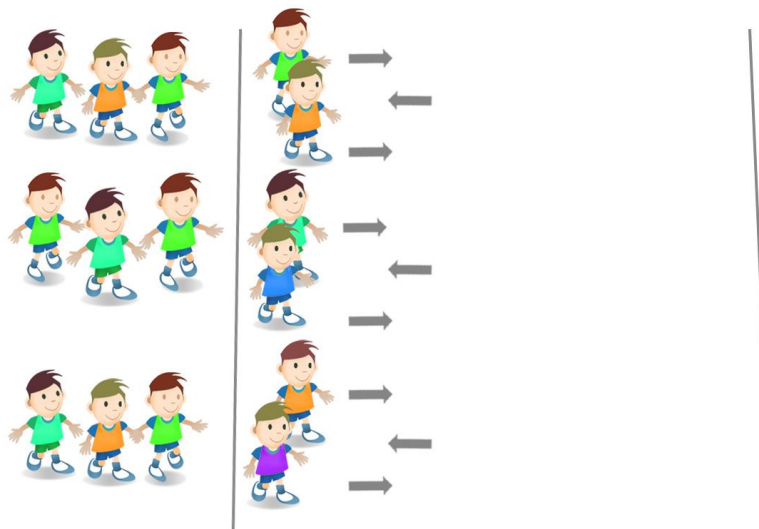


Figure 77: The race of the spiders

### F77. Chase the ball

The game takes place in the gymnasium. The collective is spread on  $\frac{1}{2}$  the court, and one of the subjects, appointed by the teacher, must be caught by the basketball, which will be passed from hand to hand (without running with it, thus without committing the fault of “walking”), until the subject is touched by the ball. The ball will not be thrown towards the person to be caught, but he will only be touched. When the subject is touched, he will trade places with another participant to the game, appointed by the teacher (fig. 78).

#### Rules:

- The students are not allowed to catch or prevent in any way the player appointed by the teacher from running;
- The students are not allowed to execute dribbling;
- The students are allowed to move in the field without the ball.

#### Methodical indications:

- The playing surface can be augmented if the collective is larger;
- You can introduce an additional ball for this game.

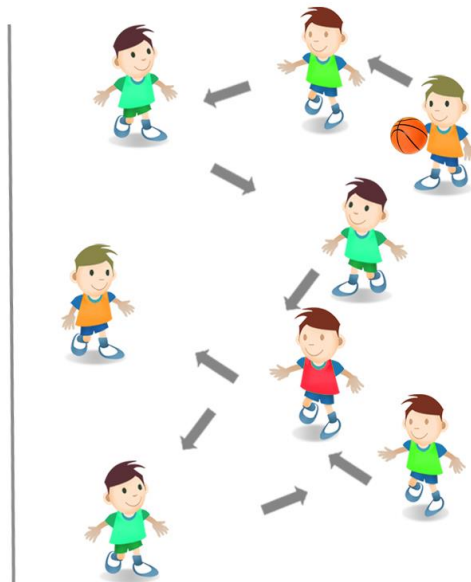


Figure 78: Chase the ball

### F78. Run, pass, and dribble

The game takes place in the gymnasium. The participants are organized on groups of 6; in front of each group, at a distance of 3-5 meters, place 5 basketballs. On the signal, all the participants squat, besides the first player, who runs to the balls and passes them in turns to the ones in the group, starting with the last one. The player who is next to catch the ball stands up. When all of them have balls, they start dribbling them and placing them in their initial positions, then they return and they align. The group that finishes the first is declared very fast (fig. 79).

#### Rules:

- The students will start dribbling only after all the 5 balls were passed;
- The students will return to their formation, as they were placed initially.

#### Methodical indications:

- The teacher will specify the hand to use for executing the dribbling;
- Between the students there will be a distance of one arm's length, in order to avoid injuries;
- The teacher will state to the students that they will remain in a squatted position until the player behind them receives the ball.

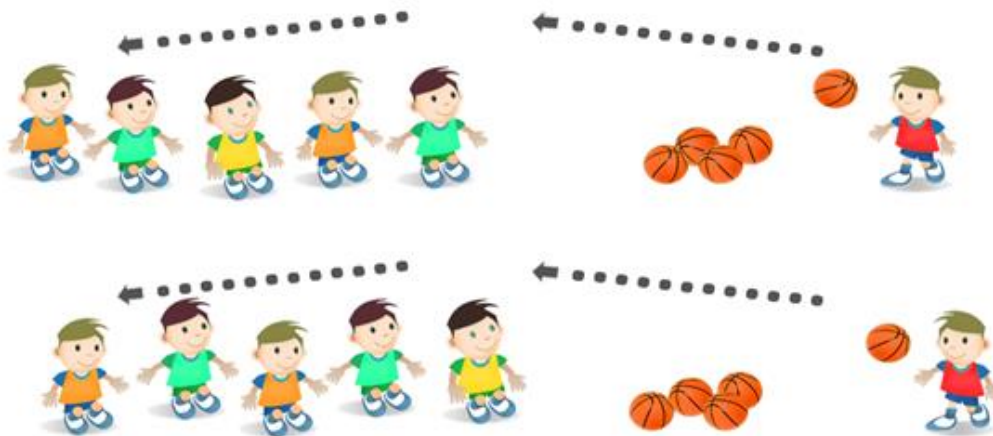


Figure 79: Run, pass, and dribble

### F79. Aim the ball

The students are divided into 2 teams, each with 1 ball, placed facing each other, behind certain lines drawn on the floor: at half the distance between them, place a gymnastics bench with several medicine balls on it. On the signal, the components of both teams start throwing towards the medicine balls with the purpose of hitting them. Balls are then retrieved from the court and they can be thrown again from behind the lines drawn. At the end of the game, the team with more successful throws wins (fig. 80).

#### Rules:

- The students may throw the balls only from behind the lines drawn;
- The medicine balls fallen from the bench will not be picked up.

#### Methodical indications:

- The distance between the two lines will be adapted to the possibilities of the collective;
- Balls used for throwing may be basketballs, volleyballs, handballs, or soccer balls.

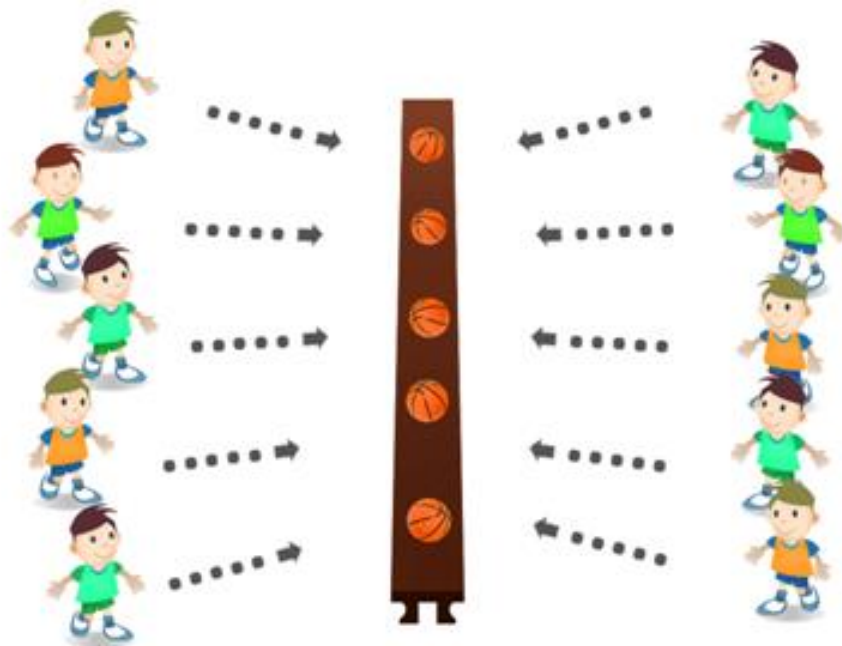


Figure 80: Aim the ball



### F80. Get the ball from the opponent!

The game takes place in the gymnasium or on a basketball field. The collective is spread all over the basketball field, each player with a ball. On the start signal, all execute dribbling with one hand, and with the other they try to get the ball from the opponent. The player who loses the ball is eliminated from the game and he must execute standing shots to the basket (fig. 81).

#### Rules:

- The students are not allowed to interrupt the dribbling;
- The students are not allowed to execute double – dribbling.

#### Methodical indications:

- The sizes of the court will be reduced by the teacher if the collective is reduced;
- The teacher will specify the hand to use for executing the dribbling.



Figure 81: Get the ball from the opponent!



### F 81. Passes the ball in the circle

The players form a circle, which moves using additional step, leftwards or rightwards (in order to trick the student in the middle while they pass the ball). A player is placed inside. They pass the ball (using the foot) among them, using one touch, establishing the moving strategy and the moment for changing direction, and the player inside the circle must retrieve it.

#### Rules:

- When the player inside touches the ball, using any part of his body except for the hands, it is considered that the ball was retrieved;
- The player who sent the wrong pass takes the place and role of the player inside the circle.

#### Methodical indications:

- In order to increase the complexity of the game and the collaboration between the players, the teacher asks the circle to move easily on the length of the court.

### F 82. Possession, two teams, two balls

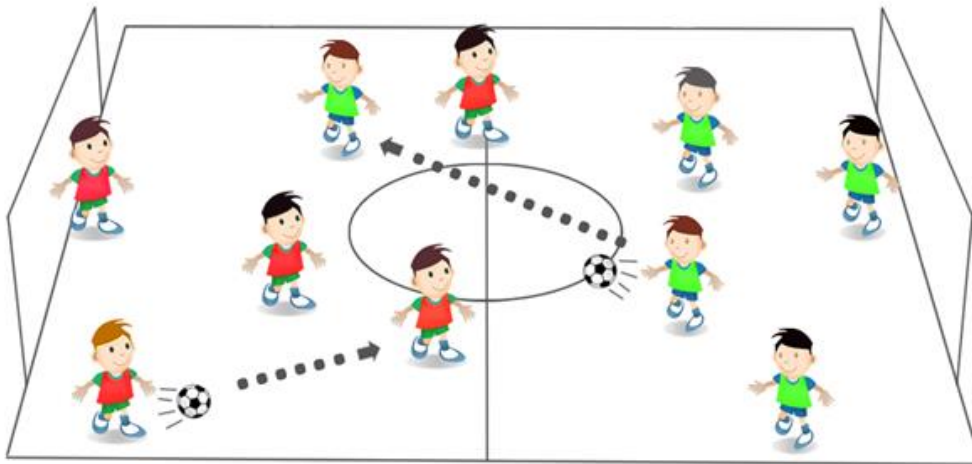
The players are divided into two teams, mixed, with an approximately equal number between the two teams. Each team has a ball. The game takes place on a field measuring 25/25 m, for 6 players per team. Each team has T-shirts of various colours, for instance: green and red. The green team passes only among its components; the same goes for the red team. The players, who move continuously, must become free in order to receive the ball and pass it again without intersecting with the ball of the opposing team. The team that manages to execute the first 30 passes is considered very effective by the coach (fig. 82).

