



***EUROPEAN DIMENSION IN
SPORT AND PHYSICAL ACTIVITY
WITH ADOLESCENTS***

HANDBOOK

**for sports activities with adolescents
based on European traditional sports
and games**

**PROJECT: "EUROPEAN DIMENSION IN SPORT AND PHYSICAL ACTIVITY
WITH ADOLESCENTS" – EDSPAA [613355-EPP-1-2019-1-BG-SPO-SSCP]**



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ABSTRACT

This “Handbook for sports activities with adolescents based on European traditional sports and games” was created in the framework of the Erasmus Sport project “European Dimension in Sport and Physical Activity with Young People” – #EDSPAA [613355-EPP-1-2019-1-BG-SPO-SSCP] by Association “Sport Club Comac Sport”, Sofia/Bulgaria, Športno Društvo Media Šport – Ljubljana/Slovenia, Agrupamento de Escolas de Barcelos – Braga/Portugal, and Salas Vidusskola – Sala/Latvia.

Based on good practices and interesting examples in the 4 project countries, the Handbook aims to promote traditional European sporting activities and initiatives, encouraging adolescents to develop key skills and competences through sport. Furthermore, it aims at stimulating young people to break up stereotypes, gain confidence and self-confidence, improve their social integration, and overcome prejudices by opening up to the different. The paper considers ETSG part of Europe’s cultural heritage and highlights the importance of popularizing them among adolescents, in order to empower European youth to build a value-based mindset of healthy active living.

The Handbook consists of two Chapters. Chapter I describes a number of good practices in Bulgaria, Slovenia, Latvia and Portugal, in the field of European traditional sports and games /ETSG/ as a means of fostering a healthy lifestyle, social inclusion and the formation of good values among adolescents in the European Union. Chapter II provides useful information about 4 traditional sports – football, volleyball, basketball and tennis, and their development in Slovenia, Latvia, Portugal and Bulgaria, respectively. In addition, the 4 sports are analyzed in the context of their potential for creation of new forms of sport games by using elements of other traditional sports.

The paper draws the reader’s attention to the implementation of innovative formal and non-formal sports and physical training in and out of school, including European traditional sports and games. It is suitable not only for adolescents, but also for physical educators and coaches, teachers and trainers; educational and sports institutions; and for every European citizen who considers sport an important tool for developing personal qualities, physical culture and a healthy lifestyle.

CHAPTER I: Good practices in the field of European traditional sports and games /ETSG/ as a means of building physical culture, social inclusion and the development of values among European adolescents.

In this Chapter, based on their field of work and relevant experience, the 4 project partners: a sports club from Bulgaria, a sport organization from Slovenia, and two secondary schools from Portugal and Latvia, have identified and collected good practices, ideas and methods related to the implementation of innovative formal & non-formal sports and physical training, including European traditional sports and games. The European added value of this research is guaranteed by the good geographical balance between these 4 countries, located in different regions of Europe - South-Eastern, North-Eastern, Western, and Central.

The content of Chapter I is thematically divided into 3 sections: 1. Good sport practices for working with adolescents; 2. Traditional sports and games in Bulgaria, Slovenia, Latvia and Portugal. Learning Practices inside and outside School; 3. ETSG as a tool for social inclusion, building values, promoting cultural diversity and breaking up stereotypes. Each of these Sections strives to find good examples of ETSG from the project countries which can be put into practice and/or modified for best application in other Member States. Also, it examines the high potential of European traditional sports and games to encourage social inclusion, communication, formation of values and physical culture of adolescents in European societies.

Certain psychological aspects of the work with adolescents have been outlined – their willingness to practise ETSG, challenges related to digital addiction and social isolation, and tools for provoking their interest in sports and physical activities. At the same time, the benefits from ETSG have been pointed out: improving young people's health and wellbeing, developing transversal skills and competences, getting acquainted with Europe's cultural wealth, and preserving it for the generations to come.

The 4 project partners have carefully analysed the respective tools in their countries, aiming to promote the development of sport, and ETSG in particular, in modern society, while emphasizing the positive values they convey to adolescents. Besides official championships and competitions, many friendly, recreational TSG tournaments are organized in the Member States, so that European citizens can try out and play TSG. In this regard, Chapter I covers a number of successful initiatives, projects, events and physical activities for young people in Bulgaria, Slovenia, Latvia and Portugal, which can be considered by sport organizations & schools across the EU, and further developed in the future.

1. Good sport practices for working with adolescents

1.1. Main practices when working with young people

In order to successfully work with adolescents, it is necessary to have active involvement of the family, the educational institutions and the state.

As a country, Latvia is a great example with about 800 sports organisations, 1500 sports halls, more than 50 stadiums, 100 sports schools and clubs, 60 mountain skiing tracks and more than 80 public swimming pools.

For a country of just around 2 million people, Latvia definitely punches above weight on the world stage. The most athletic Latvian individuals and teams are continuously reaching the pedestals in every discipline.

Sport seems to play a significant role in the Latvian young person's life.

The goal of Latvian national sports policy is to develop healthy (both physically and mentally) personalities.

An example of well-established, cross-sectoral cooperation in the area of sports and health-enhancing physical activities is the *National Sports Council*. This is a public consultative institution that participates in the development of government sports policy, helping to facilitate sports development and cooperation in policy implementation. The *Council* consists of governmental institutions and *NGOs* involved in the sports arena. The *Ministry of Health* and the *Ministry of Education and Science* (the public administration institution responsible for sports in Latvia) are members of the *Council*, which meets to discuss all the main issues concerning sports, including budget, drafts of the policy planning documents, and key initiatives.

The general legal basis of sports organisations and development in Latvia is determined by the *Sports Law*. The Ministry of Education and Science of Latvia has developed the *Sports Policy Guidelines 2014—2020*, which addresses the integration of physical activity in education. They are approved by the Cabinet of Ministers of the Republic of Latvia and it is the national sports policy for seven years - two Olympic cycles. The *Guidelines* include the basic principles, goals, directions, target groups and priorities of sports policy, directions of action and tasks for achieving the goals of sports policy and solving problems.

The main motive of sports policy is "*Sports- for quality of life*".

Two of the four areas of priority activities are:

Children and youth sports: These create opportunities for youth to engage in sports, by providing mandatory children, adolescents and youth physical education at all educational institutions, and development of higher mastery of young athletes by engaging in professional sports training programmes at sports schools, sports clubs, sports gymnasiums and other sports organisations.

Sports for everybody: These create opportunities for each individual to engage in sports, regardless of their age, gender, ethnicity, race, religion, mental or physical disabilities, by providing the necessary economic and social conditions.

The Guidelines include general (primary and secondary) education, along with vocational higher education, and also focuses on ethnic minorities, low socioeconomic groups, children and youth.

The aim is to provide opportunities for every child and young person to engage in sport activities, adapting the types of physical activities, according to their physical fitness and interests.

The promotion of children's healthy physical activity is important, as it helps to establish healthy lifestyle habits at an early age, and physical activity that can be sustained into adolescence and adulthood. It is not only about the quality of education in schools, but also about increasing the amount of extra-curricular physical activities in educational institutions and sports clubs.

The Ministry of Health and the Ministry of Education and Science are responsible for developing and coordinating policies to promote sufficient physical activity for the population of Latvia. *The Ministry of Health* is the main public administration institution in the field of public health and health promotion, including the promotion of physical activity. Furthermore, the Ministry of Education and Science is responsible for physical activities and sports activities in educational institutions, as well as for the development of professional sports, including the promotion of folk sports or “*Sports for all*” movement.

Every year *The Ministry of Health*, in cooperation with the Centre for Disease Prevention and Control, renews the *network of health-promoting schools* with the aim to involve school-age children, their parents and school staff in health promotion, including physical activity. Currently, there are more than 100 educational institutions operating in the network. They play an important role in promoting children's physical activity.

Already in pre-school educational institutions, physical activity and sports are a part of the educational process. It is mandatory for primary schools to include 2 lessons of physical education (PE) in the curriculum. Educational institutions have the right to increase the number of lessons dedicated to PE per week, and many schools choose to provide more than 2 classes of PE per week. The content of PE is determined by Regulations of the Cabinet of Ministers for primary and secondary schools. These regulations determine the aims and objectives of PE, its compulsory content and what learning goals must have been met upon completion of forms 3rd, 6th, 9th and 12th in the Latvian school system.

The latest survey of the *Ministry of Education and Science* on sports habits of adolescents shows that sports and physical activity play an important role in young people's leisure time: the majority (67%) of young people indicate that they engage in physical activity frequently (several times a week, including 35% at least 4 times a week). Relatively more often, physical activities are performed several times a week by young people who attend organised sports (led by a coach or sports teacher at school). On average, 17% of young people engage in physical activity often (once a week or 2-3 times a month) and a similar proportion (16%) - rarely (once a month and less) or never.

The results of the survey show young people mainly use the opportunity to play sports and engage in physical activities with friends. Active peers could be an effective model for involving others in sporting activities.

The results of the survey also show the main problems- adolescents are aware of the positive effects of physical activity on health, but often lack of motivation prevents them from doing sports. It is considered to be the main obstacle to young people engaging in physical activity. Those who rarely or never do sports most often mention laziness, lack of time or the fact that there are no peers to do sports with. Other reasons are lack of information about sports opportunities or the fact that there are no opportunities to engage in the desired sport in the vicinity of their place of residence. Relatively less often, young people have indicated health problems.

Most school-aged young people attend sports classes. One of the most popular excuses for not attending sports classes is that pupils think they are boring. At the same time, adolescents believe that doing sports improves well-being and provides positive emotions.

When we talk about schools and work with adolescents in general, schools follow a curriculum provided by *The Ministry of Education*. Using the curriculum, young people study team sports, individual sports, alternative sports and physical exercises.

Sports clubs are focused on developing and enhancing the physical culture of adolescents in the field of sport, which they are specified in. In most occasions, the coaching team works with young people whose sporting ambitions can extend both professionally and on a mass (amateur) scale.

In Sport Club "Comac Sport", the most popular sports are tennis, football, swimming, volleyball and basketball. There are some common practices in the sport club:

- organising monthly tournaments for the club's athletes
- organising summer sport camps
- conducting special OFP-activities that improve the physical endurance, coordination, speed, agility and flexibility of young people
- lectures and practices for theoretical training of adolescents

In addition to everything listed so far, another major practice for working with adolescents can be the implementation of various projects that support the physical culture of young people. MEDIASPORT, Slovenia is an excellent example of this, being one of the leading sports associations with recognised status in the public interest, issued by the Ministry of Education, Science and Sport in 2005. They are also engaged in marketing, promoting and other related activities.

MEDIASPORT is the recipient of prestigious awards in Slovenia, the Region and Europe:

- the recognition of UEFA for the best project in the field of work and full implementation of youth football events for 2010,
- Olympic committee of Slovenia gold plaque for work in the field of child and youth sports and the media,

- 4 times 1st place of the Ministry of Education and Sport for “Best TV Show for Young People in SLO”,
- UEFA Award for Best Photography of Youth Soccer,
- the recognition of UEFA for the best project in the field of work and full implementation of youth football events for 2006,
- a gold plaque from the capital of Montenegro, Podgorica, for participation in the ŽOGARIJA project,
- silver medal of the Slovenian Football Association for successful cooperation in the field of youth football,
- a gold plaque from the city of Novi Sad for the ŽOGARIJA project,
- 20 years of contract work with the Slovenian Football Association, Slovenian National Television (RTV SLO), Olympic committee of Slovenia, Ministry of Education, Science and Sport, The Letter of the Heart Foundation for scholarship for young people,
- Lead partner and developer of the international Erasmus+ Sport project BALERIJA.

The most recognisable projects of MEDIASPORT in Slovenia and beyond are the following:

Sport and spas is a project with the goal of bringing all participants together through the content of intergenerational cooperation, movement, traditional games, sports, healthy eating, healthy environment, creation, fun and health in general. This year is the 13th anniversary of the movement on the topic ‘Together We Know and We Can’.

The events are held in more than 100 locations throughout Slovenia and run from April to October, with attendance from 35,000 to 70,000 participants.

At the events, we present the importance of regular exercise, a healthy lifestyle and locally grown food. We organise meetings and discussions with famous people from the world of sports, music, culture and science. Older people are also invited to present and learn about a variety of traditional customs and games.

The organisation includes schools, kindergartens, retirement associations, health centers, firefighting societies, sports societies, rural women's assets, retirement homes and other organisations.

Žogarija - Alps - Adriatic - Danube is a unique project, which has been running for 15 years. The project involves 9 countries: Slovenia, Italy, Austria, Hungary, Croatia, Bosnia and Herzegovina, Macedonia, Serbia and Montenegro.

The project involves young people aged 7-14, girls and boys, children with special needs, cross-border children and other ethical groups, which enables them to represent a healthy lifestyle, inspire them with the values of fair behaviour, movement, equality, solidarity, connection, knowledge, companionship and games, the values that are most important for the overall development of a young person.

Activities include fair play, ball games, knowledge quiz, dance, singing, healthy eating, recycling etc.

Up to 35 events and an equal number of television shows are broadcasted annually in all participating countries.

Mulčki are designed for kindergarten children and cover virtually all curricular areas and set out a number of goals in the activities, with the process of gaining experience and 'learning' beyond the result and the achievement of the goal.

The activities of the Mulčki are divided into three main areas, each event covering a specific topic in the field of health, environmental care, nature, etc.

The needs for movement and play are primary needs of the child, if we add experiential learning and a stimulating environment for problem solving, we have covered practically everything that a child needs for healthy development.

'365 Days – everybody plays' is a simple, catchy, fully workable project, as it does not require money, additional knowledge, new facilities or staff. It only needs people united by the sincere desire to succeed. It can radically intervene in the fields of health, well-being, movement, relationships and more. The most important thing is to start – firstly, with the youngest, and continue every day.

From mid-April to mid-June 2018 MEDIASPORT tested and included movements and exercises at the school premises: at the beginning of the first school hour, also during breaks and at the beginning of the last school hour. We place the role and importance of movement as a value through which we can achieve higher physical, health, social, sociological and psychological results in the life of an individual and society, and thus a significantly better quality of life.

The **Žogarija and Sport** and **Špas projects** specifically incorporate elements of traditional sports in the form of competitions in various relay games and other elemental games. This is done through the intergenerational socialization of adolescents with the elderly, who usually come to events from nursing homes and then, through various cultural and physical appearances, pass on information to adolescents about already forgotten traditional sports games. At the heart of all games is collaboration and fun. Schools, kindergartens, retirement societies, health centers, firefighting societies, sports societies, rural women's organizations, retirement homes and others participate in the Sport and Špas project. At events, MEDIASPORT presents the importance of regular exercise, a healthy diet based on locally grown food, and organize meetings and discussions with famous people from the world of sports, music, culture and science.

