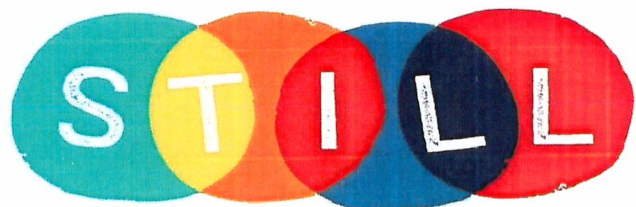


SPORT CURRICULUM



Sport • Tradition • ICT • Language • Learning

SPORTS HOUR



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Picture 1 Renovated school playground Primary school Eugena Kumičić (covered with tartan and newly drawn mini athletic track, new sports equipment)

Curriculum description

Curriculum "Sports hour" was made in the project "Sports, ICT and language competences in the service of conservation of craftsmanship and entrepreneurship tradition and competitiveness in the labor market of students from Slatina and Szigetvár", project's acronym is STILL.

Curriculum will enable students from Slatina and Szigetvar elementary schools as well as for students from high schools to have more lessons of physical exercise during their school time. To many students P.E. lessons are their only physical activity, which is not enough for proper growth and development. Curriculum Sports hour, as an elective course, would take place during the school year twice a week, that is 70 lessons per year.

In recent years there are more and more children with different health problems – obesity, diabetes, diseases of the respiratory system and cardiovascular diseases. Causes of health problem come from the sedentary way of life, the absence of playing games with peers and other activities outside in the fresh air, like riding a bike, roller-skating, walking.

Large number of students from Primary school Eugena Kumičić and High school Marko Marulić Slatina show interest for sport and are included in the work of sports societies. Students exercise in different sports sections and take part in competitions in which they achieve high results.

The best results are achieved in cross and our participants are golden medalist in the State Championship of School Sports Associations. They also have noticeable results in athletics (county and regional competitions), badminton (county and regional competitions), handball (county and regional competitions), table tennis (county and regional competitions), volleyball (county, regional and state competitions) and football (county and regional competitions).

Sports curriculum would enable all interested students to take part in physical activities, which is not the case today in the current organization of work. In our school there are students who commute every day to school and they do not have the opportunity to participate in different school sports clubs and they their right to have more hours of physical exercise is being denied.

Curriculum is made in accordance with the values of chosen motoric abilities and their influence on changes and improvement of anthropometric features, motoric and functional abilities. Curriculum is based on adoption of theoretical and motoric knowledge as well as developing habits of everyday physical exercise.

By participating in organized physical exercising in the school students will develop their working habits, positive features, moral values, will better adjust to different life situations and be ready to overcome the difficulties. Adopted motor knowledge and skills students will be able to independently apply in their free time after school, during the weekend and holidays.

Content of curriculum is adjusted for students of primary schools and high schools which have regular school program and for students with disabilities who attend school on special form of education. Students with disabilities will be integrated in Sports hour without any dissimilarity.

The curriculum is based on motivation, creativity and satisfaction of students. According to their interests and needs they will choose contents which will please their psychophysical needs

Curriculum will be held at school and school surroundings (sport gym, classroom adjusted for P.E., outdoor fields), outside the school (walking trail and bicycle ride, trim trail) and other space which ensures high – quality and safe educational process.

Sports hour will be an elective course in primary school and high school. Some of the planned physical activities would be conducted outside the school in cooperation with local community, like: running and walking, cycling, roller-blading and competitions in different sports.

Physical activities will be planned according to relevant dates – International Day of Dance, International Day of Sport, European Week of Sport, Health Day, International Day for Tolerance, World Down Syndrome Day, World Environment Day, World Children's Day etc.

During the Sports Hour students will exercise on different kinesiology equipment and with different kinesiology tools, all with a goal to satisfy student's needs and interests for physical activity.

Curriculum will enable students to choose relevant kinesitherapy exercises which will improve their motor skills, achievements and skills, to acquire knowledge will they will use for prevention and correction of different problems. Exercises like that will mostly help students with disabilities – to improve fine motor skills, proper posture, to control their body mass, prevention of stress and raising self-confidence.

<p>Aim</p>	<p>To ensure students more hours of organized exercising in the school.</p> <p>To acquire theoretical and motor skills by applying different physical activities.</p> <p>To encourage students to actively spend their free time outside.</p> <p>To independently apply new theoretical and motor skills in everyday life for health improvement.</p>
<p>Educational outcomes</p>	<p>Students can independently apply theoretical and motor skills on the effect of physical exercise on health.</p> <p>Students exercise according the regulations of sport games.</p> <p>Students create content by themselves and choose the quantity according to their needs.</p> <p>They acquire habits that contribute to achieving personal satisfaction, responsibility, and consistency in the fulfillment of obligations.</p>

Methods of work	<p>They collaborate, assist and motivate other students to engage in sports.</p> <p>Methods of representation:</p> <ul style="list-style-type: none"> - oral presentation, setting and solving, showing (demonstration) <p>Learning methods:</p> <ul style="list-style-type: none"> - synthetic, analytic, combined, situational <p>Training methods:</p> <ul style="list-style-type: none"> - interval, variable, continuous <p>Security methods:</p> <ul style="list-style-type: none"> - prevention, guarding, assisting <p>Supervision methods:</p> <ul style="list-style-type: none"> - exercise tracking, routing exercise, stopping exercise
Forms of work	<p>Simple:</p> <ul style="list-style-type: none"> - individual, pair work, in groups of three and four, parallel <p>Complex:</p> <ul style="list-style-type: none"> - parallel – alternating, successive – alternating, alternating, circular, stations, track, obstacle trainer

Valuation elements of educational outcomes

Valuation elements of educational outcomes will be planned and will conduct regularly during the educational process. Valuation should be based on teacher's individual approach towards students.