#### Rules:

- The players, depending on their level, may touch the ball once, twice, or three times at the most;
- The ball cannot be passed again to the same player;
- If the ball exceeds the limits of the court or does not respect the aforementioned rules, the team counts the passes again from zero.

**Methodical indications:**

- The players must be encouraged to communicate verbally;
- Reproaches are not admitted, but only encouragements or constructive discussions.



**Figure 82: Possession, two teams, two balls**

**F 83. Holding hands**

The players are divided into two equal teams. Play according to the normal rules, only that the players must form pairs and hold hands in all phases of the game, regardless of the gender or race. If the team has an uneven number of players, there will be a goalkeeper, and if the team has an even number of players, the function of goalkeeper will be also covered by a pair of players holding hands (fig. 83).

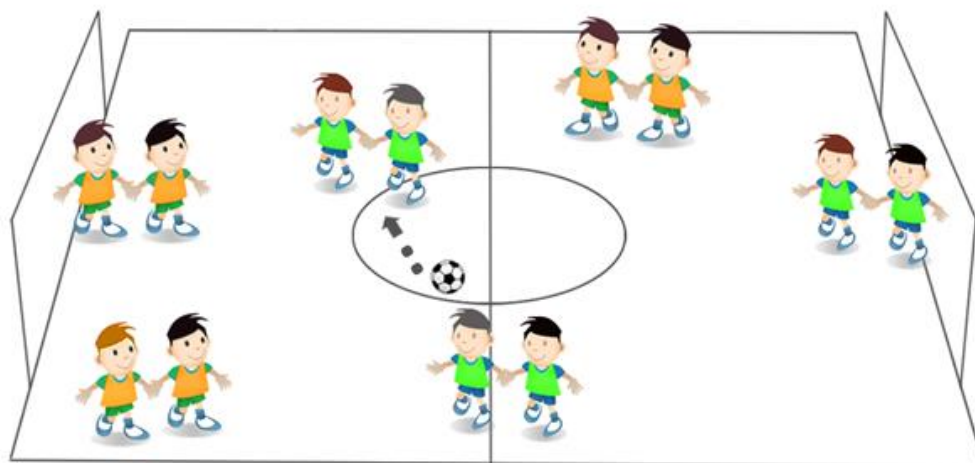
**Rules:**

- The players are not allowed to let go of the teammate's hand except for special cases related to their own safety or to the one of the opponents;
- If a pair lets go of the hands, the team receives a free throw or even a 7-meter throw.

**Methodical indications:**

- Verbal and tactical communication is very important within each pair. The players can establish certain rules and then use them in order to play better and more effectively. For instance, they may choose a leader for each pair or they may promote the rule

according to which, if one of them decided something, the other follows him immediately.



**Figure 83: Holding hands**

#### **F 84. Improvised soccer**

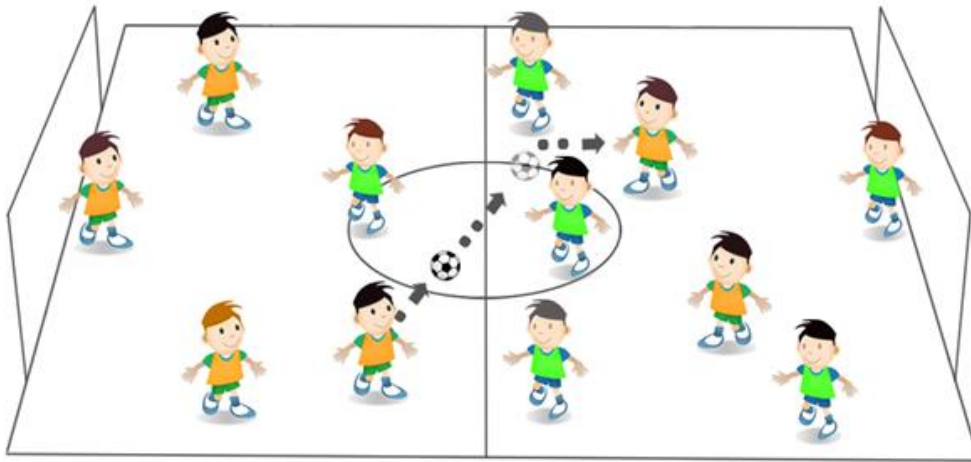
Improvised soccer is the game through which Zinedine Zidane or Nicolae Dobrin turned out to be legendary players. The game respects the rules of soccer, only that you play at small goals, on a small-sized field, with a normal ball, with a smaller ball or sometimes using a chestnut instead of a ball (fig. 84).

##### **Rules:**

- The rules regarding the goals or the space that delimits the court are established before the game. For instance, games made me made of two backpacks one meter from one another, and out is considered when the ball touches the fence.

##### **Methodical indications:**

- The game must be a fun one, the main purpose is to move and have a good time.



**Figure 84: Improvised soccer**

### **F 85. Tied by the shoelaces**

The players are divided into two equal teams. Within each team, the players form pairs, regardless of gender or race. Within each pair, the players, placed next to each other, tie their shoelaces to each other. The game respects the basic rules of soccer. Fun is guaranteed, but at the same time movement. The teammates must coordinate their movements in such a way as to move or hit the ball. There is no goalkeeper, because his role is played by the last pair in front of the goal.

#### **Rules:**

- The goal is valid only from the half of the opposing team.

#### **Methodical indications:**

- Before the game, after each pair tied the shoelaces, it is recommended to have a few minutes to adapt to the new movements.

### F 86. Guard your man

It is a bilateral game, within which each player in the team must mark man to man a player in the opposing team. The pairs can be formed by value, height, or function within the team. For instance, defenders will mark the offensive players of the opposing team and the other way around, the right centre half will mark the left centre half of the opposing team, etc.

You accumulate points, but it is also important to participate and to be happy to score a goal (fig. 85).

#### Rules:

- It is not mandatory to keep the positions within a team, this increased the dynamic of the game;
- Marking exchange is allowed between two teammates, only if you announce the referee beforehand.

#### Methodical indications:

- Depending on the level, considering the great intensity of the effort, you can have more resting breaks;
- The game develops the capacity of dosing the effort but also intuition and reaction.

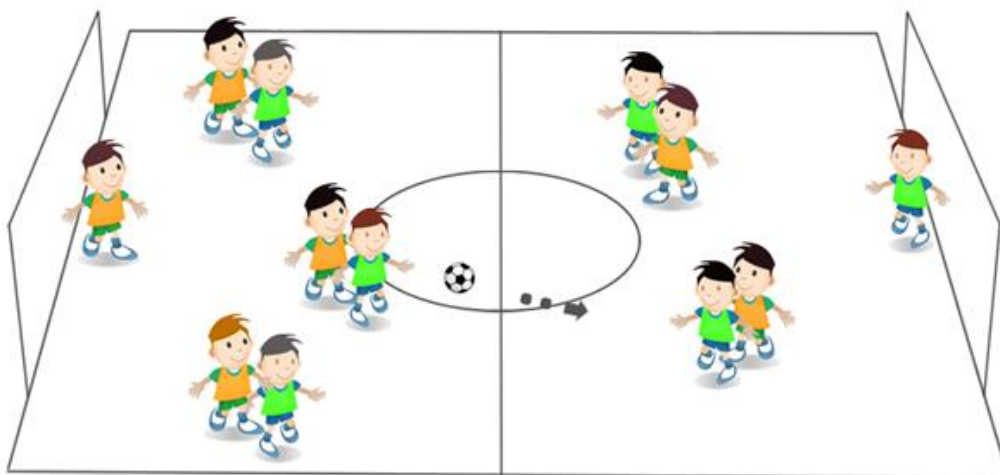


Figure 85: Guard your man

### F 87. Billiard

The game is conducted one on one or two against two at the most, regardless of gender or race. The game requires two balls, one metre from one another. The player that starts the game must hit a ball, in such a way as to touch the other ball and to set it at a distance of at least one metre. If this was managed, he continues the game and you record the number of executions succeeded in this manner. When he fails to touch the other ball or if the distance between the two balls is smaller than one metre, he loses his turn, and the other player enters the game by setting, like in the beginning of the game, balls at a distance of one metre (fig. 86).

#### Rules:

- In case of the teams comprising two players, they will hit the ball alternatively, after each execution.

#### Methodical indications:

- For the development of podal ambilaterality, but also for fun, the game may be modified as follows: the execution is performed only using the non-dominant foot, or alternatively both feet.



Figure 86: Billiard

### F 88. Game using the hand, head goal

The game, extremely dynamic and fun, is meant to ensure a good time, but also speed of motion, speed or reaction or of execution and of course, hitting the ball using the head. The players pass the ball in the air, using the hand, very rapidly, but they try to finalize by hitting

the ball with the head. The game takes place on a small-sized field. You record the successes, but only to determine a new halftime, as payback for the team (without announcing it).

#### Rules:

- The player who caught the ball is not allowed to run holding it, but he must pass it again immediately; otherwise, the referee whistles and offers the ball to the other team;
- If the ball touches the floor, it will be in possession of the other team.

#### Methodical indications:

- The players are encouraged to communicate verbally very much through words such as it comes, here, up, etc.

### F 89. Horses and riders

The players are divided into two equal teams, of boys and girls. Girls will be riders, and boys will be the horses. Riders will go behind the horses, which will play soccer on a small-sized field. The game, extremely fun and dynamic, also has the role of increasing friendship, tolerance, and collaboration both within the horse-rider couples and within the team (fig. 87).

#### Rules:

- Riders are not allowed to push or pull the opponents; their role is to provide information to the horse, in order for them to play as effectively as possible;
- Only the rider of the goalkeeper is allowed to catch or block the ball using the hand.