MEADIASPORT runs Žogarija in certain elementary schools throughout Slovenia, as well as in neighbouring countries (Italy, Hungary, Austria, and Croatia). It's a sports and cultural event for children up to 4th grade. The children at these event learn about certain traditional

games, all of which take place within the framework of fair play and mutual respect. At the same time, children of the last age group from the surrounding kindergartens are invited to the event, getting to know the content at the appropriate level.

An important element of MEDIASPORT's work is the recording of these events in the form of broadcasts on the national TV channel RTV SLO, radio, the Internet and, above all, social networks, being the closest to young people source of information. This way, the content of the events is presented to a wider population. To raise the level of motivation for participation, different prize competitions are also implemented, so that the information reaches young people.

1.2. Methods and goals for distribution of traditional European sports among youth

Sport education is useful mainly for developing and enhancing physical culture, but also in many other ways. Doing different kinds of sports provides knowledge and understanding about principles such as game rules, fair game, dignity, strategy, feeling of body & social awareness, which is related with personal interaction and team work in many sports. The goal of children's and youth sports in Latvia is to create opportunities for every young person to engage in sport, promoting the talent development of young athletes.

A good example of a successful method of promoting sport and physical activity among young people is the European Week of Sport, initiated by the European Commission. This is an important element of the European Sport Policy, which aims to bring awareness of how important active lifestyle is for everyone.

In addition, Latvia presents other positive methods for the promotion of traditional European sports:

Campaign "Be Active" organised by Latvian Sports Federation Council: its objective is to change society's attitude and habits step by step, and to teach active lifestyle from young age, which can also be developed through traditional sports and movement games.

The Latvian School Sports Federation (LSSF) organises school sports in the country. The aim of the LSSF is to promote the spread of school sports among young people in Latvia, to popularise traditional European sports as part of a healthy lifestyle and to promote full-fledged and meaningful leisure time using sports equipment. In cooperation with federations of various sports, LSSF organises traditional sports competitions for schools; promotes the participation of Latvian school sports teams in international school sports competitions; represents Latvian school in the International School Sports Federation, educates students and teachers in organisational and methodological issues of school sports.

The promotion of traditional European sports also takes place in the *school learning process*, when students are introduced to the diversity of sports games (the standard of teaching sports is to teach, create an idea of playing basketball, volleyball, football, handball, floorball, Frisbee, badminton).

By acquiring the basic skills and basic elements of sports games, students have the opportunity to compete with their peers, learning the rules of sports games and improving

their skills, thus popularising young people's opportunities to spend an active free time. In order to promote traditional sports and active leisure, sport teachers use a set of methods in order to make the process more interesting, attractive and create interest in sports for young people through games, discussions, cooperative learning, research, analysis, competition methods.

In Slovenia ETSG is implemented on several levels. For the first time, children are acquainted with them in kindergarten, some also at home (presented to them by their parents or grandparents), and the adolescents come in contact with them in different ways - the school environment where ETSG are played on different occasions certainly helps. Various themed sports days, corners with traditional sports games at different events, various relay games during informal gatherings with parents (chestnut picnic, greetings in the summer) are organised. The most popular game among young people in Slovenia is the 'Fight between two fires', which was introduced years ago as part of school competitions. Children get acquainted with traditional sports games in the context of other subjects and activities - many research tasks of elementary school students are precisely on the topic of sports games of our grandparents, which indicates that there is still interest in them among children.

For the most part, all methods and approaches for promoting European sports and games are based on entertainment. People can get excited about sports in the form of a fun game. Once you have lit up the "fire" in someone's heart and it burns, you can then take action into guiding the athlete. You can move them from being amateurs to becoming professionals in a traditional European sport.

1.3. Main challenges when working with teenagers

There are some main challenges when working with teenagers:

- Teenagers are less motivated to do sport;
- The "unequal struggle" with new technologies, that take away the attention of all teenagers;
- The financial circumstances for some families who find it difficult to provide children with the opportunity to practice sports;
- Especially in cities, adolescents do not play traditional sports and games as often and for as long as their peers in the countryside. There are also significant differences between them in their leisure time in the open air, where adolescents in the countryside are in advantage, since they have a more stimulating environment for playing these games (E.g. more space for hide-and-seek games, 'ristanc', ground stealing, bowling, etc.)

During childhood and adolescence, a variety of skills and knowledge is developed, including physical activity habits that persist throughout life. In addition to the beneficial effects of physical activity on a child's health, the interrelation between physically active lifestyle and academic achievement has also been demonstrated. Today, there is a tendency for children

to become increasingly sedentary on a daily basis, spending excessive time at electronic devices such as computers, tablets or smartphones.

In order to make sports lessons and sports activities more effective, it is necessary to evaluate and implement innovative teaching methods by educating teachers in the promotion of physical activity. It is important that the curricula devote sufficient time to physical activities and sports, as well as provide opportunities to engage in physical activities outside school - in the evenings and on weekends, including not only students but also other residents of municipalities. At the same time, the quality of sports lessons is greatly improved by modern sports equipment, facilities and infrastructure that must be adapted to the abilities and needs of all children, including people with disabilities. Most educational institutions have suitable premises and sports equipment and facilities for physical activities, but their potential is not fully exploited. Also, modern sports equipment is important for motivating teenagers.

Sporting habits depend on the person's will to do something. And, symmetrically, will depends on habits which are developed in the family, kindergarten, school and sport's school. So physically active and physically inactive behaviour and examples are very important in the daily lives of children and adolescents. Both have implications for fitness and health, learning, enjoyment, social interactions, and physical & psychological development.

The most important task in the learning and training process is to create interest in young people, the challenge of enjoying new opportunities, not being shy about mistakes, thus raising the young person's self-confidence.

Involvement of parents (grandparents) in the teaching and training process is an integral part of the process, because parental support for young people creates motivation to act, accept challenges and progress.

The teacher and trainer must grow with the modern rhythm, accepting the development and usage of IT in sports and training classes - applications of sports activities in smart devices, new generation watches with GPS connections- IT devices that young people could use (e.g. hiking with hides).

The teacher's / trainer's personal example in the teaching or training process- both positive and negative- is also very important.

1.4. Good sport practices that can develop positive qualities in teenagers

ETSG are an ideal opportunity to develop positive attributes and competencies such as:

- adherence to rules,
- ability to adapt and interact with others,
- modesty,
- perseverance,

- combativeness,
- fair play.

ETSG are more fun for children and adolescents than individual tasks. Through games, where participation is more important than competition, young people develop their physical and functional skills in a pleasant and relaxed way. Children are determined and have an emotional relationship with the group and their actions, interact with each other, adjust their interest in the group's goals and respect the rules of the game. The more introverted ones are given the opportunity to talk, meet and socialize with peers, and those who are usually in the forefront, submit to the majority to reach the goal of the game together. They develop solidarity with one another, recognise and respect diversity. ETSG also largely encourage creativity and ingenuity, as it is often necessary to find their own ways, in order to solve different movement tasks. These games have a strong future potential, as the values mentioned above are increasingly lost to young people due to the current lifestyle. Thus, it is very important to preserve them and bring them closer to young people in the most attractive way possible.

Along these lines, team sports are particularly important. They teach teamwork, tolerance, the ability to accept other people's successes and failures as one's own (essential work on the ego), and develop leadership & diplomatic skills. Individual sports, for their part, also have beneficial effect and increase the sense of determination, consistency, organisation, concentration and the ability to take responsibility for your own actions.

There are some very successful approaches in Latvia, which should be mentioned:

The Ghetto Games are the most notable example of a movement to integrate street culture and sports for young people in Latvia. More than 70 events per season are organised, representing an opportunity for children and young people to spend their leisure time engaged in physical and healthy activities. Street football, street gymnastics and other street ball games (such as floorball, street ball, etc.) are the most attractive open-air activities. It is worth noting that the participants of the *Ghetto Games* are responsible both for organising themselves during activities and for refereeing the games.

<https://www.youtube.com/watch?v=V2VbGwYfK8c>

Latvians could be very proud of the project “*Sport for the whole class*” that is implemented in accordance with the Latvian Olympic Committee (LOC) mission to strengthen the role of sport in society. The ideal of the Olympic movement and the high achievements of Latvian athletes is attracting and motivating students to regular sports and physical activities (which not only motivates students to move, but also to learn). Within the framework of the project, three optional sports lessons take place for students, friendly games and relays with peers are systematically organised in schools at national level. Teenagers are given the opportunity to participate in city, county and country competitions- football, floorball,

basketball, volleyball, competing with peers, making new friends, improving the acquired skills.

"Let's create a new idea about the preconditions for children's health for every Latvian student and their parents. This is not a project to prepare for the Olympics, it is intended to strengthen children's health, improve their posture and create motivation to play sports,"
George Tikmer – general secretary of the LOC, Olympic Vice-Champion, the author of the project idea.

https://www.youtube.com/watch?v=l8_Ma9gebl

Excellent *country sport* examples are series of competitions, in which people of all ages and different levels of preparation can take part, but they are especially popular with teenagers- "Orientator", "Horizon", etc. orienteering competition series in Latvia, running series "Lynx", "Run Latvia", etc.

<https://www.youtube.com/watch?v=wa5N5WFa1E>

Students love *state level sports competitions* "Milk Power" or "Milk-drops" Cup (volleyball), "Leather Ball" (football), *Latvian School Cup in football*, 3X3 basketball competition series, *Riga City Council Cup in basketball*, etc. (the mentioned ones are the most prestigious).

In almost every city, in the parks and in the inner courtyards of residential houses, there are *open-access sports fields and outdoor exercise machines, pedestrian and bicycle paths*, pedestrian health trails with gymnastic stands for all age groups. On a daily basis, the municipalities provide *free sport facilities* (athletics arenas, basketball halls, swimming pools and others), which are also adapted for people with disabilities.

In some schools in order to promote physical activities, *floor drawings* with dynamic activities, *footpaths, playgrounds, desks* for checkers and chess and other games are created in schools' corridors or yards.

2. Traditional sports and games in Bulgaria, Slovenia, Latvia and Portugal. Learning practices inside and outside School

2.1. Popular types of traditional sports and games in the project countries

Sport should create joy in children and young people and then have positive impact on: health, emotions, spotting new opportunities, making friends, finding like-minded people.

In Bulgaria traditional and popular sports are: football, volleyball, rhythmic gymnastics, wrestling, weightlifting and high jump. These sports, like any sport, develop a wide range of positive qualities listed in the previous question.

The following games are traditional and popular Bulgarian games:

- “Frozen”: develops the following skills and qualities: fast and dynamic thinking in difficult and different age groups, self-awareness, self-denial, it is focused on speed and intelligence;
- “Jump Rope”: develops the following skills and qualities: strength, strength of lower limbs, coordination, team work, synchronisation, durability, flexibility;
- “Hide and seek”: develops the following skills and qualities: intuition, analytical thinking, creative thinking, quick reactions;
- “Leapfrog”: developing the following qualities: strength, sociability, bounce, coordination, patience, willpower.

In Portugal there are lots of traditional sports that aren’t widely practiced. The following could be highlighted: “Jogo da malha”, “Corrida de sacos”, “Pião”, “Jogo do eixo”, “Jogo do arco”, “Elástico”, “Berlinde”, “Tração com corda”. We can also highlight some traditional sports relating to children such as: “Jogo da macaca”, “Cabra cega”, “Jogo da Cadeiras”, “Escondidas”, “Lencinho”.

These kinds of sports and games can give children all the general qualities provided by the practice of sports, an important link to cultural heritage and to the oldest people of the family. The act of playing is also very typical for these games and sports. This is fundamental for the child’s personal development process. When practicing traditional sports and games with young people, the main focus should be on the ludic aspect of sports.

2.2. Practising ETSG in and out of school in the project countries

The interest in this kind of sports and the practice of them is decreasing a lot in the 21st century. That happens mainly because of the activities related to ICT that today’s young people have permanent access to. Furthermore, traditional games were played in little villages that are constantly being depopulated.

In Portuguese society, they are usually practiced on special occasions or situations, like meetings of old people or traditional little village parties.

ETSG are practiced in Bulgaria, although the introduction of new technologies has taken much of children’s attention away from traditional sports and games. This is one of the main challenges that we are facing and purposeful measures must be taken because a large part of a country’s cultural wealth is hidden in its traditional games.

Traditional sports and games were mainly practiced on the street 20-30 years ago. Unfortunately, children who grew up in the 90s were the last generation to experience this type of active childhood. A number of traditional outdoor games were practiced from morning until night by large groups of children. Certainly, they play an important role in enriching and strengthening the sense of national identity of the individual. Nowadays, traditional games are practiced mostly in P.E. (physical education) and sport classes.

In Portugal's schools ETSG is part of the curriculum, but the games are mostly practiced by the little children in their primary education.

TSGs are popular in Latvia, creating a rich range of emotions in young people - joy and excitement about victory, success, achievement, friends, schoolmates, sorrow and tears about failures, losses, and injuries.

Pupils study TSGs at school, and learn basic skills and elements of team sports - football, basketball, volleyball, floorball, handball, badminton, Frisbee, and individual sports - athletics, skiing and orienteering, which give students the opportunity to diversify their daily activities.

Sports schools education programs offer acquisition of skills in-depth, develop general and special physical characteristics, as well as athletics disciplines.

In recent years, orienteering clubs have been particularly popular in the country, offering young people activities in nature- regular, planned, methodical running, skiing, orienteering classes that develop not only physical characteristics, but also critical and strategic thinking. Children and adolescents practice TSG both during their sports lessons at school and during their leisure time outside of school and home. The role of sport and movement games is essential, despite today's popularity of computer games and on-screen activities. At least during sports training, children are separated from the screens and focused on real life, physical activity, interaction with peers and coach, and feel the beneficial effect of games.

2.3. Teenagers' willingness to practice ETSG

Young people's affection to learn and play sports and actively spend their free time is related to their personal motivation and interests, as well as possible addiction to IT smart devices. A small proportion of adolescents are deterred from taking part in sport by fear of the new, the unknown, accepting a challenge, friends, attitudes, failures.

In most cases, teenagers enjoy practicing these games and sports. Traditional games are a lot of fun and can be very useful for skill development. In addition to that, they can create an intergenerational relationship (e.g. grandmother- grandson relationship).