Evaluation will include these elements:

1. motor skills
2. motor results
3. educational values

Evaluation of motor skills covers elements of techniques of kinesiological activities, tactical elements and necessary theoretical knowledge.

Evaluation of motor results will be evaluated with application of motor skills in given conditions and progress in kinanthropological status.

Educational values are referred to the acquisition of health-hygiene habits, respecting agreed rules, fair play, creativity, self-reliance, willingness to cooperate.

Sports and kinesiology procedures for health improvement

Kinesiological activities in Curriculum are the main component of individual and team sports, dance, aerobics and kinesiology procedures for health improvement. They are chosen according to the material conditions of schools involved in the project STILL.

Forms and methods of work, dosage and distribution of work will adjust towards age, sex and abilities of students. Students will be able to track their progress and compare their results.



In this Curriculum, we will use information and communication technology, visual, audiovisual, auditory and textual teaching aids.



Implementation of the curriculum should be in the function of achieving the goal and planned educational outcomes.



Curriculum Sports Hours contains these sports and kinesiology procedures for health improvement:







Kinesiology procedures for health improvement should be directed towards acquiring theoretical and motor knowledge which are important for prevention and solving different problems like: improper posture, high body mass, low tonus muscle, insufficiently developed motor and functional abilities and foot deformation.

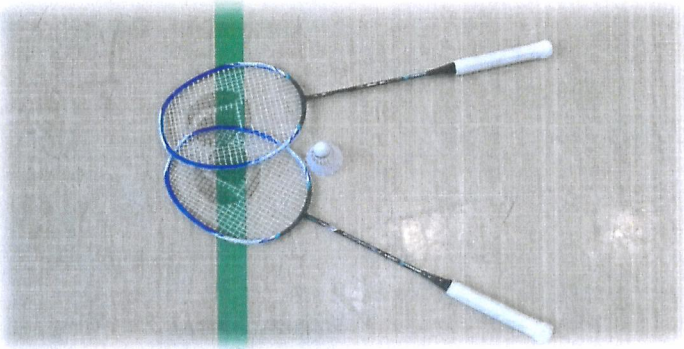

<p>sport/activity</p>	
<p>Athletics, walking, running throwing, jumping</p>	<ul style="list-style-type: none"> - student independently performs running exercises - notices importance of walking and applies it in free time - independently performs specific athletic exercise for development of aerobic and anaerobic endurance - plans and applies physical training outside - participates in evaluation and analyses results of given kinesiology activities
<p>Educational outcomes</p> 	



<p>sport/activity</p>	
<p>Handball</p>	<ul style="list-style-type: none"> - student applies technique elements in given terms - applies technical– tactical element in play - knows and respects game rules and collaborates with different students
<p>Educational outcomes</p> 	

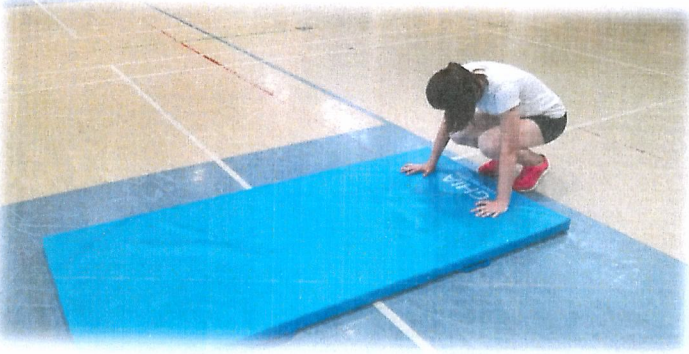

	<ul style="list-style-type: none"> - plays football in free time
sport/activity	
Volleyball	
<p>Educational outcomes</p> 	<ul style="list-style-type: none"> - student performs basic elements with the ball in simple and complex conditions - applies technical – tactical element in play - plans a game in free time outside - applies rules and judges



sport/activity	
Basketball	
<p>Educational outcomes</p> 	<ul style="list-style-type: none"> - student connects technique elements in given conditions - accepts and applies game rules and fair play - properly performs the basic motor basketball structure - plans a basketball game in free time