#### Methodical indications:

- Riders and horses must be chosen in such a way that the horses can support the weight of the rider and play carrying said player.

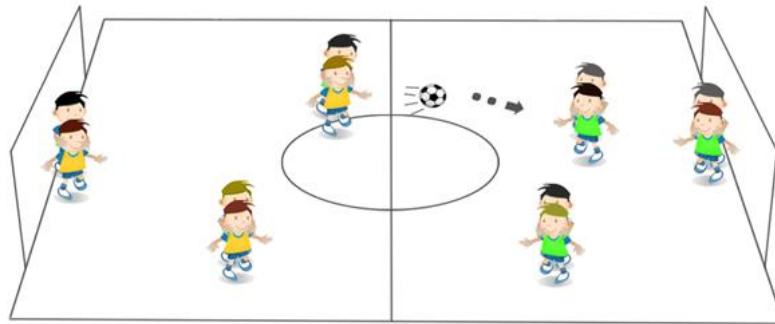


Figure 87: Horses and riders

### F 90. The loser steps down, the winner steps us

Delimit a field of 10 x 6 m for each two players in the team. If there are 20 players, delimit 10 fields, on a line, on an interval of 4-5 meters between them, as show in the image below. Each field has two goals of one meter each, placed in the centre. The game takes place one on one, each halftime lasting, depending on the fitness of players, one or two minutes. After each halftime, the one who accumulates points steps up towards the right, and the ones who accumulate fewer points step down towards the left. In case of a draw, the player from down steps up and the one from up stands down. The rules must be respected even if it is possible for a weaker player to defeat a better player (fig. 88).

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#### Rules:

- The game does not aim for a final winner, but only for practice and fun.

#### Methodical indications:

- The pauses between halftimes must be double the playing time, in order to allow the players to recover. For instance, if the halftime takes a minute, the pause will take two minutes.



Figure 88: The loser steps down, the winner steps us



#### 4.4. Proactive behaviour

##### PB91. "Catch me if you can" with assistance

This game may be played by 10-15 children, indoors or even on the field, outside. Choose a player, who starts the game with the task of catching the others. The game is identical to the game "Catch me if you can", but the difference is that when a player is in danger of being caught, he requests the assistance of another player by shouting his name. Afterwards, upon holding hands, both players manage to be free. The player touched by the chaser is considered caught, before holding hands with the player whom he shouted in order to form the pair. The one who got caught, without a pair, will become the chaser (fig. 89).

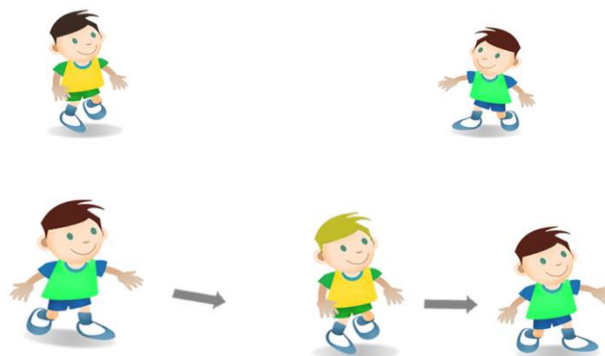


Figure 89: "Catch me if you can" with assistance

##### PB92. The flying circle

This game requires a skipping rope or a plain rope, at the end of which a sandbag or a ball is tied up. The game may take place indoors or on a field, outdoors. All the players (15-30) form a circle, facing the inside of it, with an interval of 1-2 steps between them. In the centre of the circle, there is the leader of the game and he holds the free end of the rope that he turns beneath the feet of the players placed in the circle, approximately 25-30 cm above the floor. The player touched by the sandbag or by the ball will replace the player in the middle of the circle (fig. 90).

### Methodical indications:

- The moving method will be determined before the beginning of the game and respected until the replacement of the player in the middle: through additional steps, by jumping like a ball, on one foot, etc.



Figure 90: The flying circle

### PB93. Harvesting and seeding potatoes

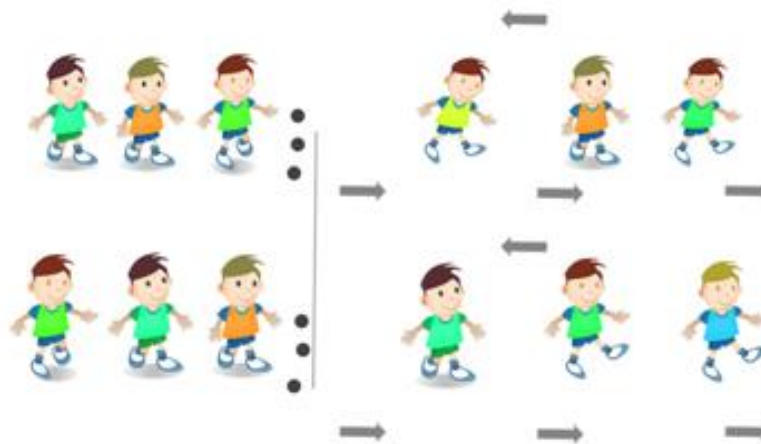
The number of students is placed in equal teams in size, situated behind a line drawn on the floor, a line that will represent the starting point. In front of each team draw, 10-15-20 m away, a number of 2-5 circles, each team receiving a number of balls equal with the number of circles corresponding to it. On the start signal, the first player in each team starts by holding balls in his arms and placing a ball in each circle, and then turning around in full speed and passing the relay. The next teammate will run and pick up the balls in each circle, by placing them behind the start line. The purpose is for the task to be completed successfully, including handing over the balls and taking over the relay. The game will be repeated several times (fig. 91).

### Rules:

- The number of the teams is equal in size;
- Each player will wait for the relay to be passed to him before beginning accomplishing the given task.

**Methodical indications:**

- The ball is placed on the floor, not thrown.



**Figure 91: Harvesting and seeding potatoes**

**PB94. Relay with rolled ball**

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The game may take place indoors or on the field, with the entire classroom of students, using a number of balls (medicine balls may also be used), equal with the number of the teams. The collective is divided into 2-3 teams, each with an equal number of players, placed two by two, behind a start line. For each team, place at a distance of 10-15 m a peg. On the start signal, the first player in each team starts with the ball, leading it by rolling it on the floor, going around the peg, and returning using the same procedure. The game goes on until each player accomplished the task in the manner described above (fig. 92).

**Rules:**

- You can use handballs and instead of rolling, the players pass the ball from hand to hand.

**Methodical indications:**

- While rolling, the ball is led little by little, without being sent powerfully towards the peg.

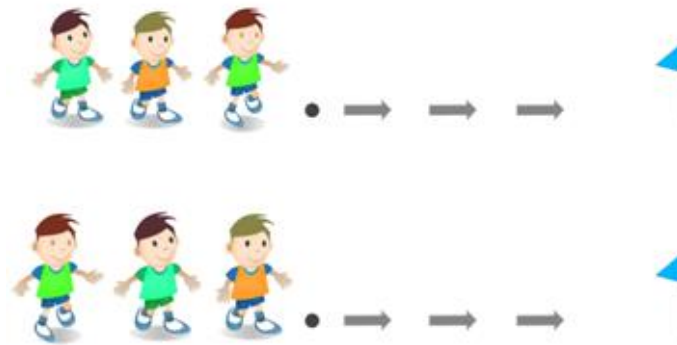


Figure 92: Relay with rolled ball

### PB95. Little birds in the nest

On the playing field, delimit a circle (nest) with a diameter of 3-4 m. The players interpret roles of little birds, and one of them the role of hunter. The players run in front of the circle, waving their arms and shouting “chirp-chirp”. When the hunter blows the horn (shouts or reproduces another sound), little birds withdraw in the nest (circle) and then they cross their legs (fig. 93).

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#### Rules:

- The player who is not in the circle becomes a hunter 3 seconds after the signal of the hunter.

#### Methodical indications:

- The hunter is in the middle, so that the other players can hear him.

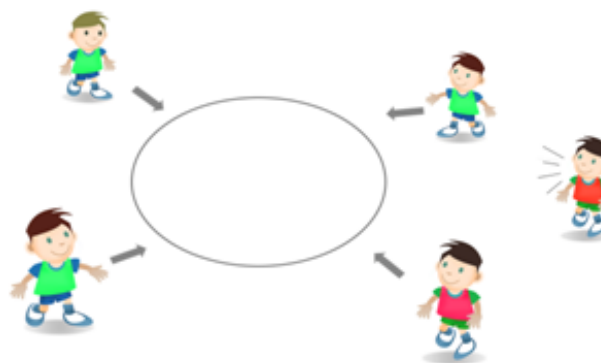


Figure 93: Little birds in the nest

### PB96. Find your pair

The players are placed on pairs, facing each other, on the circumference of a circle. On the signal, the players outside the circle and run around the circle (in the same direction) and they return to the starting point. After each running, change the roles. Warn the player who goes to the wrong place (fig. 94).

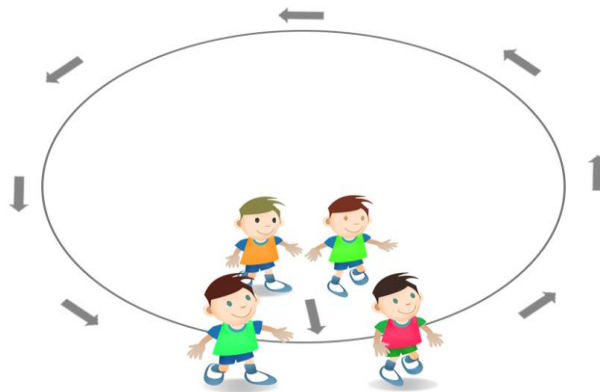


Figure 94: Find your pair

### PB97. The walking bridge

The players, 20-40 (even number), are placed, depending on height, on two lines, facing each other, without an interval, the pairs with palms together above the head. On the start signal, the first pair from a flank passes, one by one, under the arch formed by the raised arms and on the other end they are placed behind the bridge. Performers are not allowed to get out between players, but only after passing by the last pair (fig. 95).

#### Rules:

- Respect the order of exiting the rows.

#### Methodical indications:

- Continue the game using other moving styles: squat walking, running backwards, etc.