However, there are examples of teenagers who do not practice their country's traditional games. The main reason is that they simply do not know them. Here comes the role of parents, grandparents, older siblings, teachers, friends, whose job is to ignite the youngsters into traditional games. Also, to create in them love and affection for everything native. This is the only way for young people to develop as successful individuals, who are willing to lay the foundations for a progressive and prosperous nation.

Observations show that adolescents who are actively engaged in various physical activities are social, cheerful, attractive, creative, emotionally rich and healthy - their biggest benefit. To experience and to learn, they need to be physically active and their innate physical

activity is playing. Playing together means: *building relationships with peers, *learning how to use tools and space, *addressing egocentric behaviour by respecting the rules.

Among teenagers, the most popular motives for doing sports are: strengthening their health, improving physical development, interesting leisure time, physical characteristics development, contact with peers, sport achievements, mental strain reduction, and self-improvement.

It has been found that for teenagers, especially girls, it is very important that physical activities are:

- interesting,
- well organized,
- giving opportunities to meet peers, make new friends.

The most common reasons why young people don't like or they quit sports are: getting bored or having a hard time training, other interests arise. To prevent this from happening, sports classes should focus on the pleasure of playing sports. An important role in the proper organization of sports activities is played by sports teachers' understanding of the interests of young people, the level of physical fitness of young people, age-appropriate activities, ability and interests.

Adolescents have many opportunities for physical activities, both school sports and extracurricular activities, such as yoga, dancing, hiking. Interesting and varied physical activities establish positive attitude towards sport, which creates willingness to continue exercising.

2.4. ETSG as a tool for improving physical culture amongst teens

The phrase "physical culture" sounds like a slightly old-fashioned expression that resembles boring exercise for everyone in the same form and walking in a row. But it is not. It is much more.

Physical culture is what largely determines our health and quality of life, abilities and productivity, success and personal growth. It is knowledge, habits, attitudes, decisions, actions, struggles, health, and instruction. An instruction on how to use and develop yourself.

Traditional sports and games improve physical culture. Their action is similar to the practice of any sport. They are absolutely beneficial for the mental and physical development of teenagers. These games and sports bring with them a very important cultural heritage that could and should be very useful for the teens to know who they are, where they come from and where they can go to in the future. We can support this theory with a popular Bulgarian proverb saying - "Healthy mind, in a healthy body".

It is widely known that physical culture is closely related to sports education at school. Using compulsory activities in sports lessons is the way to develop not only the physical qualities of

youth, but also their cultural, critical and strategic thinking. The most popular games in our country are sports games- usually ball games. Next, after sports games, come: gymnastics, athletics and dancing.

The main thing to teach teenagers is the “*principle of fair play*”. Following this principle, physical culture among teenagers invariably leads to positive results.

2.5. Promoting ETSG to teenagers

In Bulgaria and Portugal the situation with ETSG is very similar. Unfortunately, there are no particular measures in both countries to promote traditional sports and games among young people. The only purposeful work in this direction has been done in kindergartens and schools, mainly in physical education and sports classes. The rest of the "promotion" is left to the practice of games in parks and gardens, by children who still prefer to have fun outside with their peers rather than spending time in front of the screens.

That is why the team of “Comac Sport” participates in this mission: not only to promote ETSG during the implementation period of the project, but also to continue the work of restoring the forgotten splendour of our games.

Each member of the Sport Club team will contribute to completing the main objective, namely to present traditional games in a fun and interesting way, in order to attract youngsters and urge them to become fans of TSG.

New technologies and various platforms that are well known to teenagers can be used as a good practice for the presentation of games. Thus, reducing the distance between the new and the old, will make it easier for children to accept and love the games.

The return of traditional sports and games to children's daily lives is essential for their growth. By practicing their favourite games, they will gradually obtain qualities that are important for every human being. Qualities that will help them to socialise easily and express themselves as individuals. A person who has gone through the “school” of sports can become a successful leader, an excellent team player, an organised, consistent, adaptable and sober-minded adult.

In Latvia ETSG are usually used by sports teachers and sports coaches. In 2019 in the Ministry of Education and Science gave out a sport questionnaire to teachers and coaches that they use different kinds of sport games and different forms of them. For instance, they make games easier and more interesting to play with different, sometimes unexpected regulations. Most frequently played games come from *Folk-ball*, different kinds of *Doggies* (with one or more catchers, in pairs, with one ball or with many balls, with tails, on lines, Squatting catchers, Frozen, etc.), *Day and Night*, *Chain or Fishing Net*, *Viruses*, *Snipers*, *Flags*, *The House is on Fire*, *The Third is Redundant*, *Hunters and Ducks*, *Calling up Numbers*, *Fishing rod*, *Higher than the Ground*, *The Last Pair Goes Separately*, *Fishermen*, *Potatoes*, imitations of similar sports, as well as games and relays from different sports that are customized for own sport. Students enjoy playing these adapted to nowadays games that have been passed down from generation to generation and have already become part of the cultural heritage of sport. Prevalently those were movement games, which are used in sport games and other sports. The most popular games over the years are *Folk-ball* and *Doggies* (played in different

variations). Sports teachers and coaches, players of almost every kind of sport and athletes are also playing *Folk-ball* during trainings.

An interesting way to promote ETSG activities is that students try to consolidate the knowledge they have already acquired in various subjects and creatively use them with the help of various exercises.

Physical activities should bring joy and enjoyment to children, in order to increase their willingness to participate in them. Thus, the joy gained from physical activity increases the student's likelihood of implementing a habit of being physically active throughout his/her life.

2.6. New organisational forms of sporting activity - more attractive for teens

How to increase the amount of physical activity in a child's daily life? Such a question is asked not only by sports educators, but also by parents, doctors and other specialists. This challenge could be addressed by increasing the number of lessons of the subject "Sports" or incorporating physical activity into the whole learning process. Currently, the role of educational institutions in promoting physical activity is emphasised, ensuring an environment that is appropriate and safe for the student's age and purpose. Therefore, every teacher is invited and stimulated to search for opportunities to increase the amount of physical activity in their lessons and in their school. By applying different, creative, active teaching methods, forms and means of work organisation, we can add value and make lessons more interesting, fun and relaxing.

The studying process at the school is very intensive - one after the other there are lessons with breaks of different length (mostly 5 - 10 minutes long). Pupils have to concentrate every 40 minutes to learn the content of the respective subject. Prolonged static postures lead to the development of functional disorders in students, and to the accumulation of negative emotions. Often, students start to "shuffle" on the benches after a short time, thus trying to release the overloaded muscles. It is a scientific fact that regular body movement activates & stimulates the brain and increases learning abilities. Various exercises reduce nervousness, apathy, and increase work concentration. Unfortunately, in today's society the lack of physical activity is a daily occurrence, as children spend more and more free time in a virtual environment- contacting friends or playing games.

These issues could be solved by involving teenagers as much as possible in various activities that seem interesting to them, by diversifying the types of sports activities and increasing movement activities in educational institutions:

*It is a positive practice to involve parents by organising different competitions and activities with or against their children. Adolescents could be motivated to join, if their parents support them and also participate in the activities without being shy about failure (for example: *Sports Games Day*, where parents' teams compete against children's teams, *Football Friendly Game* for mothers against sons, *Father's Day activities*, where attractive tasks are performed with children, *Family Orienteering Competitions*, family sports activities

at various events). All these initiatives give teens a challenge: to compete against an adult with a chance of winning. Therefore young people become extremely focused on whatever the task might be. It is important that the challenge is realistic - teens need to believe they can actually win, in order for them to be motivated.

- *to create physical activities rooms, some space or easy to use equipment in classrooms and corridors;

- *to include physical activities in the breaks between lessons;

- *to implement physical activity during all subject lessons, except sports lessons;

- *to create outdoor areas for climbing, throwing, running, gaming and other sectors;

- *to go on task-based hiking during the respective lessons;

- *to organize an *Adolescents Sports Night*;

- *to look for new opportunities to involve teenagers in various sports activities, thus providing an opportunity to invent new games/sports.

- *to encourage adolescents to organize activities for their peers (better knowing their shared interests).

Exchange of good practices is also very stimulating for sport teachers.

Educational institutions of the *National Network of Health Promoting Schools* organize seminars on topical public sport and health issues, giving educators the opportunity to share experiences and gain new ideas on practices in schools, including opportunities to integrate these activities into school daily work and in the learning process. Teachers can discover useful handbooks and videos with tips on how to promote modern physical activities among teenagers. One of the tips is how to use phones to promote physical activity: creating a box with an object of interest to a teenager and hiding it in the woods, park, or garden, then sending GPS coordinates to the teen's phone with a brief description of the location and hiding place. The game resembles Geocaching or hiding, only the hiding places are private and can only be found by a teenager: <https://www.youtube.com/watch?v=QLF5BZgnr0Q>

In order to make sporting activities more attractive for teens we should follow their actual interests; step aside a little from the actual organisation of sports and try to know them better, know their interests and motivations, know what kind of things they like in sports and from there - try to build new forms of sport or kinds of organisations.

A number of organisations, such as schools, sports clubs, community centres, are already intervening in this direction. They need to find more interactive methods for promoting sports and games in general, incl. via social networks, platforms and apps.

In conclusion, games and sports do not need to be modified or adjusted - they are attractive the way they are. Then, what can we do to grab young people's attention? Family

environment and teaching teenagers to play "actively" is the top priority, rather than allowing them to spend most of their time in front of the screens.

3. ETSG as a tool for social inclusion, building values, promoting cultural diversity and breaking up stereotypes

3.1. ETSG helping teenagers to overcome social isolation

With today's speed of life, obsessed with new technologies, children increasingly prefer to spend their time locked inside their rooms with a phone or a tablet in hand. This implies that, as they are growing up, young people could experience a certain difficulty in communicating and socialising. That will inevitably affect their personal and professional development. The practice of traditional sports and games is an extremely appropriate measure that can strengthen social inclusion and overcome modern stereotypes, which states that young people have communication difficulties. We all know that the richness of traditional sports and games lies mostly in the fact that they are fun and exciting. Traditional sports and games encourage teenagers to develop many useful qualities such as: building their personal values, which can teach them what is good and bad; help them accept losses, and win without hurting someone else's feelings.

Through traditional sports and games, young people acquire important life skills such as: quick thinking and reaction, development of logic and orientation, improvement of physical culture, making friends/relationships, etc.

Normally, traditional sports are team games. Therefore, they promote group work and improve the interaction and communication between the participants. They are games that all can practise and their main goal is everyone's fun and happiness. So, when playing TSG the competitive side of sports can be pulled away and everyone is "invited" to join and be part of the game.

These games can also improve the relations between "young" and "old", closing the generational gap. They are mostly played outside, require many people, and are time-consuming – a very good way of help teenagers overcome social isolation.

Sport has long been seen as an effective way of reducing social exclusion and promoting social inclusion. It is a particularly effective way of working with children and young people even at risk.

Participation in sports activities can significantly change the behaviour of a young person, it provides a friendly learning environment in which important life skills can be acquired. Skilful use of sport activities is an important tool for promoting social inclusion.

As the field of ETSG is wide, it is not always easy to understand which activities, in which situations and for what purposes to use. Many consider sports activities are traditional sports such as football, basketball, volleyball. But it must be remembered that the world of sports is significantly complemented by such diverse activities as, for example, hockey,

fencing, bowling, surfing, darts, horseback riding, etc. The world of sports is much bigger than we imagine, including a lot of different sports and games. It goes beyond and beyond well-known sports such as football or basketball.

ETSG include both physical and mental dimensions. Seeing sport as a tool for social inclusion opens the door to an exciting world of new methods with enormous creative potential. The skilled involvement of a teenager in sports can break his or her social isolation. Sports and games provide teens with a set of activities in which they can spend time with peers, where they can stay with friends and where they can get new ones. In this case, sports can be like an icebreaker- a safe way to communicate with peers.

Also, participating in ETSG, a young person can afford to experiment and test more limits of his or her abilities and skills. It promotes self-esteem, gives the opportunity to share experiences, which in turn helps to create a common platform for cooperation with peers. That gives the impression that they are indeed part of a group.

3.2. ETSG as a tool for building fundamental values

Traditional sports and games could be extremely useful in building fundamental values in youngsters. Gradually, in the form of a game, young people practicing traditional sports and games could "gain" invaluable qualities that will build them as good individuals.

The fundamental truth in life is that victory is not the most important thing, but the participation in the game is. We should do everything with pleasure and enjoy the moment. Everything is much sweeter when shared with other people. There is nothing more enjoyable than cooperating and helping other human beings. These were just a small part of all the positives that teenagers can derive from sports and games.

A sports lesson is very important for building the fundamental values of young people. A modern sports lesson must be educational, it must stimulate students' independent work both at school and at home, so students must acquire knowledge and understanding of a healthy lifestyle and the need to take care of their health, physical development and safety. In sports lessons, using a variety of teaching methods, forms of work organization and a variety of exercises, students are provided with knowledge and skills.

At school it is important to maintain the learner's motivation, enthusiasm and interest in physical activities by offering a sufficiently diverse curriculum. There has also been a change in objectives in the evaluation. Assessment should focus on the positive, stimulating, motivating students to improve their movement skills, using the body's energy resources economically and thus promoting individual physical fitness.

3.3. ETSG as a tool for improving communication amongst teens and breaking up stereotypes

In order to be able to participate in traditional sports and games, it is imperative that you are able to communicate with others and have people skills. So, the development of communication skills is one of the main qualities that are positively influenced in the practice of traditional sports and games. In order to play successfully, you are in constant contact with athletes around you. Gradually, you are becoming better and better in communicating with them. Also, everyone relaxes, gets rid of all their anxiety and manages to show their true colours, which facilitates the communication process. If you want to know what kind of people they are, well, why don't you play a game with them?

Games are played for fun, they bring happiness and wellbeing and put aside the competition. Everyone can participate with no restrictions, improve the communications between people and break the stereotypes because all are welcome: gender, colour, religion, age, etc. are not important.

We believe that sport is one of the most important things in young people's lives. It can be a way to spend their free time, but it can also be a way to change their life. Sport is also an effective mean of solidarity, of discovering cultural diversity, of inclusion, of promoting cultural awareness, breaking up stereotypes. In addition, sport is also a great way to build bridges between different social groups, thus promoting better mutual understanding and communication.

In addition to the above, there are two more benefits from sport. First, teens should exercise for health. Second, involvement in a sport is necessary for the child to develop communication skills. Being in a team where people engage in sports activities, a person needs to communicate much more often. Not speaking is directly related to loss, so even without noticing it, a person's communication skills will improve.

