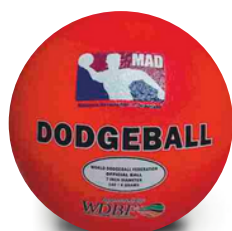




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# ***4BallGames***



**4 BALL  
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SPORT**

**BEST PRACTICES FOR GREATER INVOLVEMENT OF  
TEENAGE GIRLS IN SPORTS AND RECREATION**





## Problem analysis

There is a worldwide trend towards less total daily physical activity, especially in teenage population. Recent figures from member States of the European Union (EU) indicate that six in every 10 people above 15 years of age never or seldom exercise or play a sport and more than half never or seldom engage in other kinds of physical activity.

According to statistics, number of Teenagers who are regularly physically active sharply decline when they reach adolescence age of 14-16, and these numbers are even more extreme for the population of girls aged 14 - 16.

After successfully concluding our project, from our project experience we have came up with next guidelines and Best practices for Physical Education teacher for even greater involvement of teenage girls in sports and recreation:



## Solutions and guidelines

- Sports and activities (games) that are novel to the students tend to spark interest in participating more. Since at the beginning, everybody is a novice regarding technique and experience, students with less aptitude and desire for sports, tend to participate more readily
- Sports and activities that can be played in mixed teams (boys/girls) where "competitiveness" and enjoyment of the game is not so much influenced by player's gender tend to be perceived as "fun to play" girls, so they are more motivated to participate in those kinds of activities.
- sports whose rules are easy to learn and that do not require extensive technique to play, tend to be more appealing for girls to play as they can join play more faster and easily



Decision to introduce 4 sports (Dodgeball, Netball, Korfball, Catchball) into the 4BallGames project was very good decision because they are in sync with findings mentioned above

**Dodgeball** - excellent "warm up" game/sport where both boys and girls can play "equal" since there is no technique involved in order to play

**Netball** - sport mainly played in UK, and mainly by girls. It is novel to participants from other countries. As the "simplified" rules are not hard to learn, students were very eager to try it. Concept and rules of the game are put in a place in a such way that game result is not too much influenced by player's gender.







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**Korfball** - Again, sport mainly played in Netherlands and not too known in other parts of the Europe so novelty was very appealing to students to try to play it. Originally, it is played in mixed teams (3 boys / 3 girls) and since the rules are simple and differ for boys and girls slightly (boys can guard boys only, and girls can guard girls only) the games are "leveled" regarding gender influence to the result

**Catchball** - volleyball variation (ball is caught every time with two hands in stead of hitting it like in original volleyball) which makes it much easier to play, so the inexperienced players can start playing it without extensive practice. This is very motivating to players and they engage into playing more readily.

## Innovative aspects

As the playing "classical sports" is not the main point, but to motivate youth to move and do any cardio activity we should examine some new approaches that will lead to this goal.

Scientific studies showed that physical activity boosts concentration and memory among school students. As a part of experiment, some US schools equipped small gyms inside schools with cardio bikes and treadmills, and allowed students to do light cardio workout before classes. Results showed that students that exercised prior to tests, performed better.

To promote movement and exercise, some PE teachers allowed students to higher their grade if wanted by performing extra cardio workout at their leisure time in the school gym. This allowed students who were not into sports, to build their habit of being more active.

Gamification can be introduced to PE curriculum, so not only result sports and activities are present in the program. So for example knowledge quizzes can be mixed with movement activities. Class is divided in teams, different quiz questions are presented, and team who knows the answer, and the group leader who first then starts running to get to the cone/mark, can answer the question. If first to the mark and answered the question right... gets the point. Group leaders rotate so all students participate.