**Figure 95: The walking bridge**

### **PB98. Migratory birds**

The players are divided into two equal teams. The first half that represents “the nests” is placed in a circle, sitting. The second half, “the birds”, forms a bigger circle, concentric with the first, while standing. In this circle, there is an extra player. Establish three signals. On the first signal, the birds run around the small circle, by raising and then lowering successively their arms and shouting “chirp-chirp”. On the second signal, they change the running direction. On the third signal, the players stop and each player places a hand on the top of the head of the player who represents “the nest”. The player with an uneven number is also looking for a nest. One of players remains without a nest. The game goes on (fig. 96).

#### **Rules:**

- Tasks are accomplished in the spirit of fair play and cooperation.

#### **Methodical indications:**

- Birds respect the type of running.



Figure 96: Migratory birds

### PB99. The wolf and the sheep

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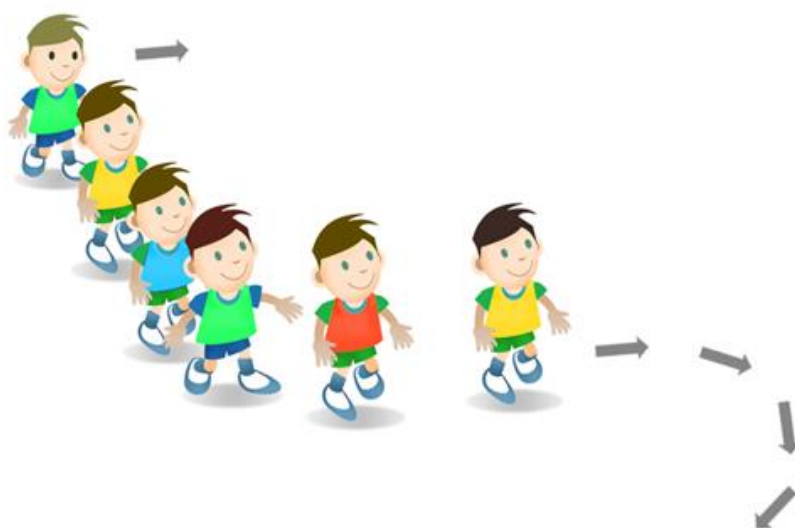
8-10 players form a row, by holding each other's waist. The first is "the shepherd", and the rest are "the sheep". Choose a catcher, "the wolf". The game consists in the wolf's attempt to catch the last sheep; they are protected by the shepherd by moving the arms and going in the direction where the wolf wants to catch the sheep. The last players, without letting go of the hands, move in the opposite direction from the wolf's attack. If caught, choose another wolf and another shepherd. After a while, the players within the row may be directed the other way around, the head becomes a tail and the tail becomes the head (fig. 97).

#### Rules:

- The players are not allowed to break the row;
- You can only catch the last sheep.

#### Methodical indications:

- When the number of players is greater than the one stated, organize two or several rows, each acting independently.



**Figure 97: The wolf and the sheep**

### **PB100. Keep the court clean**

The collective is divided into two teams, each with its half of the court, each student holding a ball. On the signal of the teacher, each will throw the ball in the opponents' court and will collect balls from the opposite court, to keep their own court half. On the stop signal, each team must have as few balls as possible in their own court (fig. 98).

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#### **Rules:**

- Each player remains in his court;
- The ball stops, collects using the hand and transmits using the hand;
- On the signal of the trainer, all the players raise their hands, the game ends for counting the balls in each other's court.

#### **Methodical indications:**

- Set a throwing procedure for each halftime: throw with two hands above the head, throw using the dominant hand, throw using the non-dominant hand.



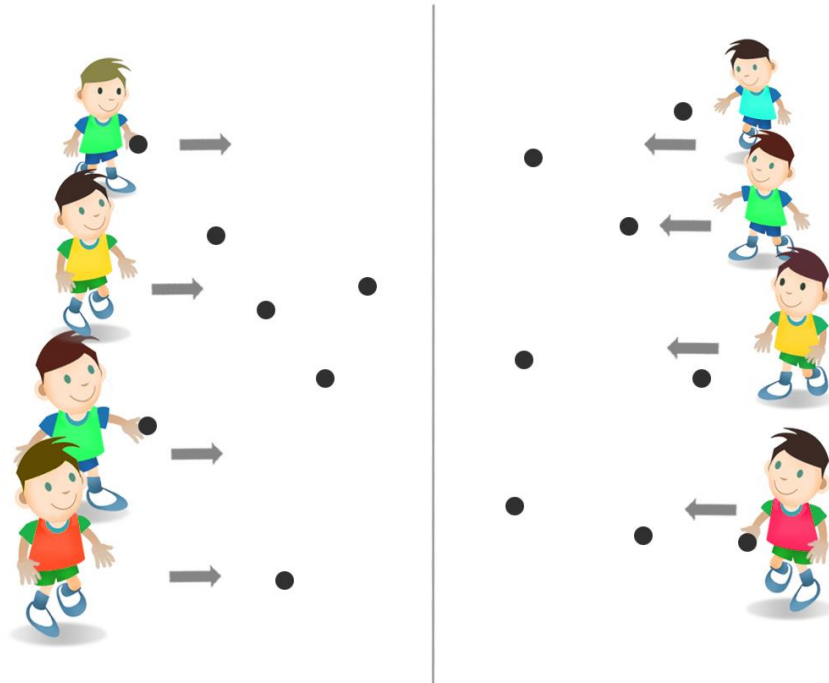


Figure 98: Keep the court clean

### PB101. The ball played in the circle

The game will take place in the gymnasium. Children are placed in a circle, on pairs, those who form the inside circle are sitting with legs crossed, and those in the outer circle are standing and each has a basketball.

On the start signal of the game, the children within the outer circle run around those within the inner circle, by executing a dribbling and when they reached the places they left from, they sit with the legs crossed, while those within the inner circle replace those on the outside and execute the same thing.

#### Version:

- The same game, the difference being that dribbling is executed among those within the inner circle.
- The same game, the difference being that before sitting with legs crossed, multiple dribbling is executed, with 4 pushes of the ball to the ground.

**Rules:**

- The students will respect the rules of the basketball game.

**Methodical indications:**

- The teacher will determine the moving direction of the players within the outer circle.

**PB102. Come with me, run away from me!**

The collective of students is divided into several teams, comprising 4-5 players, placed on rows, shaped as rays, facing the outside. The number of rays may range from 4 to 6, depending on the number of participants. Choose a “challenger” player who starts the game. He runs around the circle of rays, stops for a moment before a team, touches with the palm the shoulder of the player before him, by addressing him the following words: “Come with me!” or “Run away from me!”, and then continues running around the circle in order to return as quickly as possible to the place occupied by this team. At the same time, the entire team engaging in running around the circle, in the same direction in which the “challenger” runs. During the circuit, each player tries to pass by the teammates in the front, in order to arrive before them and to occupy a better place. Arrived at the start place, each is placed in the order of their arrival, from the edge towards the centre. If they say, “Run away from me”, the team will run in the opposite direction.

The last student who arrived to the start line will continue the game by challenging the other team.

**Rules:**

- They will run only outside the circle and in the direction indicated by the challenger;
- It is not allowed to pass between the rays, in order to shorten the road;
- It is not allowed to push, stop the players in the front.

**Methodical indications:**

- Make sure the competitions are correct, in relation with the game partners.

### PB103. White and black

The game takes place in the gymnasium or on the basketball field. On the line in the centre of the court, place 3 -5 light balls, at various distances from one another. At a distance of one metre, on one side and the other of the line, the 2 teams are placed (of “the whites” and of “the blacks”), one in front of the other. When the referee shouts “the whites”, they may withdraw as quickly as possible at the end of the court in order to prevent being touched by the balls launched by the team of “blacks” and the other way around. The players touched by the ball will be eliminated from the game and will throw at the basket (fig. 99).

#### Rules:

- The players are not allowed to pass in the opposite half in order to retrieve the balls;
- The players of the same team are not allowed to pass the ball among each other.

#### Methodical indications:

- The game tasks will have to be accurate.

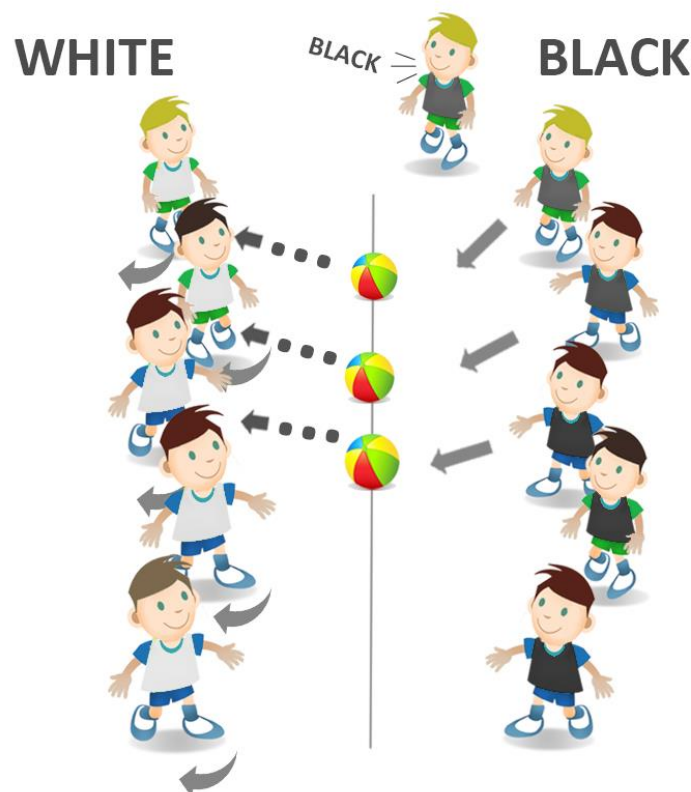


Figure 99: White and black

### PB104. Relay with dribbling

The game takes place in the gymnasium or on a sports field outdoors. Players are divided into several teams placed on rows; the last in each team has a basketball. On the signal, he starts dribbling among the teammates and when he arrives in the front, transmits the ball to the last one, by rolling it on the floor. Each player will fulfil the same task (fig. 100).

#### Rules:

- The players will transmit the ball only by rolling it on the floor;
- The players will respect the rules of the basketball game (double dribbling);
- If the ball is dropped, then the player who lost possession of the ball will resume the relay from the position where he dropped the ball.

#### Methodical indications:

- The teacher will fulfil the tasks accurately;
- The teacher will specify the hand to use for executing the dribbling or if the hand will be changed, at the level of each teammate.