The positive elements that benefit young people from participating in sports activities are wide-ranging. However, teenagers with their attitude can turn their backs on these activities. There are barriers that can hinder the participation of teenagers in sports activities or can negatively affect their view of sport in general.

ETSG provide a safe environment in which adolescents can learn to get rid of various unwanted emotions, such as aggression, prolonged anger, denial and so on. It is an environment where they can learn better self-control and self-discipline.

Sport encourages to play, while playing encourages experimentation.

Sport enables adolescents to stand out and succeed outside the formal education system. Such self-strengthening and self-recognition can be extremely valuable, especially for those

who have had limited success in their lives. Sports and games provide valuable insights for children and young people about loss- it is difficult to always succeed. Children and young people need to know what can be learned from harm and how it can be used to improve and develop their future.

3.4. The future of ETSG based on the interest of young people

In Bulgaria, we hope that traditional sports and games will have a future amongst teenagers. Everything depends on us. Certainly, such wonderful initiatives, as this project, are only in support of preserving and promoting. We very much hope that this is just the beginning. We believe that our actions will be sustainable over time and will encourage many other organisations to take action into commemorate this part of our cultural heritage. The whole team of SC "Comac Sport" works with the confidence that the path we have taken is the right one and after the completion of this project, it will take us to a large, community playground full of children who are playing hide and seek, chase, jumping on rubber bands and are happy about life.

In our opinion in Portugal the traditional sports and games should have a future but unfortunately, if the things don't change, that future is not bright. We need to bring again the teens to the outside, to the sports practice and mostly to the fun non-competitive sports; it is very important to compete against the technologies and motivate the teens to practise Traditional sports and games.

The Latvian team believes that *the sport project* will promote an active and healthy lifestyle through physical activity and sports.

Sharing experiences between project partner organizations to use ETSG will provide innovative solutions for organizations to become more modern and offer fresh insights and solutions to promote physical activity in the future.

The value of the project will definitely be that the gained experience will encourage teenagers to focus more and more purposefully on sports activities, will encourage the search for new and non-traditional leisure opportunities, while promoting and offering to use the opportunities available in their schools and regions.

Each of the project member organisations has its own experience, which is likely to be a new benefit for the partners. Our cross-border partnership will provide a multilateral exchange of information, good practices, ideas and methods related to the implementation of innovative formal and informal organized and club forms of sport and physical education in and out of school, including European traditional sports and games. Extracurricular activities are fun and interesting things no matter where- in or outside of school. They let young people pursue an interest or a passion, meet like-minded people, or develop new skills and abilities.

3.5. Examples for ETSG as a tool for social inclusion, breaking up stereotypes, building values

Traditional sports and games can be played by anyone regardless of their gender, race, religion, social status. On the playground or on the pitch, everyone is equal, everyone is a child, and everyone needs to be happy.

For example, in Bulgaria when a “folk ball” is played, children are divided into teams. This allows the children to have a sense of team spirit. You have a captain and other players. The captain, develops leadership qualities and a sense of responsibility, while other players learn to follow instructions that will lead them to victory. During the game many physical qualities are developed such as endurance, coordination, speed, accuracy and precision.

In Latvia in cooperation with youth and sports organizations, the social project *‘I know, you can do it!’* was implemented, the aim of which was to promote an active and healthy lifestyle, as well as to discourage young people from using risky behaviours and addictions.

This national level social project was a good example of solving social and psychological problems of teenagers within which everyone was given the opportunity to challenge themselves and their friends to various sports activities, competitions. The project activities ended with super finals in street basketball, floorball, football tournaments, street dance competitions and activities in a skate parks, street gymnastics disciplines and many other challenges offered in parallel by the traditional *Ghetto Games* for young people. A total of 160 events were held throughout Latvia during the *Ghetto Games* season. Throughout the summer, larger and smaller *Ghetto Games* away tournaments took place in Latvian cities.

3.6. Linkage between sport and culture

The game and the sports are a universal phenomenon present in all societies, civilizations and times. The act of playing exists ever since the dawn of humanity. Because of that, the sports, and principally, the Traditional sports and games, carry with them a very important cultural heritage that reflects and can characterize an era, a region, a country, a community, a village or even a society.

From the playful practices and rituals of the first men (fighting, throwing, jumping, running), most of the traditional games are still practiced or known today.

For a long time, the exercise of bodily activities was considered useful for the health of the body and mind and a source of pleasure for the participants.

There’s always a strong link between sport activities and culture.

Traditional sports and games largely reflect the specifics of the society in which these sports and games are practiced. So, the sports-cultural heritage connection is certainly irrevocable.

Preserving our cultural heritage through the revival of European traditional sports and games is one of the main ambitions of our project proposal. In order to cultivate a sense of national belonging in a young person, they must first fall in love with the traditions and customs of the country. The individual must have something to be proud of. They need to realise that they are a descendants of a nation with a history and a strong past. There isn't another effective way than the game, through which a young child can develop interest for their heritage. Thus imperceptibly having fun, they will get acquainted with their cultural wealth, preserve and spread it.

Of course, sports and games are just some of the ways to preserve the traditions kept over the centuries. This is the foundation on which every child should stand.

Young people generally are often portrayed as being full of ambitions and hopes for the world and, therefore, important drivers of cultural change. Sport is a universal element in all cultures and provide young people with opportunities for social interaction through which they can develop the knowledge, skills and attitudes necessary for their full participation in civil society.

3.7. Sport as a tool for promoting positive changes in culture

Society forms, influences and preserves culture. We all know that sport is an excellent society builder. Sport is extremely accessible and wide-ranging, so that every person, at a certain period in their life, has played sports, thus sport has contributed to the formation and preservation of national culture and traditions. The changes in culture, influenced by sports, are for the most part positive, as sports as they are bearers of good practice.

There are millions of people interested in sports in many ways: practitioners, managers, fans, television viewers, bettors, etc. As we know, sport is popular particularly with young people. Statistics show that more than 60% of young people participate regularly (at least once a week) in sporting activities in the EU. Sports provide young people with opportunities for social interaction through which they can develop the knowledge, skills and attitudes necessary for their full participation in civil society, Sport has a significant form of social activity, sports affect the educational system, the economy, and the values of the citizens. Especially, in the present time, the social impact and significance of sports is massive.

Children and adolescents are introduced to the culture also through sports activities. Many of the games known in Slovenia are of its cultural heritage, originate from pagan mourning rituals, some from religious ceremonies, some are transmitted from foreign backgrounds, some date back to the Middle Ages, and most are of recent origin. Even traditional sports games are a rich treasure trove of the folk tradition of our grandparents. At the same time, adolescents learn songs, dances, subtractions, learn about different customs, even types of clothing - national costumes, etc. The motion games that used to be played are very simple, but still fun and interesting. We do not need expensive gadgets from the store to play with

them, but we can use only the materials found in nature and some everyday gadgets. Also, there is no need for special spaces, since most games can be played almost anywhere.

3.8. Sport as a tool for building our community

Humans are social beings and can only survive if we are part of a community in which we share and develop our potential. It doesn't matter if the community's main focus is sport or something else. It is vital for us, as individuals, to be inspired by people who share our interests, dreams and desires. Sport as a movement has the magical property to attract and create communities that can take care of both physical and mental health. The structures, united through sports, are extremely stable and important for building a healthy society.

By bringing people together, sport plays an important role in societies as it builds solidarity and reminds us of the importance of being connected to a community.

In the long-term public health improvement plan "*Be Healthy! Latvian Health Platform 2015 - 2065*" main directions of action are aimed at systematic improvement of the health of each individual population and society as a whole.

In 2013, within the framework of the *Healthy Cities Program* was established the *National Network of Healthy Municipalities in Latvia*. In last years, 96% of Latvian local governments joined the network in order to educate and inform policy-makers about health promotion, as well as to support local communities in organizing health promotion events.

As public awareness and attitudes play a key role in promoting physical activity, the *Programme* regularly conducts community education campaigns and other activities to promote a physically active lifestyle among adults, children and youth. For example, the campaign "*Active every day!*" in cooperation with Latvian municipalities special *Health Routes* were created, where it is possible to go for a walk while performing various age-appropriate exercises.

Annually, there are organised seminars are held on topical public health issues. During the seminar, local government representatives have the opportunity to present examples of their good practice in the field of health promotion, including physical activity. In order to facilitate the exchange of examples of good practice, experience and ideas between municipalities, an experience exchange trip to one of the municipalities is also organised every year.

3.9. Sport as a tool for building European identity and values. Promoting ETSG as cultural heritage of Europe

Sport shapes our sense of self and our sense of Europe, through a variety of remarkable cultural heritage objects that showcase the geographic and cultural diversity of Europe. Intercultural cooperation, partnership across Europe, can help to share own story about

what sport means to individual. Together it is an integral part of building our common cultural heritage- to promote cooperation, exchange of historical experience and today's good practices between educational institutions, public health and sports organizations.

European identity and values are formed on the basis of the individual traditions of the countries part of the European Union. Sport is an extremely suitable tool for creating a bond between different cultures and turning it into a single European identity.

Sport Club "Comac Sport" as a young organisation made up of mainly young people, is a supporter of innovative approaches for promoting certain aspects of human life. It would be a good idea to create an app that lists the traditional sports and games for each country, along with a brief description of the rules. This way, children from any European country could have access to the games of their peers from other European countries. Such an initiative would give children a multicultural option for fun and entertainment.

Another excellent proposal is coming from Slovenia. Today, young people are extremely involved in the world of technology and social networks, so we think that the best promotion of these games would be through fun, challenging activities (such as how to overcome the chains in the shortest time or in the most innovative way, for example, what tricks to win in a cock fight, how to pull a rope to beat the opposing team, etc.) This would encourage young people to participate and give them the opportunity to learn about any traditional sports game that they may not have known before.

It would also make sense to create a brochure, a manual that would gather some traditional games not only from Slovenia, but from all participating partner countries. This could be distributed to sports educators who, in the context of free content, would offer familiarisation and participation in traditional sports games.

Agrupamento de Escolas de Barcelos believes that a good way to promote the European Traditional sports and games could be the creation of an online portfolio of all traditional European sports and games, divided by country and chronological age, with explanation of the game, rules, necessary material and demonstrative video.

KEY FINDINGS

- ✓ Adolescents are aware of the positive effects of physical activity on health, but often lack of motivation prevents them from doing sports. It is considered to be the main obstacle to young people engaging in physical activity. Those who rarely or never do sports most often mention laziness, lack of time or the fact that there are no peers to do sports with. Other reasons are lack of information about sports opportunities or the fact that there are no opportunities to engage in the desired sport in the vicinity of their place of residence. Relatively less often, young people have indicated health problems as a reason not to practise sports.
- ✓ Most school-aged young people attend sports classes. One of the most popular excuses for not doing so is that pupils consider them boring. At the same time, adolescents believe that doing sports improves well-being and provides positive emotions. With a view to the above, ETSG have a great potential to stimulate youth to be physically active by making them play interesting games – accessible to everyone and not requiring expensive sport infrastructure.
- ✓ During childhood and adolescence, a variety of skills and knowledge is developed, including physical activity habits that persist throughout life. In addition to the beneficial effects of physical activity on a child's health, the interrelation between physically active lifestyle and academic achievement has also been demonstrated. At the same time, there is a tendency for children to become increasingly sedentary on a daily basis, spending excessive time at electronic devices such as computers, tablets or smartphones.
- ✓ Through traditional sports and games, young people acquire important life skills such as: quick thinking and reaction, development of logic and orientation, improvement of physical culture, making friends/relationships, etc. ETSG promote group work and improve the interaction and communication between the participants, the main goal being everyone's fun and happiness. So, when playing TSG the competitive side of sports can be pulled away and everyone is "invited" to join and be part of the game.
- ✓ In today's digitalized society, a good way to promote the ETSG could be the creation of an online portfolio of all traditional European sports and games, divided by country and suitable age for playing, with explanation of the game, rules, necessary materials and demonstrative videos. Thus, adolescents from any Member State country would have access to the games of their peers from other European countries. Such an initiative would give children a multicultural option for fun and entertainment.

CHAPTER II: TRADITIONAL SPORTS IN THE 4 PROJECT COUNTRIES.

Chapter II of the Handbook is dedicated to 4 traditional sports – football, volleyball, basketball and tennis, and their development in Slovenia, Latvia, Portugal and Bulgaria, respectively. The project partners have selected these sports because of their popularity among adolescents – on national, European and global scale. According to Total Sportek (<https://www.totalsportek.com/popular-sports/>), they are among the top 10 most popular sports in the world: Football is ranked 1st; Basketball – 2nd; Tennis – 4th; and Volleyball – 10th in the “25 World’s Most Popular Sports” Ranking. This ranking has been conducted using the following 13 criteria: 1. Global base & audience; 2. TV Viewership numbers; 3. Number of Professional leagues around the world; 4. TV rights deals; 5. Endorsement & Sponsorship deals; 6. Average athlete salary in top league; 7. Biggest competition & (number of countries represented); 8. Social media presence; 9. Prominence in sports headlines on media outlets (websites, TV); 10. Relevancy through the year; 11. Regional dominance; 12. Gender equality; and 13. Accessible to general public worldwide.

For each sport, the paper provides a short historical review, information about its evolution and organizational structure in the respective country, its contribution to key skills development and good values formation, and about new games, based on elements of other traditional sports. Being so popular among young people, these 4 sports could serve as an excellent departure point for creating education-through-sport exercises suitable for both formal and non-formal forms of education. Thus, important transversal skills can be formed and improved in adolescents, such as: Communication Skills; Decisive Action; Teamwork; Time Management; Build Self-Esteem and a Sense of Community.

Through sport, young people can break up stereotypes, gain confidence and self-confidence, improve their social integration, and overcome prejudices by opening up to the different. The great potential of sport for social inclusion is highlighted also by the European Parliament, including civic awareness and understanding of democracy, health promotion, access to the labour market, employment, qualifications and education.

Large-scale events, celebrating the European Week of Sport, can reach a great number of adolescents, in order to make them realize how beneficial sport is for their personal and educational development. In this regard, Chapter II of the Handbook draws the reader’s attention to some good practices and examples from Bulgaria, Slovenia, Latvia and Portugal.