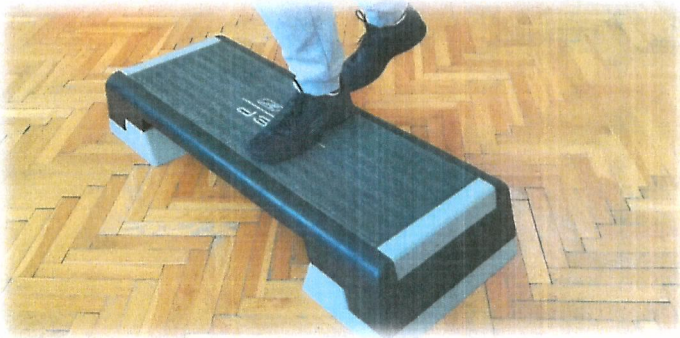

sport/activity	
<p style="text-align: center;">Football</p>	
<p style="text-align: center;">Educational outcomes</p> 	<ul style="list-style-type: none"> - student independently performs technique elements and applies it in the game - know game rules and fair play - designs different physical activities by applying elements of football - plays football in free time in a sport gym and outside with friends



sport/activity	
<p style="text-align: center;">Badminton</p>	
<p style="text-align: center;">Educational outcomes</p> 	<ul style="list-style-type: none"> - student correctly performs technique elements - is motivated for high achievements in a game - knows rules and independently judges - spends free time and holidays playing badminton with family and friends outside


sport/activity	
<p style="text-align: center;">Table tennis</p>	
<p style="text-align: center;">Educational outcomes</p> 	<ul style="list-style-type: none"> - student plays table tennis and judges according to the rules - applies the game in free time - motivates peers for training - participates in organizing school competitions

sport/activity	
<p style="text-align: center;">Sport gymnastics</p>	
<p style="text-align: center;">Educational outcomes</p> 	<ul style="list-style-type: none"> - student independently performs elements of sport gymnastics - connects simple and complex motor content - designs exercising in different conditions and on different appliances - performs exercises for development of motor skills - exercises in free time and during the holiday outside (appliances for training)

sport/activity	
<p>Rhythmic gymnastic</p>	
<p>Educational outcomes</p> 	<ul style="list-style-type: none"> - student performs simple and complex rhythmic elements - independently designs rhythmic choreography without props and with music background - sees the importance of proper posture and the beauty of movement - differs and acquires exercises for development of some motor abilities

sport/activity	
<p>Dance and aerobics</p>	
<p>Educational outcomes</p> 	<ul style="list-style-type: none"> - student independently performs simple and complex aerobic choreography in low and high intensity - recognizes and dances on given beat - connects dance movements - sees the importance of rhythm in dance and aerobics - dances in free time with friends

sport/activity	<ul style="list-style-type: none"> - knows traditional dances from local environment
<p style="text-align: center;">Cycling</p>	
<p style="text-align: center;">Educational outcomes</p> 	<ul style="list-style-type: none"> - student knows traffic signs and applies them - rides bike safely on different ground - sees the importance of cycling for development of aerobic endurance and motor abilities - participates in organized cycling tours - plans cycling in free time with his family and friends

sport/activity	
<p>Kinesiology procedures for health improvement</p> <p>Exercises for hands and shoulders</p> <p>Exercise for spine</p> <p>Foot exercises</p> <p>Leg exercises</p> <p>Body exercises</p> <p>Exercises for hips and knees</p>	
	<ul style="list-style-type: none"> - student knows the influence of the exercise on the body and is properly performing it - shows static and dynamic stretching exercises with and without kinesiological aids and

Educational outcomes

devices/appliances (ball, ladders, bench, jumping rope, mat, elastic band, stick/bat)

- independently applies exercises for prevention of different health difficulties (spine, knees, feet)
- designs exercises for body stability and explains their benefits
- chooses exercises which are in the function of static power, explosive strength, repetitive power, speed and coordination in different conditions with or without kinesiologic aids (medicine ball, weights, jumping rope, hurdles, ladders, wooden box, jumping board, pilates ball, step platforms)
- plans exercising independently and with friends in free time

Conclusion

Students will be able to use kinesiological contents from the Curriculum Sports Hour as a lifelong exercise, to acquire kinesiological theoretical knowledge in athletics, handball, volleyball, badminton, football, basketball, table tennis, rhythmic and sports gymnastics, dances, aerobics, cycling and kinesiological procedures for health improvement.

Students will be trained to independently exercise and measure specific activities, become acquainted with the organization and rules of the competition, will actively engage in various sports events in and outside the school.

Today, the modern way of life, distracts children and young people away from sports and physical activity. Students spend their free time less outside and in sports and are not sufficiently involved in organized forms of physical exercise.

Sports Hours, as an elective program, will allow students to increase physical activity during their school stay.

A physically active student can provide more in school, is open to new knowledge, is more positive, ready for new challenges and more successfully overcoming various life obstacles.

A student who cares about his or her physical and mental health has developed positive personality traits of personality, moral values, ecological and civic consciousness.

We believe that through the implementation of the Curriculum Sports Hour the aims and educational outcomes will be accomplished. This curriculum provides students the opportunity to meet individual needs for mobility, increases the student's responsibility towards health and develops competences important to the personal development of each student.

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