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Figure 100: Relay with dribbling

### PB105. The greyhound and the rabbit

The game can be conducted on the court in the courtyard or in the gymnasium. From among the players of a group, choose a catcher, the greyhound and a chased one, the rabbit. The other players are spread on the field. The greyhound chases the rabbit, which only on the signal may squat in front of a player (who becomes the rabbit); this way, the greyhound will chase the new rabbit.

**Rules:**

- If “the rabbit” is caught he will become the “greyhound”;
- In order to catch the rabbit, the greyhound only has to touch him.

**Methodical indications:**

- The teacher specifies, from the beginning of the game, which will be the signal (whistle or verbal: “The rabbit is tired!”).

**PB106. One-minute race**

The game may take place in the gymnasium, on the playing field, in the courtyard. The game is named this way because one of players runs after the others for a minute, on a delimited court (basketball, handball, volleyball field). The touched player squats. After a minute, determine the number of players touched, then the game is resumed. This time, appoint another chaser, and the players touched re-enter the game.

**Rules:**

- The touched player is not allowed to move and he may not get help from another player;
- The followed player will be considered caught, if he exceeds or exits the playing surface.

**Methodical indications:**

- The teacher will monitor the game duration and he will announce out loud the seconds left until it ends;
- The sizes of the court will be modified depending on the age and the number of players.

**PB107. Look for your partner**

The game takes place in the gymnasium. The players are divided into teams comprising 4-5 students, placed in pairs on the two halves of a basketball field. In the space of each team, there is a player in the opposing team, dressed in a T-shirt of a different colour. After a draw, a team receives the basketball and tries, through passes, to transmit it to the teammate who

moves among the players of the opposing team, wishing to intercept the ball. At the end of the game, the team that manages to send the ball more times to the teammate wins.

#### Rules:

- The rules of the game are identical with the basic ones of the basketball game.

#### Methodical indications:

- The teacher will impose duration-related rules (after 5 minutes, teams will switch courts);
- The students will be their own referees, but they will be monitored by the teacher.

#### PB108. Collision

The game will take place in the gymnasium or on the basketball field. The players are divided into two teams, A and B, placed in a line, facing each other, at a distance of 5 m, separated by the centre line of the court. Each player has a ball. The players within team A throw balls with an arched path towards half the distance between them, while those in team B throw balls to hit them. After each throw, you record the balls hit. Teams change the hitting pattern alternatively.

#### Rules:

- Balls will be thrown with an arched path in order to be hit by the opposing team, without fakes;
- Balls must be hit only in the air.

#### Methodical indications:

- The teacher will make sure that the balls hit or those ricocheting will not hit the participants;
- Use light balls (volleyballs or sponge balls).

### PB109. Relay with dribbling

The game will take place in the gymnasium or on the field, in the schoolyard. The group is divided into several teams, placed on rows, each row with a basketball. On the start signal given by the teacher, the last player in each team starts dribbling, goes around the first, returns to his place and hands the ball to the player in front of him, who covers the same path, etc. The first player, when covering the path, only goes around the last player.

#### Game rules:

- The players are placed at one arm's length and they will respect their place;
- If the ball is dropped by a player, it will be retrieved and the race will resume from the place where the ball was dropped.

#### Methodical indications:

- The teacher will specify from the beginning of the game the hand to use for executing the dribbling;
- Accuracy will be assessed in terms of game unfolding and relationships with game partners.

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### PB110. The ball towards the circle

The game will take place indoors, in the gymnasium. On the basketball field, place a circle under each basket, while in the centre of the court place two basketballs. The students form two teams. On one side and the other of the balls, turning around from the baskets, place two students within the two teams. The team of each student is placed in a line, behind each basket, facing the centre of the court. On the signal of the teacher, the two students from the centre will take a ball and will try to place it in the circle of the opposing team, with assistance from their own team. Each student is allowed to make 5 dribblings at the most, and then he will have to pass the ball to a teammate. When a student with the ball is touched by an opponent, the ball of his team is put back in the game from the edge of the court. Assess how the task is fulfilled (fig. 101).

#### Rules:

- The game takes place according to the rules of the basketball game;
- If a player executes more than 5 dribblings, the ball will be put back in the game, from the margin of the court;

- The ball will be put back in the game from the margin of the court, in case of other mistakes (double dribbling, steps, fault, etc).

#### Methodical indications:

- The students will be their own referees, while being monitored by the teacher;
- Assess the accuracy of reaching the objectives (proactive behaviour).

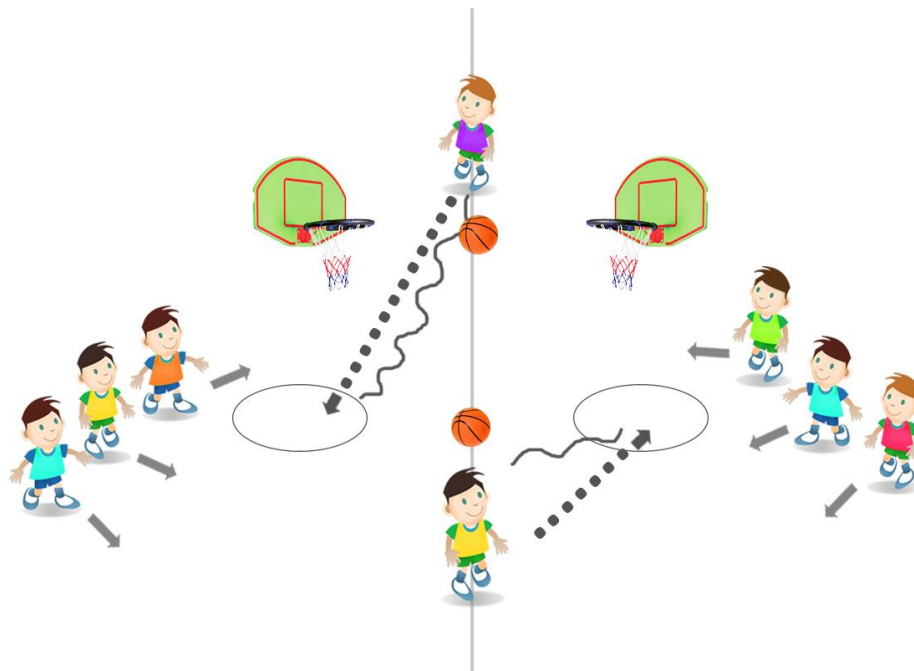


Figure 101: The ball towards the circle

#### PB 111. Hitting with the inside of the foot, from a volley

This is a bilateral game at two goals, without a goalkeeper. The players, divided into two equal teams in terms of number and value, catch the ball using the hand, but pass it only using the inside of the foot, in the air. The player who passes shouts the first name of the player to whom the pass is addressed. The goal is valid if the ball was hit with the inside of the foot, from a volley, without being caught using the hand beforehand (fig. 102).

#### Rules:

- The player who catches the ball is not allowed to make more than two steps before passing it again;



- The player who passes the ball must shout the name of the player to whom the pass is addressed.

#### Methodical indications:

- In order to train podal bilaterality, the players may be encouraged to use the non-dominant foot.

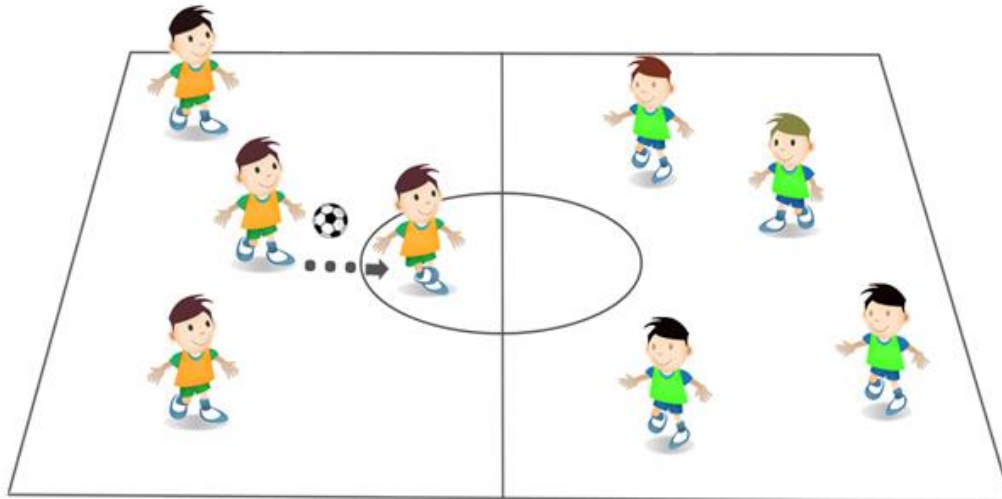


Figure 102: Hitting with the inside of the foot, from a volley

#### PB 112. One, two, or three touches

The game originates in ancient Japan and it was played at the royal court. The players, placed in a circle with an approximate ray of three meters, pass the ball in the air, from one to another, randomly. Upon the moment of the pass, the player who passes says a figure (one, two, or three), and the player that receives the ball must pass forwards by respecting the number of touches imposed by the last player who passes. When a player sets the ball too far away, he may ask for the help of a teammate in order to retrieve the ball. The teammate who helps may touch the ball once (fig. 103).

#### Rules:

- When a player does not manage the number of touches imposed or makes a wrong pass, a mistake is noted on his account;
- On three mistakes, a funny penalty is executed.

### Methodical indications:

- The player who passes must say the number of touches for the next player upon the moment of the pass.