FOOTBALL

A TRADITIONAL SPORT IN SLOVENIA

1) History

The history of the football game dates back to the third millennium BC. This game became extremely popular between 221 BC and 618 AD, but was later forgotten. In the Middle Ages and the beginning of the new century, games were known in England and France, with the aim of running and fighting for the ball (a ball formed from different materials). According to a book by Antonio Skain from the time of the Italian Renaissance, football was played in Florence with the participation of the entire population, with a slightly smaller and lighter ball. The number of players varied, from 20 to 40 on each side. They were divided into four lines and each had its own name, according to the basic task in the game. Most likely, today's football evolved from games played at that time in England, which developed separately and independently of those in France and Italy. The football game, as we know it today, was formed in 1863. In that year, the basic rules of the game that are still valid today were adopted. Despite the officially adopted rules, some did not follow them for a long time after that and did not simplify them until 1877.



The most important changes to the rules of the game were:



- reduction of the number of players to 11 (1879);
- changes in the size of the playground and the ban on playing with hand (1871);

- one player allowed to play with his hand; the birth of the goalkeeper (1872);
- the entry of England to FIFA, English rules had to be adopted by other members (1906);
- change of the offside rule (1925).

Football was one of the sports, chosen to strengthen the body, test the courage and develop self-discipline. This was a crucial moment, as in such an environment it was possible to introduce innovations and improvements into football. The rules were still relatively free and simple, as there was no standardized, organized form of play yet. Each school developed its own adaptations, so they differed greatly from each other. The innovations depended mainly on the playground available. If, for example, there was a paved school playground surrounded by a wall, there was no room for old street football with a lot of shoving. Each school had its own form of play, depending on the circumstances and abilities. The London schools Charterhouse and Westminster limited the game to smaller yards and were in favor of a game with a lot of dribbling. Cheltenham and Rugby, on the other hand, used open fields to play and developed a style with a lot of shoving, similar to early street football.



The change in the rule of offside had a decisive influence on the development of tactics. The spatial distribution of players changed, that is, the transition from a system of 5 players in a line to a WM-system. In 1904, the world football organization FIFA was founded in Paris, and in 1954 the European organization UEFA. After 26 years of existence, the International Football Organization organized the first World Cup in Uruguay in 1930.

1.1) Slovenian History

A little after that, football also came to Slovenia. On one side from Vienna, the capital of the then Austro-Hungarian monarchy, which Slovenia was a part of at the time, and on the other from Prague, with which we had good cultural ties.

Great credit for the development of football goes to Eng. Stanko Bloudek, who brought to Ljubljana the first football boots, a ball and equipped the Hermes team with jerseys. In 1911, as a counterweight to the formation of German clubs in Maribor, Celje and Ptuj, the Slovenes founded the first football club Ilirija with the publicist and writer dr. Ivan Lah as the president. Special credit for the development of football also goes to Eugene Bette, the later president of Ilirija. After the establishment of the independent Slovenian state, the Football Association of Slovenia became independent and was accepted as an equal member of FIFA on 3 July 1992, and on 17 June 1993 of UEFA "(Elsner, 2006, pp. 23–25). Football has been very rough, violent and disorganized over the centuries. Changes did not occur until the early 19th century, when school football became a custom, especially in public schools. English public schools and universities combined sport with moral education to train future leaders

of the national economy, government and military services for the responsibilities that lay ahead.

In 1910, students from all Ljubljana high schools founded a student club, called Hermes. Ljubljana was followed by other cities (Maribor, Gorica, Jesenice). A year later, the first real football club – Ilirija, was founded. This has greatly accelerated the development of football in Slovenia. Ilirija arranged the pitch but had no players. So they teamed up with the Hermes student club. Before the First World War, in addition to Illyria, only one serious membership club was established: Slovan. Football activities quieted down during the First World War and continued after the collapse of the Austro-Hungarian monarchy.

After World War I, many clubs were formed. Primorje, who had to emigrate from places, occupied by Italy, founded the Primorje club in Ljubljana in 1920, which was later a serious rival of Ilirija. Clubs (Maribor, Celje, ...) also started to appear in other larger places. In 1920, the Ljubljana Football Association (LNP) was established, which was part of the central Yugoslav Football association, based in Zagreb. LNP was the predecessor of the Slovenian Football Association(NZS). In 1936, SK Ljubljana was founded, which was the first football club to play in the central league.

After World War II, the real Football Association of Slovenia was founded in 1948, but Yugoslavia abolished it after only 4 years of existence. Football professionalism emerges. Around 1960, NK Olimpija became a prominent team. It was the best Slovenian football club of that time. Like NK Maribor, they played in the 1st Yugoslav league. The following Slovenian clubs played in the second league: Mercator, Mura, Slovan and Rudar Velenje.

Until around 1980, the Slovenian national team practically did not exist. Until then, the best Slovenian footballers had played with the Yugoslav national team and there were very few of them as they were not very appreciated. Then Brane Oblak, Marko Elsner and Srečko Katanec stepped on the stage and showed that Slovenians also know how to play football.

In the summer of 1991, the most important event took place; Slovenia left Yugoslavia. This was a turning point in football as well. Four days after Slovenia's independence, the



Slovenian Football Association also severed all ties with the Football Association of Yugoslavia. In the same year, the Slovenian Football League started. At that time, Slovenia started an independent national team with it's first selector, Bojan Prašnikar. He was later succeeded by Srečko Katanec. He had 2 visible results with the national team: qualifying for the European Championships in 2000 and the World Championships in 2002. Slovenia only managed to qualify for the WC once again in 2010, in the additional

qualifications against Russia.

2) Development of key skills

For many individuals around the world, football is a game with which they can successfully release daily stress as a result of today's lifestyle. By changing the rules, dimensions and base of the pitch, the number of participants and other elements of the football game, people also invented several versions of the game. Futsal (indoor football), beach football, street football, etc. are quite popular. Individuals can therefore participate in football at various levels, which is a great advantage from a financial point of view, but it has also reflected in playing football in economically less developed countries. When we talk about football from the point of view of coaching, it is very important to be aware that in countries such as Slovenia, where due to the smaller population there is a smaller number of football players, it is necessary to work methodically with individuals who decide to play football. This is the only way we are and will continue to be competitive with clubs and national teams of many nations around the world. A good promotion of football are big competitions and adequate media coverage of them. In the period when they are taking place, we can see an increased enrollment in football schools. One of the important elements and the first steps towards enrolling children in football clubs is also the ability of football coaches and other people in football to inspire children and present the advantages of this collective game to parents. Therefore, the education and pedagogical skills of the coach are important, as his task is, in addition to improving motor (movement) skills, techniques and tactics in the further work in the younger selections, to a large extent also steering children to develop healthy personalities. Football has an important role among all of the sports games. The interest of children and adults in it is often limitless. Time and time again, especially at big events, millions of people are interested in football, gathered in stadiums or at the television. This popularity carries with it all the positive, but unfortunately also negative phenomena. So it is highly important, especially for the youth, what the football event is like. Not only in terms of the quality of the game, but also in terms of the interrelationships of the players in the game, the way of judging, the behavior of the spectators and more. Only a football event at a decent level can be an important means of education in a positive sense. Otherwise, it destroys the reputation of sports and especially football, as it can inflame club passions, spoil mutual relations - in short, it negatively affects upbringing and does not reveal to a young person the nobility and true value of sports and football.



Football also has a positive effect on many motor skills. Given that each match lasts 90 minutes and that players run more than 10 km within the match, it is of course clear that the cardiovascular system is very busy and that a football match requires good preparation in



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terms of endurance. In addition to many miles, modern football also requires ever-increasing running speeds, which is reflected in the speed of individuals and at the same time in the amount and repetitions of these maximum runs. Football is also a sport that, due to the constant contact of the opponent, also requires good strength of the individual. In addition to some of the listed motor skills, the cognitive abilities of an individual are also very important. One of these is definitely game prediction, which is essential for faster and more efficient play. Many advanced technologies such as GPS, Heart rate measurer, cameras and others allow for a good analysis of football matches and monitoring the development trend of the football game. This can help us in the long-term planning of club, team and, above all, individual development.



3) Development of good values

People love to play, so it is important that football in childhood is not only a means to a better social status of individuals but above all, to meet the needs of playing, entertainment, socializing, etc. It is important that parents do not force children to play football, but try to show them those beautiful and fun moments in the game in a way that suits them. It is inappropriate if parents burden their children with their excessive ambitions and consequently negatively affect the child's interest in football or also other sports. It is necessary to be aware that the child participates in football for his own interest and not for interest of the parents. Parental encouragement of the child to play according to the rules and in the spirit of fair play is the one that ensures the appropriate resolution of certain conflicts without violence and hostility in and out of the game itself. It is also important to raise awareness in the child that victory is not always everything and that cooperation and effort are equally valued. It is also important that the child feels like a winner even when he has played fairly and tried to the best of his ability, yet not managed to defeat the opponent in the end.



Through football, children also learn other life values. One of these being that mistakes are an integral part of the game as well as life and that the process of correcting mistakes is part of their personal growth and improvement in the game itself. Through football, individuals also learn respect for fellow human beings, discipline, modesty, hard work. For many

individuals, football is a means or the way in which they can shape their personality and build their position in society.

In contact with the social environment and in interaction with others, people learn to act as social beings who can shape their personality. It is a process of socialization that makes it easier for us to integrate into society. This way, we learn to take on and perform certain tasks, form ways of speaking and communicating, thinking, feeling and evaluating. Primary socialization takes place in childhood within the family. It is then that the child learns the basic rules of society and develops his personality. The child conquers this through various learning processes: imitation, role play, identification. The emotional bonds that are established between the child and the parents are also important. Secondary socialization is characterized by integration into a more complex network of various groups and organizations outside the home environment (education system, peer or professional group). Through interaction with others, the individual learns to adapt to the accepted ways of behaving in a group and to accept the fact that social life is based on rules. (Barle et al. 2001).



The individual is influenced by all the groups he enters. Certainly sports activities have an important place in the socialization process. In sports, the educational aspect is important, taking on different roles, subordinating (informal) authority, learning social skills, teaming up and connecting with peers, which can grow into friendships. All this is important for school children (they are just learning to live in a group) and later also for adolescents (a sense of security and belonging, friendship). Playing sports also has a beneficial effect on family relationships.

According to Maslow, a person connects into different groups and enters into different interpersonal relationships. The reason for this integration is biological and social, primary and secondary in nature. An individual could reshape or break them over and over again.

With this, he satisfied his basic need - the need to socialize. This leads to the emergence of social groups for which internal cohesion is paramount. The cohesive group most often influences the individual to surpass himself in the match, instills self-confidence and supports him (Doupona and Petrovič 1996 in Feletič 2004).

In football, there are relationships between players (individuals) and teams (club or national). By joining a group, an individual acquires behavioral patterns, takes on various tasks, learns social skills and cooperation, adapts to group requirements, and takes on culture. Each player acts as part of his team and tries to defeat the opposing team. Individual - group interaction is important for the success of the group and the individual member. Interpersonal relationships within the group are also very important.

4) Evolution of the game

Football is one of the most popular sports played today, probably in large part due to the fact that special equipment or pitches are not required to play its many variants. The two elements that all sports derived from football should include are ball control and the usage of feet. Since a lot of residential areas tend not to have viable football pitches, the kids have to get creative to make their own. They use a variety of available object (bags, wooden pikes, rocks, ect.) to recreate goal posts. It is that kind of simplicity that the worldwide popularity of football can most certainly be attributed to.

Today we know many such sports, that also tend to have official competitions. When analysing them, we can detect elements from a variety of different sports, but what they all have in common is the usage of feet in certain aspects of the game.

4.1) American football

The predecessor of american football was derived from the english sport of rugby in the middle of the 19th century. Then, toward the end of the eighteen hundreds, a man by the name of Walter Camp developed the "rulebook" of the sport as it is known today. The game begins with the ever popular "kickoff". The referee performs a coin toss and then affords the winning team the choice between kicking the ball to the opponent or vice versa. The objective of the game is to use various tactics to get the ball into the opponents end zone, an action also referred to as a "touchdown".



4.2) Futsal

Futsal is a variation of football played on a smaller pitch, usually indoors. The name comes from the portuguese term futebol de salão and the spanish term Fútbol de Salón (informally Fútbol Sala) that can be translated as “indoor football”.

It is essentially a game between two teams that features five players on each side, one of whom is a goalkeeper. In contrast to other variants of football, futsal is played on a hard pitch, divided by lines. A smaller ball is used. The emphasis is on improvisation, creativity and technique as well as ball control in a smaller area.



4.3) Beach soccer

Beach soccer, also known as beach football, sand football or beasal, is a variant of association football played on a beach or some form of sand.

The game emphasises skill, agility and accuracy in shooting at the goal.

Whilst football has been played informally on beaches for many years, the introduction of beach soccer was an attempt to codify rules for the game. This was done in 1992 by the founders of Beach Soccer Worldwide, a company set up to develop the sport and responsible for the majority of its tournaments to this day. This was a major foundation for what is now known as beach soccer and what has led to the sport rapidly growing in popularity.

The irregularity of the soft-sand playing surface leads to a totally different style of play than is used in football, with a greater degree of improvisation. The compact field, much smaller than a normal football field, allows players to score from anywhere on the sand, leading to an average of sixty attempts at goal in a single game. With an average scoring rate of one goal every three or four minutes, around eleven goals are scored in total during an average game. (https://en.wikipedia.org/wiki/Beach_soccer)



4.4) Footgolf

Footgolf is a sport, in which players kick a spherical soccer ball into a cup in as few shots as possible. The name is a portmanteau of football and golf, and the game combines the two sports, being more closely related to golf. The game is played similarly to golf, with the exception that players use a soccer ball instead of a golf ball, and the ball is kicked rather than struck with a club, working toward a 50 cm-52 cm diameter by 28 cm deep "footgolf cup" usually located away from golf greens. The player who finishes the course with the fewest shots wins. Indeed, footgolf is often played on golf courses, though it may also be played on specially built grass footgolf courses. The first shot has to be played from the tee box, and bunkers, trees, water and hills must be crossed or avoided in order to reach the hole. (<https://en.wikipedia.org/wiki/Footgolf>)



4.5) Teqball

Teqball is a ball sport that is played on a curved table, combining elements of soccer and table tennis. Back and forth, the players hit a soccer ball with any part of the body except arms and hands. Teqball can be played between two players as a singles game, or between four players as a doubles game. The game is represented at an international level by the International Federation of Teqball (FITEQ). A number of world-class footballers have been attracted by the game, and after being added to the programmes for the 2021 Asian Beach



Games and the African Beach Games, the sport is now aiming for Olympic inclusion. (<https://en.wikipedia.org/wiki/Teqball>)

4.6) Speak takraw

Sepak takraw, or kick volleyball, is a sport native to Southeast Asia. Sepak takraw differs from the similar sport of footvolley in its use of a rattan ball and only allowing players to use their feet, knee, chest and head to touch the ball.

In Indonesia, Brunei, Singapore and Malaysia it is called sepak takraw. In Malaysia, it can be known as sepak raga as well. In the Philippines, the sport is also called "sepak takraw", resembling the related native sport known as sipà, while the international version is known by the borrowed terms sipà tákraw or sepak takraw. In Thailand, it is known simply as takraw. In Laos, it is kataw (Lao: "twine" and "kick"). In Myanmar, it is known as chin lone, and is considered more of an art as there is often no opposing team, and the point is to keep the ball aloft gracefully and interestingly. (https://en.wikipedia.org/wiki/Sepak_takraw)



4.7) Footvolley

Footvolley was created by Octavio de Moraes in 1965 in Brazil. Footvolley combines field rules that are based on those of beach volleyball with ball-touch rules taken from association football. Essentially footvolley is beach volleyball except players are not allowed to use their hands and a football replaces the volleyball. (<https://en.wikipedia.org/wiki/Footvolley>)



4.8) Bossaball

Bossaball is a team sport that originated in Spain and was conceptualised by Belgian Filip Eyckmans in 2005. Bossaball is a ball game between two teams, combining elements of volleyball, football and gymnastics with music into a sport. It is played on an inflatable court featuring a trampoline on each side of the net.[2] The trampolines allow the players to bounce high enough to spike the ball over the net and score direct points.

The word "bossa", which is sometimes translated as style, flair or attitude in Brazilian Portuguese, is commonly associated with Bossa Nova, a samba-influenced type of Brazilian music. The name Bossaball, therefore, expresses the aim to combine sports, music and positive vibrations. (<https://en.wikipedia.org/wiki/Bossaball>)



VOLLEYBALL A TRADITIONAL SPORT IN LATVIA

‘Volleyball is played by hand but won with the head’- all people involved in sport definitely agree with that quote.

Volleyball is necessary for a beautiful and comprehensive life.

To succeed in this sport, you need to learn many of the elements that make up volleyball.

Packed with thrills, bumps, sets and spikes, volleyball is a brilliant spectator sport – but it’s even better when you get stuck in yourself.

This high-speed game requires athleticism, endurance and power. People who play volleyball are also more versatile in everyday life.

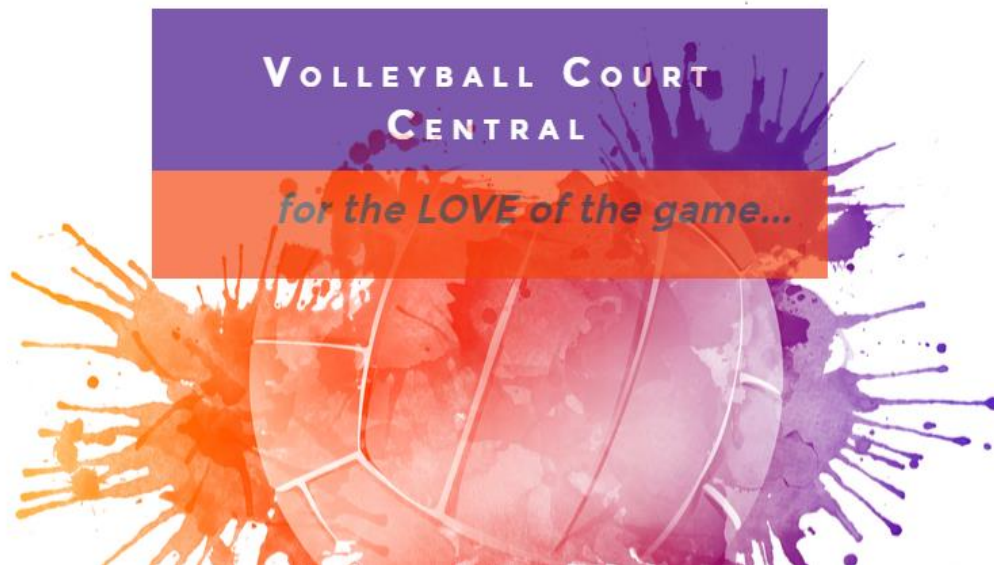
In addition, volleyball is never a draw. Although the games may take a long time, the winner is determined in each game.

To understand the essence of this sport, there is a little insight into its past and development.

Short history – how and where?

More detailed information:

<http://www.volleyball-court-central.com/history-of-volleyball.html#sthash.dF1CYT6l.EzZNi90P.dpbs>



It was on February 9, 1895, when William Morgan, the head of physical education at the Young Men's Christian Association. The association was a worldwide organization for a healthy and moral lifestyle. William Morgan ordered his students to play for the first time a game where a flying ball had to be crossed over a two-meter-high net. Originally a cross between tennis and handball, the game has now become one of the world's most popular team games.

Originally, this game is called Mintoneti - a game designed for spending time, which is desirable to play indoors. Volleyball borrows several elements of the game from tennis and handball, which were popular team games at that time. Anyway, it was difficult to gain recognition in the beginning, because basketball, invented four years ago, has already begun to gain popularity.

The first rules of volleyball were developed by William Morgan himself. Initially, volleyball could be played by an unlimited number of people, whose task was to prevent the opposing team from drowning the ball on their side of the field. It must be admitted that some elements of the game, such as sinking or block, did not initially exist in volleyball, so that the game was intended for leisure and not for sporting excitement.

Over time, there have been several improvements to this game as well as derivatives.

The biggest change was in volleyball in the early 20th century, when volleyball became a popular game in several countries around the world. The game became more athletic and

the plays to the net remained much more professional. This part of the game became especially important in 1916, when a three-touch game was introduced on own side of the court.

It is believed that a specialized volleyball ball was created by the company Spolding as early as in 1896, but it is known that during the First World War about 16 thousand volleyball balls were produced, which were distributed to the US armed forces in Europe. Soldiers who took part in the World War I often used their free time to practice sports.

The first country out of the United States to borrow a game of volleyball was Canada, but in 1947 the International Volleyball Federation was founded. Two years later, in 1949, the first volleyball world championship for men took place, and in 1952, competitions of the same scale for women took place. In both world championships, the USSR national teams became the first champions, which also became one of the most titled national team teams in the history of volleyball.

In the Olympic Games, volleyball appeared much faster than in the World Championships. As early as the 1924 Summer Olympics in Paris, volleyball became part of a demonstration by a delegation of American athletes. In the sporting sense, volleyball became binding at the Olympics after the formation of the federation in 1947, but at the Olympics it was included as a full-fledged sport in 1964 at the Tokyo Games. In the first Olympics, the USSR volleyball players triumphed, while in the women, the Japanese hostesses triumphed, while in the last summer's Olympic Games in Beijing, the victories were celebrated by US and Brazilian athletes.

Today, there is also a summer version of volleyball - beach volleyball, which was first played back in 1915, but the Olympic debut for this sport was made more than 80 years ago, when beach volleyball players distributed Olympic medal sets for the first time at the Atlanta Olympics.

History of Volleyball throughout the years:

<https://www.volleyball.com/volleyball-101/history-of-volleyball/>



Today, there is also a summer version of volleyball - beach volleyball, which was first played back in 1915, but the Olympic debut for this sport was made more than 80 years ago, when beach volleyball players distributed Olympic medal sets for the first time at the Atlanta Olympics.

Beach volleyball first appeared as a stand-alone game on the beaches of Santa Monica in the 1920s, but some sources claim that volleyball was played on the beach as early as 1915 in Hawaii. At that time, the games were held according to the rules of classic volleyball between two teams, each with six people. In 1927, beach volleyball crossed the Atlantic Ocean and became a major sport on the nudist beaches of Francowville, a North-western suburb of Paris. Gradually, volleyball in the sand is also coveted by other European countries: Bulgaria, Czechoslovakia and others.



Insight in the development of Latvian volleyball

You can find detailed *historical facts about development of volleyball in Latvia* in Latvian Volleyball Federation website:

<http://volejbols.lv/>

<http://volejbols.lv/pludmales-volejbols>

Surprisingly, the first official volleyball game in Latvia was registered only in 1921 in a small Latvian town Rēzekne. Almost a hundred years have passed, but now we can call volleyball as one of the most popular sports in Latvia with ancient and rich traditions.

Beach volleyball was introduced in Latvia in the 30-s of the 20th century. After the Second World War, there was high-class volleyball in Latvia, but beach volleyball was not developed at the national level in the Union of Soviet Socialist Republics (USSR). Only in the 20th century, at the end of the 1980s, rapid development of the sport began in Latvia.

In Latvia, the first beach volleyball tournaments on the beaches of Riga Jūrmala took place in the 1930s.

Later, beach volleyball as an organized sport did not develop in Latvia and was reborn only in the mid-1980s.

The first official tournament took place in 1988 in Bulduri.

The first Latvian beach volleyball championship took place in 1991.

But already at the 2012 London Olympics, Jānis Šmēdiņš and Mārtiņš Pļaviņš won bronze medals.

Since 2014, high-level European competitions have been held in Jūrmala every year.

To be true, there is also a massive passion with beach volleyball game in Latvia. This is evidenced by the specially equipped beaches, the increase in the number of competitions and, of course, the interest of spectators and supporters.

Latvia has everything necessary for the development of beach volleyball: good sand, youth willingness to play at higher levels and increased interest of sponsors. Only good weather is lacking, because usually "volleyball time" can only be caught on a few summer days.

Beach volleyball is not only the most passionate, stylish, sexiest game in the world, but also requires a lot of work, perseverance and trust from the players.

We are proud to hold beach volleyball championships in our country.

This summer, 2020, from 15 to 20 September, the European Beach Volleyball Championship took place in Latvia, Jūrmala: <https://www.visitjurmala.lv/en/news/events/from-15-to-20-september-the-european-beach-volleyball-championship-will-take-place-in-jurmala->

It was this year's largest beach volleyball event in Europe: the best European beach volleyball players gathered together, it was also called this year's biggest and most important volleyball event in the world.

All the best men and women duos of the moment, including domestic stars, world ranking leaders, world champions and Olympic medallists were together despite the limitations of the Corona virus.



Today in Latvia there are no professional teams in either women's or men's classic volleyball.

The most important organization in Latvian volleyball is the *Latvian Volleyball Federation*.

The origins of the federation can be traced back to the LSSR Volleyball Federation, founded during the Soviet occupation (founded in 1945 as a section of the LSSR Committee on Physical Culture and Sports). Since 2013, it has been led by Atis Sausnitis.

In November 2020, the Latvian Volleyball Federation (LVF) demonstrated a new visual image, which in a versatile application should reflect the modernity and dynamism of the sport, also meeting the new requirements for the promotion of sports.

The central element of the new identity is the stylized letter "V" logo in the colours of the Latvian flag.

For beach volleyball, it will be neon green, symbolizing the excitement, attractiveness and vivid emotions of this discipline.

For youth volleyball - lilac, symbolizing the future and sporting expectations.

The new brand LVF will be implemented gradually within 3-6 months, taking into account the restrictions set by the government in the fight against Covid-19.

Representation of Latvian volleyball in art and literature

In the spring of 2019, the premiere took place for the documentary "Latvian Volleyball Legends" (director Ilze Kunga-Melgaile, Latvia).

The film reflects the history of Latvian volleyball and the situation in volleyball today.

Much of the story is dedicated to the flourishing of classic volleyball in the 20th century, in the 70s and 80s, when the most successful team Riga "Radio Technician" played.

At the centre of the film is undoubtedly the brightest period of Latvian classic volleyball - the legendary "Radio Technician" and victories in the sports system of that time, but in conversations with Latvian volleyball stars the authors have sought answers to the question - how to restore the fame of volleyball and what to do to revive the stories of volleyball legends in a new quality today.

The development of Latvian volleyball is documented in the book «Volleyball in Latvia. The roots up to the present day» (Volleyball history written by ĀZENS DAINIS, KEISELS GUNTIS, KĻAVIŅŠ ANDRIS, VIŠOCKIS JURIS)

The book tries to find the answer on the question "Why volleyball is so popular there in Latvia?"

"Volleyball was an easily accessible sport- it took so many players together and only one ball. If there was also a net, then it was already quite beautiful.

Played in parks, courtyards, on the streets, on the beach...

After lectures, students went to Mežaparks, where there were homemade squares with real nets and the fights did not subside until late at night..."

"The players had accumulated mastery and experience, as well as believed in each other. Everyone was in his place, everyone knew his responsibilities on the field and also knew that the partner would not be disappointed."

Vision for the future

Many good things have been done here in Latvia, but there will never be too much.

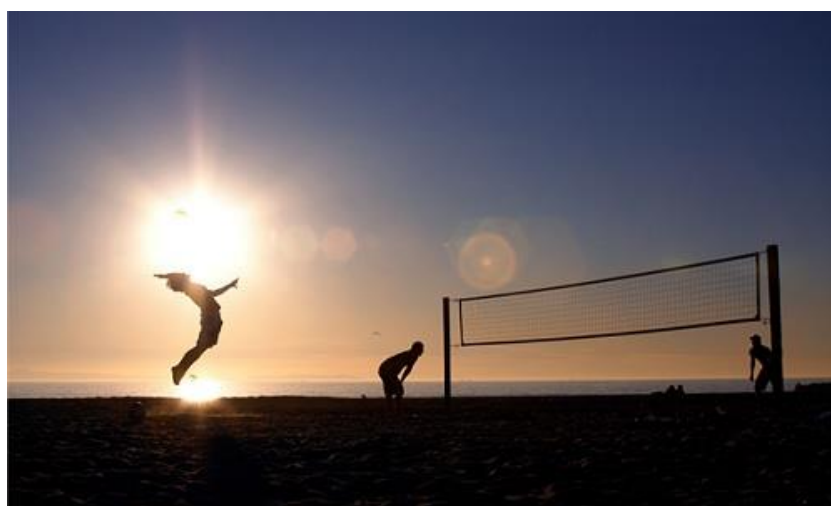
We want to strengthen our position in beach volleyball. We have young and talented adolescents, so it would be important to organize the U-21 World Championship in Latvia.

We will also dedicate a lot of work for supporting classic volleyball, because only by working systematically, it is possible to qualify for the big finals.

In the future, we want not only to strengthen the volleyball departments in more than 30 Latvian sports schools, but also to create a unified volleyball academy, where all the best and most promising volleyball players will come together.

It is important to continue the successful start of the «Lāse Cup» in volleyball among general educational schools. This year, this important tournament celebrates its 15th anniversary. There is no high level volleyball player who has not played in this tournament. We currently cover four-fifths of all educational institutions.