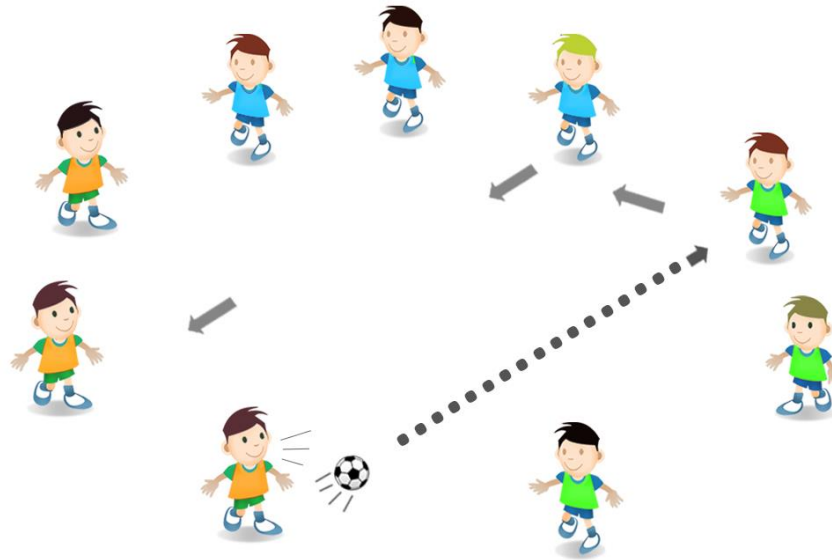


Figure 103: One, two, or three touches

### PB 113. Game at four goals

The players are divided into two equal teams from the perspective of both size and value. The court, illustrated as shown in the Figure below, has 4 goals, two for each team, placed on the side, left / right, with a space of a few meters from the margins of the court. The game respects the basic rules of soccer, but each team may score the goal in the two goals of the opponent. This game involves a verbal collaboration between players, greater than in the normal game (fig. 104).

### Rules:

- The goal is valid if the ball exceeded at least once the longitudinal axis of the court.

### Methodical indications:

- The players must communicate verbally very much in order to cover, during the defence, both goals.

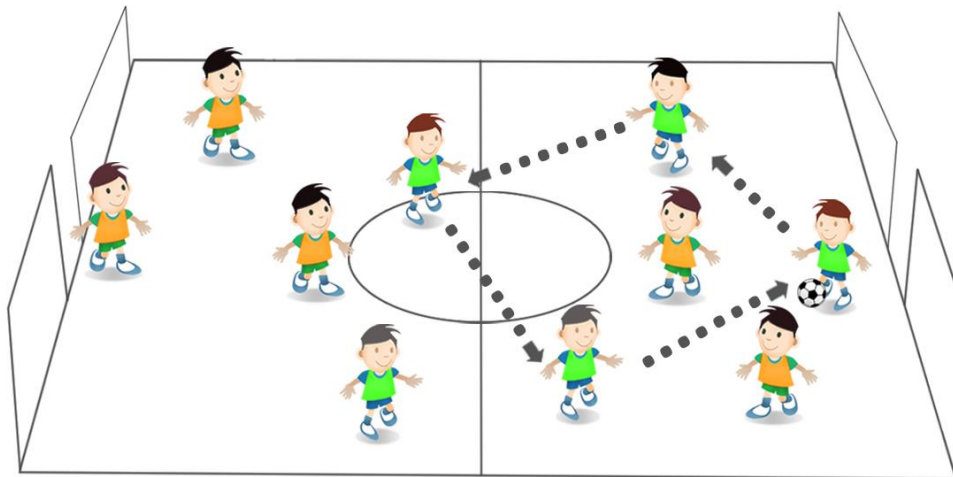


Figure 104: Game at four goals

### PB 114. Free on the lateral lanes

The players are divided into two equal teams from the perspective of both size and value. The court is marked as illustrated in the image below, thus delimiting the lateral lanes. The team that scores several goals wins (fig. 105).

### Rules:

- In the central area you play normally, according to the regulation;
- The player that receives the ball in the lateral area is not marked by the opponent, but only monitored. He can be marked and the ball retrieved when the player during the offence tries to enter with it in the central area of the court.

### Methodical indications:

- The central area, where there is the major danger for the team in defence, is secured by marking and doubling;

- The team partner in the game may be surprised by changing positions temporarily or by rotating the players who receive the ball on the lateral lanes. In this context, the players of the team in defence must communicate rapidly and respond promptly to the newly created situation, regarding the marking of game partners.

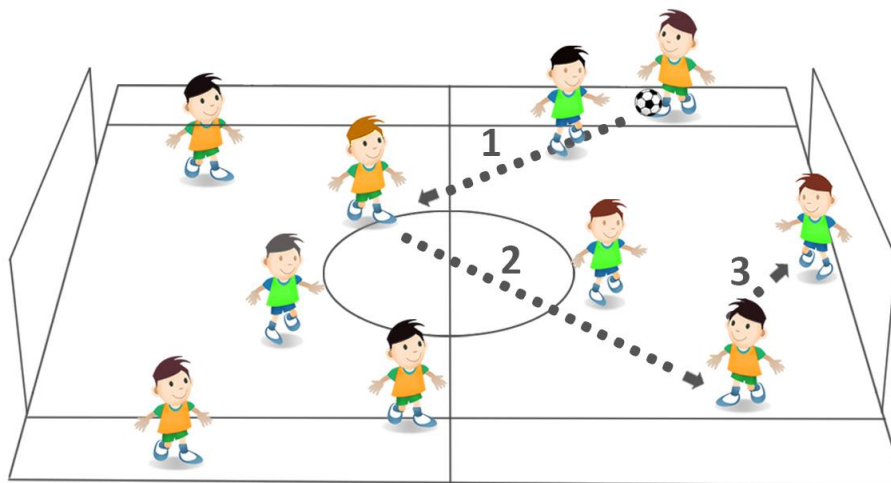


Figure 105: Free on the lateral lanes

### PB 115. From a volley or with the head

The players are divided into two equal teams, and each team is then placed into two rows, positioned facing each other, at a distance of 5-6 meters. The purpose of the game is to keep the ball in the air by hitting the ball using the foot or the head. The player who hits the ball goes to the tail of the row in the front. The team that executes several consecutive passes without the ball hitting the floor wins. The game can be conducted for 15 – 20 minutes, hence any result can be turned around until the game duration ends, this keeping both teams connected and focused to exceed their own number of consecutive passes or the number of the opposing team (fig. 106).

#### Rules

- A player may not hit the ball two times in a row.
- The ball must be hit using one touch.

### Methodical indications:

- The game may be modified through a simple adaptation of the regulation to the specifics of the group (age, gender, motor skills): the ball may fall once before being hit.

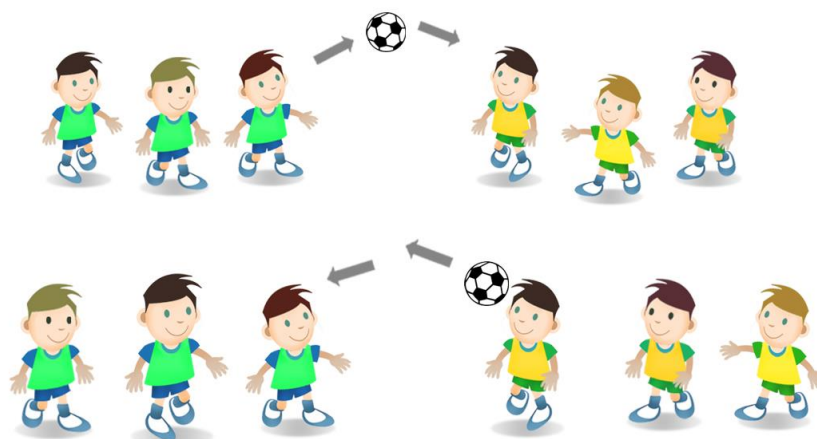


Figure 106: From a volley or with the head

### PB 116. Pressing and finalization

The players are divided into three equal teams in terms of size and value. A team is placed in the circle in the centre of the court with the ball, during the offence phase, and the other teams are grouped in the 6-meter square of each of the two goals on the field. The team in the middle decides, at the beginning of the game, the goal at which they will attack and will start the attack, which may be quick or positional. When entering the court of one of the teams in defence, they exit rapidly the 6-meter square and they try not to receive a goal, on one hand, and to retrieve the ball, on the other. If the team in offence manages to score a goal, they will keep possession of the ball and they will attack the other goal afterwards. In this case, the team that received a goal remains at the same goal and regroups in the 6-meter square, where they wait for the next attack. If, in exchange, they manage to retrieve the ball, they must take the ball from their own field in the opponents' half (through short passes or with the ball at their feet) and continue the attack at the other goal (fig. 107).

### Rules:

- After receiving a goal or losing possession of the ball, each team is forced to regroup in the 6-meter square;
- The team may exit the 6-meter square only when a player of the opposing team passes with the ball at his feet the half of the court.

### Methodical indications:

- The team losing the ball must start pressing immediately in order to retrieve the ball and to prevent the other team from taking it out of their half;
- The effort is intense; teams are advised to execute acute breathing movements in order to recover heart and respiratory rate back to normal as quickly as possible;
- Upon reuniting in the 6-meter square, after receiving a goal or losing possession of the ball, the team captain will try to propose and adopt, in agreement with the other teammates, the game strategy for the upcoming action.

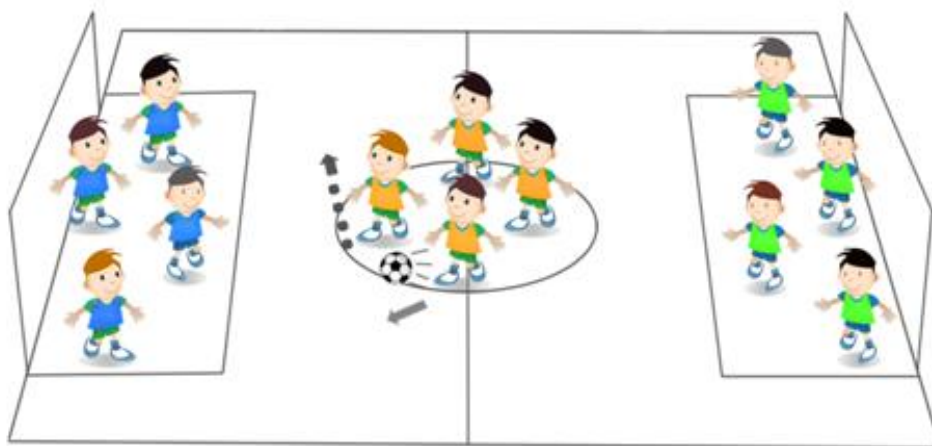


Figure 107: Pressing and finalization

### PB 117. The goal without the net

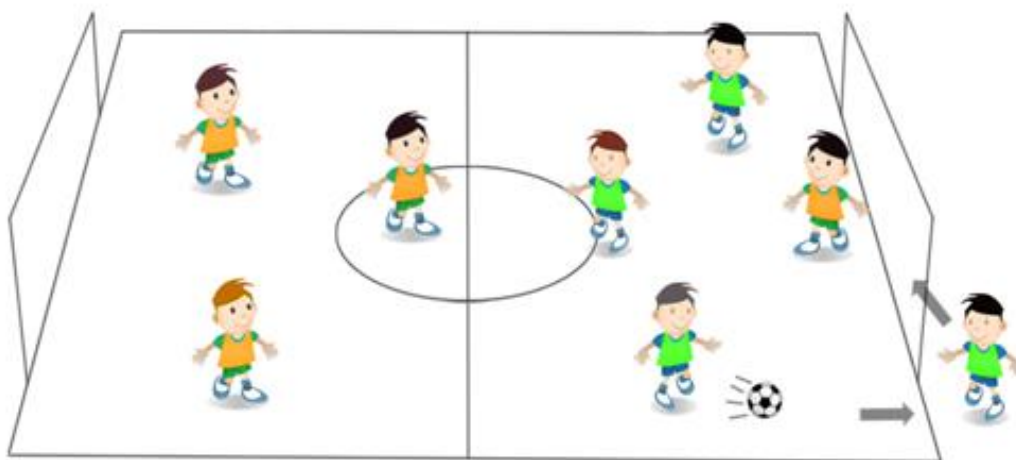
This is a bilateral game at two goals between two equal teams, with a goalkeeper in each goal. The novelty of the game is that the goal has no net and you play behind the goal, too, the goal being valid from both directions. The distance behind the goal is 10 meters if you play on the big soccer arena or smaller if you play on small-sized courts. The players may enter this space with the ball at their feet, they may make combinations, they may centre, they may finalize, etc. The team scoring more goals wins (fig. 108).