In addition to sport activities, local schools and also the Latvian Olympic committee are organizing various drawing and writing contests, to promote the Olympic movement and volleyball even more. For example, the lobby of the Olympic centre of Zemgale held a small drawing exhibition "My dream ball", where children were asked to create the image of their dream ball.



How can volleyball support the development of key skills?

Sports games are widely represented in physical education in general and vocational education institutions: in academic work they are basketball, volleyball, handball, football; in an extracurricular physical education, sports and leisure activities as well as. In the supplementary education system, sports games are quite widely represented: children's and youth sports schools, Olympic reserves in specialized children's and youth schools, physical fitness children's and youth clubs, various health clubs, physical education and sports activities in recreational facilities, etc.

In the future, our goal is also to motivate and support general educational schools and their sports teachers, because if a child has been engaged in sports since the first years of school, he or she will lead an active lifestyle further in his or her life.

We want to give everyone the opportunity to develop and improve their personality and key skills with volleyball.

There is no age limit and you can start trainings at any age. However, if the parents have decided to train the child in volleyball at an early age, then it must be taken into account that it will be necessary to do it in individual trainings, because in Latvia children are admitted to sports schools only from the age of eight.

One of the first things the coaches mention is that when training in volleyball, the speed of reaction and thinking is developed. "In a hundredth of a second, you have to figure out where you need to be and who you need to pass," they explain.



Practising ball skills develops good visual attention skills and hand-eye coordination skills. Throwing and catching a ball develops the students' ability to pick up the information needed to predict and plan the trajectory (path) of the ball.

Volleyball requires the player to concentrate completely on the ball. Such coordination is also useful in other sports games and physical activities related to teamwork and opponents. You need to be able to react quickly in any situation.

How does volleyball influence the formation of "good" values?

Physical activity

Playing volleyball is a healthy way to get physical activity. Regular physical activity is important for human health because it helps maintain and strengthen the heart rate and prevents the risk of various diseases. Regular games repel depression and increase feelings of happiness and well-being. Playing volleyball also increases aerobic capacity. You consume the same amount of energy playing volleyball for 20 minutes as you run a mile and a half. It is a good substitute for boredom and sedentary lifestyle for teenagers who sit at the computer or phone for hours.

Social interaction

When you play volleyball, you interact with your team - whether it's a pair of beach volleyball or the full line up in the gym. The game requires you to be able to work in your team, otherwise you will not get results. Must be able to talk and react to situations. Research concludes that players who participate in regular team sports have more pronounced skills to cooperate and lead than those who participate in individual sports. Regular social interaction with team members also increases your feelings of happiness. It helps to feel part of the team and feel part of the group in order to achieve the goal of winning together. Spending time with friends makes you feel valued and loved, which generally turns into happiness.

Like other team sports, volleyball teaches a child to work in a team.

Everyone has to be able to cooperate, not argue with each other.

You are not alone. You cannot think only of yourself all the time. It is a big task for a child. He has to be willing to cooperate and work in a team.

A passion for sports

Acting as part of a team requires some kind of knowledge to gain good mastery. You need to pay attention to what your teammates are doing so that you can work together. By playing a team game, it teaches the values of hard work and honesty.

The game teaches that defeat must also be accepted with honour and perceived as a challenge for the next game. Volleyball is a competitive and physically demanding sports game, which depends on how much you give to it.

Being part of a team also means what others think of you. It is respect and compassion from team members.

This sport requires a significant amount of gruelling physical endurance. This is confirmed by the wise and insightful volleyball quotes from professionals that live and breathe the sport:

“Volleyball is one of the most interactive games going. It is a game of intuition, imagination, improvisation - but most of all, of reciprocity - of teamwork. There is no way to free-lance in volleyball.” (Marv Dunphy)

“No volleyball play can begin without a serve, and the serve is the only technique that is totally under your control. In other endeavours, you cannot succeed without believing in yourself, and that belief is completely under your control.” (Karch Kiraly)

Read more: <https://www.wisesayings.com/volleyball-quotes/>

How can different parts (segments) of volleyball be intertwined with the elements of another traditional sport?

The European Sports weeks as the annual Olympic days welcome everyone at schools and sport centres to the volleyball tournaments being played among school children, as well as different relay competitions, incorporated by various volleyball elements, to familiarize participants with the beautiful sport of volleyball.

The motto of the day- “Pass me the ball!”

Volleyball is a physically hard sport that requires skill and endurance. But it is also an entertaining game that can be perfectly combined with leisure activities with friends. You can play volleyball indoors, in the green hall or on the beach.

Understanding how useful the elements of volleyball are in maintaining and strengthening the general health of teenagers, sets of exercise circles for sports lessons and trainings have been developed for sport teachers and coaches.

It's hard to find a physical education team that doesn't have a volleyball stage. Properly organized volleyball lessons are a great tool for the comprehensive physical development of those involved and contribute to important educational tasks. This can be explained by the great emotionality of the game, as well as the simple equipment: small area, ball and net on two stands.

The new school reform curriculum for sports and health lessons also places a strong emphasis on volleyball and the use of its elements in lessons. Volleyball is included in the high school physical education program as an independent section.

Traditionally, elements of volleyball are used in fun and entertaining relays and games.

How can this lead to the occurrence of new forms of sport games?

Volleyball can be considered the highest form of sports games included in the system of world sports competitions. Volleyball is widely represented in the Olympic Games program, as well as in professional sports. The large number of competing technical and tactical activities, their combinations and diverse manifestations in the process of competitive activity of opposing teams and individual players is an exciting sight, and it also makes volleyball a means of physical education for people of all ages.

There are a bunch of different types of volleyball games and different ways you can have fun with a net and a volleyball.

Check some of them out: [12 Different Types of Volleyball Games - Do You Know All the Variations? \(amazinggameroom.com\)](https://amazinggameroom.com/12-Different-Types-of-Volleyball-Games-Do-You-Know-All-the-Variations/)

Use these Links to navigate the games:

- [Water](#)
- [Beach](#)
- [Bossaball](#)
- [Hooverball](#)
- [Jollyball](#)
- [Newcomb](#)
- [Wallyball](#)
- [Nine Man](#)
- [Sitting](#)
- [Shooting](#)
- [Pioneerball](#)
- [Soft](#)



Some more variations:

Volley Tennis

This is a fun activity for middle schoolers who are still developing their passing skills and want to play a game with their emerging skills. In Volley Tennis they play a mini 3V3 game using a low net (tennis height) or a line of cones. The object is for each player on a side to hit the ball (3 hits) before sending it over the net to the other group's court. The ball may bounce between each hit if needed. Use a ball that has a decent bounce for this activity. Players may use passing, setting and serving skills. If they are ready, you can add the spike.

Improvised volleyball

Volleyball is a classic but always exciting activity. However, a volleyball ball and net are not always available. There is a solution to this! To play volleyball, you need a ball (a regular, inflatable beach ball is also suitable), two long branches and a brought sheet or blanket, which is tied to the branches inserted in the sand. The holidaymakers split into two teams and the game can begin! It will be exciting to play such improvised volleyball in pairs as well. Don't forget about volleyball, both water and land.

Balloonball

The second game is a substitute for classic volleyball - balloonball.

Big balloons or inflatable balls are required to play this game.

The minimum number of players is four. Each player takes turns throwing a balloon in competition with the opposing team.

The one who does not catch the flying balloon or throws it outside the field has lost.

Water balloons game

The game is very simple - the participants form a circle and throw a balloon filled with water. The balloons are fragile, so there is a high chance of getting cold water.

Hitting the target game

If you want to awaken the spirit of competition - play the game of hitting the target- an empty plastic bottle on the stick or just in the sand.

The competition requires a bottle of drinking water, a stick and a ball. The stick is inserted into the sand, a bottle of water is pinned to it and a line is drawn which must not be crossed when serving the ball.

Potato

Everyone stands in a circle, passing the ball to each other with the upper volleyball pass.

If the ball falls to the ground, the one who hits the ball goes in the middle of the circle.

The others continue to play, but the middle squats and may jump to try to catch the ball. If it happens, the catcher enters the circle and the batsman goes in the middle of the circle.

Play until one player remains out of the round. It is allowed to hit the people in the middle with the method of sinking, if it doesn't hit, then the beater goes in the middle and everyone from the middle comes and enters the circle (this is a cruel variant of the game).

Try to take it away!

Participants are placed in a circle.

Choose a player who goes in the middle of the circle.

Those in the circle start throwing a volleyball ball at each other.

The player in the middle runs in the middle tries to catch the ball or at least touch it with his hand when the ball is in the air or in the hands of the players.

If the player succeeds in doing so, he is replaced by the player who last threw the ball.

Players can leave their place in the circle if the ball rolled out of the circle. When they pick up the ball and return to the place, they continue the game.

The middle player also has the right to run out of the circle and play the ball there.

You can choose two middle players to complicate the game.

When a different style of play is desired, variations on the game can mix things up for a lot of fun. Volleyball is a fun and very active sport that takes teamwork, strength, agility, communication, reaction, and so on.

Let's play volleyball!

BASKETBALL

A TRADITIONAL SPORT IN PORTUGAL

Short history¹

Basketball was invented by James Naismith in Springfield, Massachusetts. The year was 1891, and as the story goes, Naismith was asked to come up with an indoor game that offered fewer injuries than classic American gridiron football. He came up with a 9-on-9 game that involved shooting a ball into a peach basket. Under those first rules, a single point was scored for a made basket. The first game would have a final score of 1-0. The game of basketball grew very rapidly, with college teams forming leagues within the first decade of the game's invention. Naismith himself would become a college coach for the game, joining the University of Kansas in 1898. He would amass a win/loss record of 55-60. This means James Naismith, the inventor of basketball, is also the only coach in Kansas history to have a losing record.



Basketball was introduced to the rest of the world due to efforts from the US Army and the YMCA. In 1893, the first international basketball match was organized. Members took the game to India, Japan, Persia, and China as well.

In 1895, the first recorded basketball game between two college teams was organized. The University of Minnesota faced Hamline University under 9-on-9 rules, winning the game 9-3. In 1896, the first collegiate 5-on-5 game was played between Iowa and the University of Chicago, with Chicago winning 15-12.

¹ <https://www.ballersguide.net/>

By 1898, professional leagues were forming, as were collegiate leagues. Six teams took part in the first professional basketball league, but the league was disbanded in 1904. Between then and World War I, small championships were created and some teams played for money against challengers. This includes the original Celtics basketball team.

By 1900, most major colleges were fielding a basketball team. In 1905, formal collegiate rules were introduced for basketball and in 1909, the NCAA would take over the game for good. The first NCAA DI tournament would be held in 1939.

The Formation of FIBA

In the first decades of basketball, it was growing as a sport, but had no real international organization. It took several petitions by basketball supporters to have basketball included as an Olympic demonstration sport in 1904.

That all changed on June 18, 1932 when FIBA was first formed. The work of FIBA on the international game would help to make basketball become an Olympic sport in 1936, which was won by the US National Team.

Naismith would live long enough to get to see the sport that he had invented become a recognized Olympic sport.

The Original Rules of Basketball

Just a month after inventing basketball, Naismith would publish the rules to his game. The original game is very different from the one that is played today. Even metal hoops, nets, and backboards wouldn't be included in the rules of the game until 1906. For many years, a soccer ball was even used to play the game.

There were 13 original rules to Naismith's basketball. Players were allowed to throw the ball in any direction with one or two hands. The ball could be batted in any direction as well. Players could not run with the ball, forced to throw it from the spot they caught it. Naismith made an allowance for someone to come to a stop if they were running at full speed and caught the ball.

Here are the other rules that Naismith included with his game:

- The basketball had to be held between the hands, without the arms or body holding it.
- Players could not strike, push, hold, trip, or shoulder their opponent. If they did, this would be considered a foul. Two fouls would disqualify a player until the next basket was made without substitution. An attempt to injure an opponent would disqualify that player for the whole game.
- Striking at the ball with a fist would be considered a foul.
- A team committing three consecutive fouls would have a goal counted against them.

- A goal was scored only if the ball stayed in the basket. If it bounced out, the goal was not counted.
- Umpires could throw the ball into play if no one knew who had lost it out of bounds. They were also responsible for keeping track of fouls and scoring.
- Each half was 15 minutes. The side with the most points would win the game.

Since 1900, 5-on-5 basketball has become the standard. Players used to be removed permanently from the game if they were substituted, by re-entry was allowed in 1921. Coaching was prohibited within the game until 1949.

The game of basketball has come a long way since its invention, but it still holds onto some of its roots. This is just one reason of many why this game continues to be so popular around the world.



History of Basketball in Portugal

Basketball was introduced in Portugal in 1913 by Rodolfo Horney, a physical education teacher, of Swiss nationality, who worked in Lisbon.

In Coimbra, the promotion of the Game was initiated by the secretary William Stallings, who replaced in 1917 the founder of the Christian Students Association of Coimbra, Nyron Clark, who started to exercise the same position at the ACM of Porto where he implemented the sport.

The first basketball championship that we are aware of, which took place in Portugal, was held in 1921, among the various units that were grouped in the Entrincheirado field in Lisbon and dedicated themselves with enthusiasm to the practice of the game. The initiative was

due to the Central Commission of Physical Education of the Army. The semi-finals and finals of that championship were played on June 4, 1921, in Paço d'Arcos, site of the headquarters of that Commission. In 1922, the ACE of Coimbra was responsible for organizing, for the first time, a competition that would constitute, at the regional level, the first Basketball organization in Portugal. The ACM teams from Porto, Coimbra and Lisbon were involved. Today, the existing basketball competitions in Portugal are: Liga Placard; Proliga; Apur. Liga Placard; BCL; Apuramento Proliga; CNT Poente Sor; Taça Portugal; CN2 Masculina; CN1 Masculina; Apuramento 1 Divisão.



District Competitions

In Portugal, the following District Competitions take place: AB Alentejo (10 clubs); AB Algarve (11 clubs); AB Aveiro (24 clubs); AB Braga (18 clubs); AB Bragança (4 clubs); AB Castelo Branco (9 clubs); AB Coimbra (12 clubs); AB Guarda (4 clubs); AB Ilha Terceira (6 clubs); AB Ilhas do Faial e Pico (4 clubs); AB Leiria (12 clubs); AB Lisboa (43 clubs); AB Madeira (26 clubs); AB Porto (32 clubs); AB Santa Maria (3 clubs); AB Santarém (9 clubs); AB São Miguel (12 clubs); AB Setúbal (22 clubs); AB Viana do Castelo (11 clubs); AB Vila Real (6 clubs); AB Viseu (7 clubs).





Basketball Champions of Portugal

The current basketball champion of Portugal is UD Oliveirense. The club has a total of 2 titles in its history. The champion with the most titles is SL Benfica (27 titles). The all-time title ranking includes FC Porto (12 titles); Sporting CP (8 titles); Carnide (7 titles); AD Ovarense (5 titles); Académica de coimbra (4 titles); SC Vasco da Gama (3 titles); Portugal Telecom (3 titles); Belenenses (2 titles); FC Barreirense (2 titles); CA Queluz (2 titles); SC Conimbricense (1 title); União de Lisboa (1 title); Ginásio FC (1 title) and Estrelas da Avenida (1 title).



How does basketball influence the formation of “good” values?

Value of Teamwork

You can't play basketball on your own. It's a team sport and this means you get to interact with others, both on your team and the opposing side. You will learn how to cooperate with your team and better interact with others.

Teamwork also means respect for each other

Even from the beginning, basketball included rules against harming one another. You will learn life lessons about playing competitively but still maintaining a sense of safety. You will learn how to forgive players who hurt you on the court, understanding that physical accidents are an inevitable part of the game.

Fitness and Physical Health

Basketball is one of the few big sports that involves the whole body, making it ideal for cardio exercises, like tennis. One of the most important life lessons people can pick up from basketball is to value their body and take better care of their health. Otherwise, they won't be able to play.

The sport demands strong feet, knees, and hands. Basketball players need to take care of their eyes and ears to coordinate while gaming. Achieving peak physical condition also means a lot of exercise and practice.

Patience

Patience is a virtue, as the saying goes, and basketball embodies this saying despite it being a physically active sport with a lot of fast movement. Aiming for the right shot, knowing when to pass, and mastering the ins and outs of the game all require a level of patience.

Getting good at basketball doesn't happen overnight. Gaining the skills to win also take time and patience. If you have never played basketball before, this is the right sport to learn how to wait and let time do its job as you continue to exercise and practice.

Grabbing Every Opportunity

“You will miss 100% of shots you never made.” is a popular saying in basketball. You will never know if you would have made or missed a shot if you didn't throw the ball and gave it a try. There is the fear of failure but one of basketball's life lessons is dealing with that fear to grab every opportunity that comes your way. This is important outside the court too. Life is full of ups and downs and one needs to learn to spot an opportunity when it comes by to grab and take advantage of it.

Hard Work and Determination

Getting good at basketball requires hard work. Players have to practice on a daily basis. They need to get back to their exercise routine whether they recently won or suffered a defeat. If

their team loses, they'll need to stay focused and determined to get better. Getting better demands more hard work than before. This cycle promotes improvement through practice and concentration. This translates well outside of basketball too. One needs to learn the value of hard work and determination if he/she wants to succeed. Nothing great comes out of something easy.

Pay Attention to Detail

How do you think basketball players know when to pass a ball to their teammate or when to fire a shot? When do players know where their other teammates are when everyone is moving on the court? It's all about paying attention to even the smallest detail.

A lot of people pick this up by joining the military or getting a demanding job. The youth can learn to pay attention to detail through basketball. It will help them later on in life as they remain alert and aware of their surroundings, regardless if they're working or studying.

Mental and Emotional Stability

As mentioned, basketball demands a lot of the players. Defeat is inevitable and for some, that loss is too much to bear. The amount of hard work and practice is also mentally and emotionally exhausting. Through basketball, one can learn to maintain stability in both aspects. Emotional stability is not one of the life lessons you can pick up through lecture, making basketball a great activity to learn through playing.



TENNIS

A TRADITIONAL SPORT IN BULGARIA

Short history

Tennis is a racket sport that can be played individually against a single opponent (singles) or between two teams of two players each (doubles). Tennis is an Olympic sport and is played at all levels of society and at all ages. The sport can be played by anyone who can hold a racket, including wheelchair users.



The modern game of tennis originated in Birmingham, England. Tennis is played by millions of recreational players and is also a popular worldwide spectator sport. The four Grand Slam tournaments (also referred to as the Majors) are especially popular: the Australian Open played on hard courts, the French Open played on red clay courts, Wimbledon played on grass courts, and the US Open also played on hard courts.

Historians believe that the game's ancient origin lay in 12th century northern France, where a ball was struck with the palm of the hand. Louis X of France was a keen player of "jeu de paume" ("game of the palm"), which evolved into real tennis, and became notable as the first person to construct indoor tennis courts in the modern style.

It was not until the 16th century that rackets came into use and the game began to be called "tennis", from the French term tenez, which can be translated as "hold!", "receive!" or "take!", an interjection used as a call from the server to his opponent. It was popular in England and France, although the game was only played indoors where the ball could be hit off the wall. Henry VIII of England was a big fan of this game, which is now known as real tennis. During the 18th and early 19th centuries, as real tennis declined, new racket sports emerged in England.



The invention of the first lawn mower in 1830, in Britain, is believed to have been a catalyst, for the preparation of modern-style grass courts, sporting ovals, playing fields, pitches, greens, etc. This in turn led to the codification of modern rules for many sports, including lawn tennis, most football codes, lawn bowls and others.



Brief History of Tennis in Bulgaria

1896 is considered the date of birth of tennis in Bulgaria. Then in Sofia the first tennis organization in the country was created - Sofia Tennis Club, which built the first court. In 1911 the Bulgarian Sports Club was established, tennis being the leading sport. In the following years the number of courts in Bulgaria grew and tennis began to develop not only in the capital but also in Varna, Ruse, Vidin, Burgas, Yambol, Plovdiv, Kazanlak.

The first tennis tournament was held in 1911 for the “Romero and Dosmet” Cup. State championships have been organized since 1925. A year later Bulgarian tennis players took part in the first international match against Hungary in Budapest. In 1927 the first women's tournament for the “Kora” Cup was held.



The Bulgarian Tennis Federation (BTF) was founded in 1930 by the largest clubs in the country, and the following year became a member of the International Tennis Federation. BTF began organizing state club championships in 1937, when “AS-23” defeated “Bulgarian Tennis Club” and became the country's first club champion. Since 1964 Bulgaria has participated in the Davis Cup and since 1966 in the Fed Cup. In 1977, BTF became a member of the European Tennis Association.

Currently, BTF unites 128 clubs. Every year in Bulgaria are held tournaments from the international calendar of all age groups - up to 12 years, up to 14 years, up to 16 years, up to 18 years, men and women, and veterans.

How can tennis support the development of key skills?

10 reasons why you should play tennis:

Improving Hand-Eye Coordination

That's not all, though! You can also improve your balance, agility, coordination and reaction time.

Strong Heart, Muscles and Bones

Playing any form of athletics is generally good for your health, but tennis takes the cake – compared to other sports, those who play tennis have the lowest incidence of cardiovascular disease.

Live Longer

If you just play tennis for three hours per week, your risk of heart disease drops a staggering 56%.

Get Fit!

Playing tennis is a great way to burn calories and lose some weight – one hour of play equals anywhere between 580-870 calories burned.

Problem Solving

Remember when it seemed like you'd never use geometry and physics in real life? Well, this is the opportunity to do so since tennis is a sport based on angles.

Brain Power

According to a study, kids who play tennis regularly get better grades thanks to the enhancement in the neural connections in your brain.

Stress Reducer

Tennis allows your capacity to deal with stress to increase since it includes mental, physical, emotional and social challenges



Improved Social Skills

According to another study, tennis outperforms all other sports with regard to developing positive personality characteristics

Family and Friends

There are usually tennis courts all over the place, you don't need a lot of equipment and it's an activity the whole family to participate.

Develop Teamwork and Sportsmanship

Through team play, league play and doubles play, tennis develops a player's ability to communicate and work together.

How does tennis influence the formation of "good" values?

Build self-confidence: One of the first things you learn in tennis practice is to trust yourself and your instincts. Having faith in your own judgement is a vital thing for every child to practice.

Accept responsibility: There's more to tennis than just signing up for lessons. It requires a commitment to practice, to show up for your games, and to be the best player you can be. In doing so, your child learns the importance of being accountable.

Increase problem solving skills: Sometimes you prepare a strategy for a match and it simply doesn't go the way you had planned. Dealing with adversity in a match is a great way for your child to improve their problem solving skills. Tennis teaches children to stop, reassess a situation, and apply a new strategy to win.

Learn Sportsmanship: This may be an obvious one, but learning sportsmanship is paramount to life and tennis. Your child is going to win and lose playing tennis, that's just a fact. But either way, tennis teaches your child to treat your opponent with respect and the game with honor.



Improve mental strength: Since tennis is a sport based on angles, geometry and physics, your child will have to develop a mental game to be able to compete, which will only improve mental strength off the court.

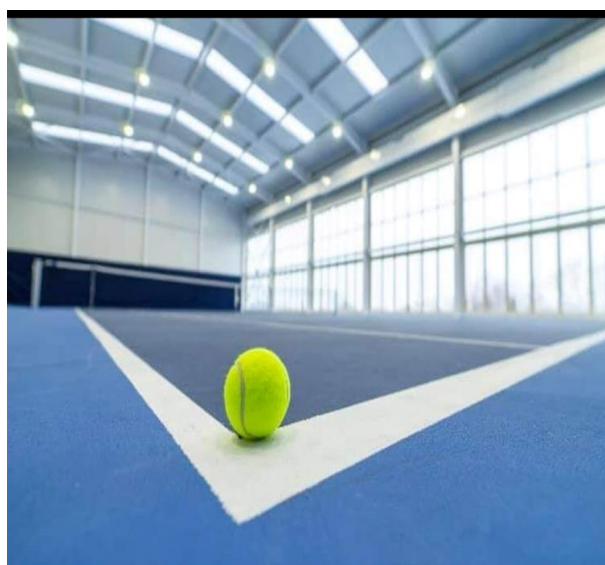
Learn dedication: To become good at tennis, your child will have to practice. And by practicing every day, your child will develop their ability to fully dedicate themselves. Such dedication will serve any child well in school and other extracurricular activities.

Improve social skills: Tennis is a sport that demands good social skills. To play tennis, your child will have to play well with others or they will find themselves constantly looking for someone to practice with and play. As we mentioned, tennis helps develop good sportsmanship qualities in your child, which will also help your child improve their social skills.

Learn strategy: When playing tennis, everyone needs a winning strategy. This lesson easily carries over to life and is especially true for children. Your child may not know his or her opponent's strengths, but your child knows his or her own best tennis shot and can play to win relying on that strength.

Practice honesty: In many junior matches, there is no umpire, which means the same children playing the match are the ones making the calls on their opponent's ball being out or in. In doing so, children learn the importance of being honest in tennis and life.

Learn a complex scoring system: Tennis is not an easy game to score. Compared to sports like basketball or baseball, it's downright complicated. By playing tennis children can learn math as they learn the ins and outs of one of the sports with the most complex scoring systems.



How can different parts (segments) of tennis be intertwined with the elements of another traditional sport? How can this lead to the occurrence (emergence) of new forms of sport games?

Beach tennis is a game combining elements of tennis and volleyball and played on a beach. Beach tennis is practiced in over 50 countries and there are more than half a million people all around the world playing it, having its greatest popularity in Italy, Brazil and Spain.

Beach tennis offers an excellent cardio workout which is highly aerobic but with low impact to the knees and joints due to its practice in the sand. Similar to traditional tennis, beach tennis preserves most of the rules and scoring of tennis (15/30/40). Modifications were made to adapt to movement around the sand court and to the faster pace of the game.

The ball cannot touch the ground. As such, the sport is played entirely with volleys. Due to this rule, beach tennis makes for a quick, intense, and exciting game. Points start with a serve and end when the ball touches the ground, forcing players to dive to reach difficult plays, similar to volleyball. As with tennis, the objective is to return the ball with only one hit so that it reaches the opposing side of the net.



The sport uses a depressurized tennis ball to make for longer rallies as it will travel more slowly through the air than a regulation tennis ball.

Beach tennis is (usually) played by two-person teams on a regulation beach volleyball court with a 5-foot-7-inch-high net.



Padel is a racquet sport. Padel is typically played in doubles on an enclosed court roughly 25% smaller than the size of a tennis court. Scoring is the same as normal tennis and the balls used are similar but with a little less pressure. The main differences are that the court has walls and the balls can be played off them in a similar way as in the game of squash and that solid, stringless bats are used. The height of the ball being served must be at or below the waist level. Padel is very popular in Spain. There is very interesting tendency – a lot of tennis courts in whole Europe are destroyed in order new padel courts to be build.



KEY FINDINGS

- ✓ **FOOTBALL:** Through football, individuals learn respect for fellow human beings, discipline, modesty, hard work. For many individuals, football is a means or the way in which they can shape their personality and build their position in society. In contact with the social environment and in interaction with others, adolescents learn to act as social beings, which makes it easier for them to integrate into society. This way, they learn to take on and perform certain tasks, work as a team, form ways of speaking and communicating, thinking, feeling and evaluating.
- ✓ **VOLLEYBALL:** It develops good visual attention skills and hand-eye coordination skills. Volleyball requires the player to concentrate completely on the ball. Such coordination is also useful in other sports games and physical activities related to teamwork and opponents. Also, the speed of reaction and thinking is developed. Playing volleyball increases aerobic capacity: you consume the same amount of energy playing volleyball for 20 minutes, as when you run a mile and a half. Volleyball stimulates regular social interaction, passion for sports, teaches hard work and honesty, increasing the players' feeling of purpose and happiness.
- ✓ **BASKETBALL:** It includes rules against harming one another, teaching adolescents life lessons about playing competitively but still maintaining a sense of safety. Basketball greatly improves fitness and overall physical health. Getting better at it demands sustained efforts and a strict daily routine. This cycle promotes improvement through practice and concentration. At the same time, it develops a number of virtues and good values, such as: patience, grabbing every opportunity, hard work and determination, paying attention to detail, and mental & emotional stability, making basketball a great education-through-sport activity.
- ✓ **TENNIS:** It improves hand-eye coordination, balance, agility, and reaction time. Playing tennis is a great way to burn calories and lose weight – one hour of play equals 580-870 calories burned. Also, it develops problem solving, enhancing the neural connections in the brain, reduces stress, improves social skills, encourages teamwork and sportsmanship, and builds one's self-confidence. Tennis teaches adolescents to accept responsibility, to fully dedicate themselves, to create and apply a winning strategy, and to practice honesty. All that would serve young people well – both in and out of school, fostering their personal and educational development.



EUROPEAN DIMENSION IN SPORT AND PHYSICAL ACTIVITY WITH ADOLESCENTS



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