**Rules:**

- The goalkeeper defends typically, using the hands, both in front of the goal and behind it;
- The offside rule does not apply.

**Methodical indications:**

- The players must be encouraged to use in attack this new playing space, but also to adapt and organize the game in defence.



**Figure 108: The goal without the net**

**PB 118. To the wall**

The game takes place between two players or in teams comprising two players. On a wall, draw a goal of two meters. The ball must not be excessively inflated. The players hit in turns the ball, trying to send it each time, using one touch, in the delimited space (the goal). When one of them misses the target, a point is granted to the other player or to the other team (fig. 109).

**Rules:**

- The first ball will not be hit hard.

### Methodical indications:

- The game is very dynamic and it requires a lot of moving, and if you play in team, it also requires a certain strategy from the two players.

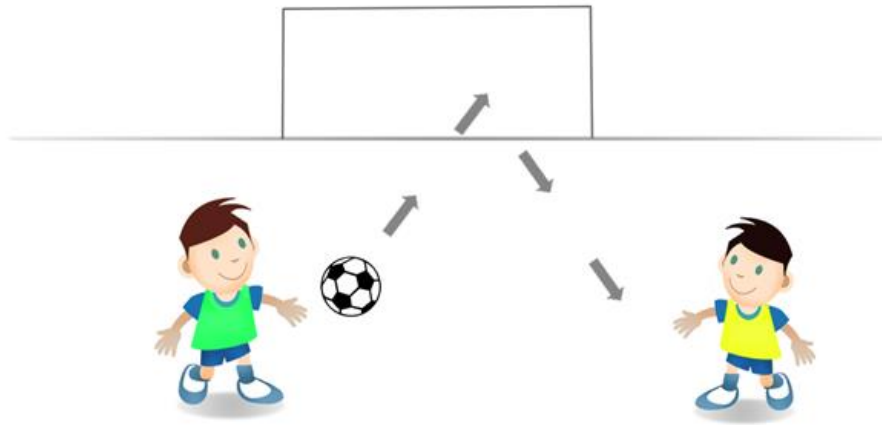


Figure 109: To the wall

### PB 119. Fewer players

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This is a bilateral game, in which one of the teams has a player less, during a halftime. The team playing with one player less has no advantage, and you play according to the basic rules of the game. The players of this team must face this challenge and solve through communication, strategy, and dedication the tactical issues due the lack of one player (fig. 110).

### Rules:

- Each team plays with a player less for a halftime.

### Methodical indications:

- You can choose a team captain who will coordinate the game strategy, different for each halftime, when the team plays with one player more or one player less.



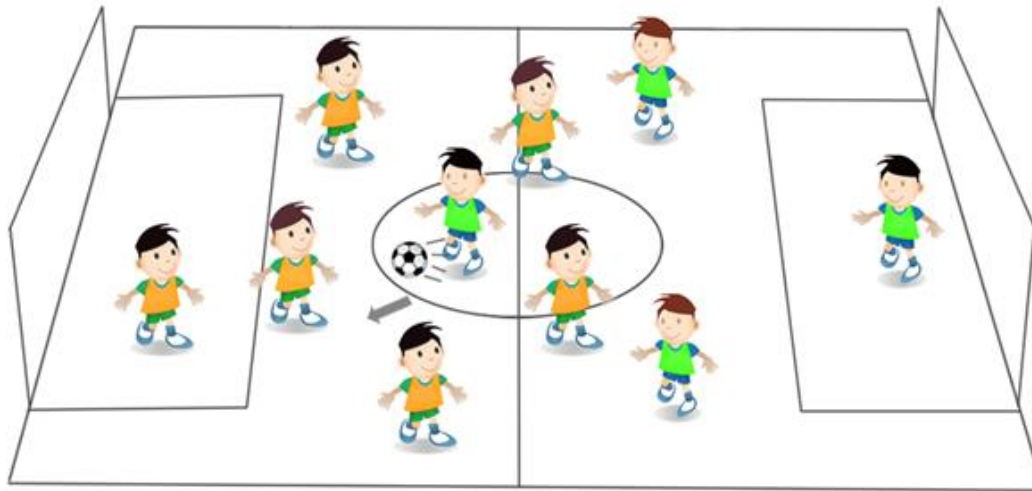


Figure 110: Fewer players

### PB 120. The clumsy player

The players are divided into two equal teams and they play according to the regulation of the soccer game. The only change is the fact that a player in each team must play using only the non-dominant foot.

#### Rules:

- The players who play only using the non-dominant foot will do this just for a short period in the game, for instance 5 minutes, and then this role will be assigned, in turns, to players, including to goalkeepers.

#### Methodical indications:

- This rule involves concentration from the part of the player in question, of the player who passes, but also of the others who must ensure the support.

## 5. PRACTICE PLANNING

The games of the educational handbook, attractive by their novelty, by the state of emulation ensured for the groups of students/ athletes, through the spectacular character, lead to an increased efficiency of lesson density, but it modifies positively the attaining of educational objectives. Games must comprise movements known by students, they must be accessible, attractive and they must include, as much as possible, elements of novelty.

The algorithmic explanation of the game – accompanied by demonstration – is performed for the goal of its knowledge, of its rules and tasks. Afterwards, we can pass to the actual practicing, thus aiming to increase the travel speed from one execution to another, by shortening the time or by aiming to modify rules or by increasing the number of tasks.

**Effort dosing**, within the games featured, is done by introducing additional movements, by increasing their intensity, volume and complexity. It is important to explain, demonstrate and to prepare the field for the game (pedagogical density), without affecting lesson density. The introduction of the competitive element (without rankings) on teams or individually within games increases the quality of exercises, thus ensuring the maximal and free-and-easy participation of the group, with the most favourable influences upon the functional mental sphere and mostly the physical capacity.

**Games educate the moral and volitional qualities**, perseverance, combativeness, creating spirit, imagination; it develops thought, the quality of making rapid decisions, it develops the spirit of collaboration, of collegiality. Games provide students with more audacity, will, distributive attention, anticipation capacity, observance for individual and collective discipline; it also educates players to behave with dignity and fairplay.

**PREPARING THE VENUE** and the materials for the game:

- choosing, fitting out and ensuring the playing field;
- meeting the standards regarding the materials used (markings, dimensions, etc).

**ESTABLISHING THE TEAMS** and distributing game tasks by the following criteria:

- the number of participants;
- the level of motor training of students must be appropriate.

**EXPLAINING AND DEMONSTRATING** the game:

- rules are explained clearly, concisely, in a language accessible for the students' age;
- clarifying the rules of the game, adapted to the objectives of the handbook.

**REFEREEING THE GAME** refers to the observance of rules regarding:

- game duration;
- simple rules with increased impact regarding the education of universal values;
- dosing the effort by the physical capacity of students;
- tempering the volcanic and impulsive students;
- helping students who have problems adapting;
- organized end of the game;
- presence of the teacher within the group of students;
- listening and re-explaining the game, should it be misunderstood;
- unconditional support for students in case of failure, repeating explanation and then execution;
- the cooperation of teachers without labelling students, irrespective of their performance;
- game analysis.

#### **METHODICAL RECOMMENDATIONS FOR TEACHERS:**

- The game creates a state of emulation, doubled by great energy consumption, and for this reason, there are rules that must be respected.
- Game rules are made up in such a way as to create proactive behaviours, involvement, mutual assistance, to analyse tasks in order to motivate children's participation and to stimulate them in order to find solutions through a creativity and imagination effort and through physical effort.
- The limits of playing space and the various references will be visible, highlighted using various markings or objects. All children of the classroom will be involved in the game.
- In his capacity as game coordinator, the teacher will ensure the observance of game rules, of game partners, of sportsmanship, thus explaining the cause for his decisions.
- The teacher will lead the game by ensuring an atmosphere of emulation and of manifestation of joy for the students.
- The teacher will stimulate the entire group of students without any discrimination and he will encourage implication, thus avoiding the sanctions involving game elimination.
- All measures necessary will be taken in order to avoid injuries determined by the specifics of the game: overcoming the psychomotor limits.

Preparing games that are well organized and have a correct content also have a beneficial educative and formative influence upon the physical and emotional development of children if they are selected and well-oriented, in such a way as to satisfy the variety of interests and needs in terms of their growth and development.

The preparing games specific to the three sports chosen for our educational endeavour will be applied to the practice of children aged between 10 and 12 throughout a period of six months, two practices per week, which will approach themes specific to the four categories of fundamental values.

### VALUES OF OLYMPISM (OLYMPISM, OLYMPIC IDEALS, OLYMPIC TRUCE, EMERGENCE OF ENTERTAINMENT, FUN AND JOY THROUGH THE GAME, COEXISTENCE OF ECOLOGICAL CONSCIENCE AND EXERCISES)

#### Code of conduct

- I will always play by the rules.
- I won't lose my temper while playing.
- I will cheer good plays made by either team.
- I won't talk trash or tease or taunt opponents.
- Win or lose, I will shake hands with opponents and officials after a game.
- I won't yell at or criticize teammates or coaches for making a mistake.
- I will admit mistakes instead of making excuses or blaming others.
- I will try my hardest on every play, even if the team is losing badly.
- I will point out incorrect calls when they go in our favour.
- I won't argue with calls that go against me.
- I won't show off.
- I will have fun!!

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### HUMAN RIGHTS (HUMAN RIGHTS, MULTICULTURALISM, GENDER AND EQUALITY, SOCIAL INEQUALITIES AND SOCIAL EXCLUSION)

#### Code of conduct for the student/ athlete

- I will respect the game partners.
- I will appreciate the motor qualities of my teammates and I will acknowledge their talent.

- I will appreciate the sports talent of the members of the partner team.
- I will respect the gender of the players.
- I will respect the personality of my own team's members.
- I respect the athletes within the other team participating in the competition.
- I will respect the social status of each player.
- I will help my teammates in difficult situations.
- I will help the members of the opposing team in case of injuries.
- Everyone has the right to win.
- Each player has the right to participate in the game.

### FORTITUDE (RACISM, XENOPHOBIA)

#### Code of conduct for the student/ athlete

- All players are equal.
- All athletes will participate in the game under equal circumstances.
- I respect the qualities of each competition colleague.
- The role of each player is to be part of the game.

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### PROACTIVE BEHAVIOUR (AGGRESSION AND VIOLENCE IN SPORT, ACCEPTANCE OF ETHICAL, SOCIAL AND SPORTING RULES)

#### Code of conduct for the student/ athlete

- Game tasks are common.
- Impulsive behaviour is not beneficial to sports.
- Each player will be actively involved in solving a conflict situation by communicating.
- When a teammate is angry, overcome this state by taking over his task.
- When a game partner hits me, I do not respond through a similar behaviour.
- When the referee makes a decision to my detriment, I will not protest.

### The objectives of the practical endeavour:

- 1) Forming beliefs regarding the role of physical exercises in increasing the quality of life;
- 2) Emotional balancing and regulating (by releasing aggressiveness, unwinding, etc);
- 3) Educating moral attitudes, beliefs, feelings (fair play, respect, collaboration, mutual help, friendship, etc);
- 4) Educating aesthetic emotions (data on assessing the beauty of movements and of bodily aesthetics);
- 5) The development of self-regulation capacity at the level of global behaviour (discipline, spirit of organization, courage, perseverance, firmness)
- 6) Educating the self-knowledge capacity (perception, discovery, rediscovery, understanding information under diverse forms);
- 7) Educating the qualities of attention, memory, intuitive aspects of thought, (motor) creativity, generating various information, starting from the same data, originality – the development of multiple intelligences through movement games;
- 8) Maintaining an optimal health status;
- 9) Favours harmonious physical development;
- 10) The development of general motor capacity, namely educating the basic motor skills and forming a system of basic, utilitarian-applicative motor qualities and abilities, as well as specific to certain sports branches;
- 11) Forming the capacity of systematic and independent practice of physical exercises;
- 12) The harmonious development of personality.

## 5.1. Planning games, in a mesocyclic structure

**Table 1: MESOCYCLE I**

No. of week	No. of practice/minutes	Code of Olympism values	Code of human rights	Cod of racism	Cod of proactive behaviour
1	1/90'	VO1, VO 16	HR31, HR32	F61, F62	PB91, PB92
1	2/90'	VO2, VO8	HR33, HR34	F63, F64	PB93, PB94
2	3/90'	VO3, VO9	HR35, HR36	F65, F66	PB95, PB96
2	4/90'	VO4, VO11	HR37, HR38	F67, F68	PB97, PB98
3	5/90'	VO5, VO12	HR39, HR40	F69, F70	PB99, PB100
3	6/90'	VO6, VO1	HR41, HR42	F71, F72	PB101, PB102
4	7/90'	VO7, VO2	HR43, HR44	F73, F74	PB103, PB104
4	8/90'	VO4, VO15	HR45, HR46	F75, F76	PB105, PB106
5	9/90'	VO8, VO10	HR47, HR48	F77, F78	PB107, PB108
5	10/90'	VO5, VO18	HR49, HR50	F79, 780	PB109, 110
6	11/90'	VO9, VO20	HR51, HR52	F81, F82	PB111, PB112
6	12/90'	VO10, VO12	HR53, HR54	F83, F84	PB113, PB114

**Evaluation:** after the first 6 weeks, children will have to work better, organize themselves securely, help with the fulfillment of individual and common tasks.

**Test:** handball without score.

**Table 2: MESOCYCLE II**

No. of week	No. of practice/minutes	Code of Olympism values	Code of human rights	Code of racism	Code of proactive behaviour
7	13/90'	VO3, VO6	HR31, HR32	F85, F86	PB115, PB116
7	14/90'	VO7, VO22	HR33, HR34	F87, F88	PB117, PB118
8	15/90'	VO13, VO20	HR35, HR36	F89, F90	PB119, PB120
8	16/90'	VO14, VO 16	HR37, HR38	F61, F71	PB91, 101
9	17/90'	VO17, VO19	HR39, HR40	F62, F72	PB92, PB102
9	18/90'	VO21, VO13	HR41, HR42	F63, F73	PB93, PB103
10	19/90'	VO23, VO19	HR43, HR44	F64, F74	PB94, PB104
10	20/90'	VO24, VO11	HR45, HR46	F65, F75	PB95, PB105
11	21/90'	VO25, VO14	HR47, HR48	F66, F76	PB96, PB106
11	22/90'	VO26, VO15	HR49, HR50	F67, F77	PB97, PB107
12	23/90'	VO27, VO17	HR51, HR52	F68, F78	PB98, PB108
12	24/90'	VO28, VO18	HR53, HR54	769, F79	PB99, PB109

**Evaluation:** after the first 12 weeks, children will have to talk about universal values, explain what fair play and human rights are.

**Test:** each child will invent a dynamic game to include two of the learning values.



**Table 3: MESOCYCLE III**

No. of week	No. of practice/minutes	Code of Olympism values	Code of human rights	Cod of racism	Cod of proactive behaviour
13	25/90'	VO29, VO19	HR55, HR56	F61, F62	PB91, PB92
13	26/90'	VO30, VO21	HR57, HR58	F63, F64	PB93, PB94
14	27/90'	VO23, VO22	HR59, HR60	F65, F66	PB95, PB96
14	28/90'	VO24, VO25	HR60, HR31	F67, F68	PB97, PB98
15	29/90'	VO26, VO27	HR32, HR49	F69, F70	PB99, PB100
15	30//90'	VO28, VO29	HR41, HR58	F71, F72	PB101, PB102
16	31/90'	VO30, VO3	HR35, HR44	F73, F74	PB103, PB104
16	32/90'	VO22, VO10	HR46, HR36	F75, F76	PB105, PB106
17	33/90'	VO18, VO20	HR37, HR55	F77, F78	PB107, PB108
17	34/90'	VO11, VO7	HR42, HR53	F79, 780	PB109, 110
18	35/90'	VO6, VO17	HR41, HR33	F81, F82	PB111, PB112
18	36/90'	VO13, VO30	HR34, HR43	F83, F84	PB113, PB114

**Evaluation:** after the first 18 weeks, children will have to talk about universal values, explain what xenophobia and sporting rules are.

**Test:** each child will teach the game to others.

**Table 4: MESOCYCLE IV**

No. of week	No. of practice	Code of Olympism values	Code of human rights	Cod of racism	Cod of proactive behaviour
19	37/90'	VO1, VO 16	HR38, HR44	F85, F86	PB115, PB116
19	38/90'	VO2, VO8	HR48, HR50	F87, F88	PB117, PB118
20	39/90'	VO3, VO9	HR53, HR59	F89, F90	PB119, PB120
20	40/90'	VO4, VO11	HR56, HR57	F61, F71	PB91, 101
21	41/90'	VO5, VO12	HR31, HR39	F62, F72	PB92, PB102
21	42/90'	VO6, VO1	HR37, HR30	F63, F73	PB93, PB103
22	43/90'	VO7, VO2	HR40, HR51	F64, F74	PB94, PB104
22	44/90'	VO4, VO15	HR33, HR52	F65, F75	PB95, PB105
23	45/90'	VO8, VO10	HR44, HR35	F66, F76	PB96, PB106
23	46/90'	VO5, VO18	HR38, HR44	F67, F77	PB97, PB107
24	47/90'	VO9, VO20	HR39, HR36	F68, F78	PB98, PB108
24	48/90'	VO10, VO12	HR55, HR40	F69, F79	PB99, PB109

**Evaluation:** after the first 24 weeks, children will have to define universal values.

**Test:** questionnaire.

## 5. 2. Practice plan model

### Objectives of the lesson:

- 1) Educating moral attitudes, beliefs, feelings (fair play, respect, collaboration, mutual help, friendship, etc);
- 2) Educating aesthetic emotions (data on assessing the beauty of movements and of bodily aesthetics);

### Operational objectives:

- 1) Collaborating and taking responsibility.
- 2) Keep running effort for 2-3 minutes.


**Strategies:** mixed (algorithmic, practical, competitive, stimulating, and positive feedback).

**Methods:** explanation, demonstration, practice, correction.

**Teaching material:** T-shirts with different colors, 15 balls, 9-12 obstacles (30-50 cm high).

**Work-time:** 90 minutes.

**Table 5: Practice Plan**

	LINK DURATION	LESSON PHASES	INSTRUCTIVE-EDUCATIVE CONTENTS	DOSING	FORMATIONS AND METHODOLOGICAL INDICATIONS
Introductory part	I	Organizing the classroom	Ensuring the psychological climate necessary for the lesson/ practice Announcing the objectives/ themes of the lesson		E.g.: In line in a row 
	II.	Preparing the body for effort	Gait and gait variants Running and running variants (use dynamic games)		In a column, one by one oooooooo O ←
	III	Selective influencing of the locomotor system	Exercises for body segments (you can also use specific games of this lesson link/ part, practice)		oooooooo O ↓
Fundamental part	IV, V, VI	Accomplishing the lesson themes	Dynamic games specific to sports games (handball, basketball, soccer)		
Closing part	VII	Body recovery after effort			In a column, one by one oooooooo O ↓
	VIII	Activity assessment	Appraisals of the way activities were conducted. Feedback of students		

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