

“Water is the driving force of all nature.” Leonardo da Vinci



RIVER QUIZ



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RIVER QUIZ

The RIVER QUIZ (RQ) is an Erasmus+ Small Sport Collaborative Project that has a main goal to promote education in and through sport with special focus on skills development by elaboration of a sustainable and exciting program based on water related sports.

Through the efforts of 5 experienced sport organizations from Romania, Bulgaria, Hungary, Croatia and Serbia RQ aims to create conditions for increasing awareness and skills of games participants.

The concept of the RIVER QUIZ project combines two fundamental things in human life: water and movement (physical activity). Sport is used as a natural transmitter of knowledge about water resources and preservation practices.

There are multilateral positive effects as a result:

- Increasing the popularity of sports
- Increasing the educational attainment
- Increasing the environmental awareness



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NONFORMAL EDUCATION

According to the Compass Manual on Human Rights (Council of Europe)

“Non-formal education refers to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum.

Non-formal education as practised by many youth organisations and groups is:

- voluntary;
- accessible to everyone (ideally);
- an organised process with educational objectives;
- participatory and learner-centred;
- about learning life skills and preparing for active citizenship;
- based on involving both individual and group learning with a collective approach;
- holistic and process-oriented;
- based on experience and action, and starts from the needs of the participants” 1

COMPASS, A Manual on Human Rights Education for Young People, Council of Europe, 2002

**Teaching Methodology for trainers, sport educators other professionals (adaptation for target group 6-11 years old)
Provided by Udruga Sport VIV, Croatia**

Childhood is a time of intense development, growth and learning process in a one's life and games are an important part of childhood.

Games can be organised, disorganised, and single, with others, with rules or without them, short or long.

Looking at it from a kinesiological view, games are important mean in the development of ones capabilities and characteristics.

Although they are regularly used in process of health and physical culture education, their usage in sports recreation is even higher.

It is important to adjust the games to the children's psychophysical development, as they tend to lack interest in simple and non-organised games as they grow up.

There is a classification of games regarding the chronological age of children: biotic games, pretending games, games with simple rules and games with complex rules.

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Part of every game is body exercise and it is classified as simple, complex and more complex.

Optimal period for body exercising, and the games, is the same as process of health and physical education as it is in sports recreation: the length of a class lesson (45 min) or double the length of a class lesson (90 min).

Effects of the body exercising this way can be spontaneous, direct and indirect.

One of the main elements in choosing the right game for children is their age, and so there is a classification of games for children, from: 3 till 6 years of age, 7 till 10 years of age and 11 till 13 years of age.

In the age from three to six, kids are playing games with simple rules as they use their biotic motorial abilities.

Kids aged 7 to 10 play complex games as their movement is better coordinated and more agile. For children who are 11 to 13 years of age games need to be dynamic. In addition, this is the age when puberty strikes so there is a good need for proper motivating the children.

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Provided by Udruga Sport VIV, Croatia**

Examples of methodical preparation of recreational sport games for children aged 6 to 10 years

Given that this is the age at which children start primary school, it is possible to include them in a large number of different physical activities, so it is important to create games according to their physical abilities and intellectual requirements.

During this period, children perform movements much more precisely and deftly, their spatial orientation has improved even more, which means that the children are ready to perform movements that are more complex.

Methodologically, the game for school-age children consists of:
an introductory part
a preparatory part,
a main part
end of the game.

However, for school-age children, it is important to design games that will last a long time keep their interest.

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At this age, it is important to develop the body's coordination abilities. Coordination skills are formed from an early age and their training should begin when their sensitive stages of development of individual abilities dictate.

Coordination skills are best developed between the ages of 7 and 11 and there are no specific gender differences in the development of these abilities in boys and girls.

In children's coordination training, most important is coordination in which large muscle groups participate in movements of the whole body such as walking, running, maintaining balance positions, jumping, which children perform spontaneously and through the game.

General methodological and didactic principles to be followed when choosing exercises in coordination are:

"From easy to difficult"

"From simple to complex"

"From famous to the unknown".

The choice of exercises must correspond to the child's biological age as well as level of motor skills. Furthermore, these same exercises need to be improved respectively and modified in terms of changing conditions that force changes in spatial form, time alignment and dynamics of already mastered exercises.

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To achieve the goals of coordination training, it is desirable:

- use different natural forms of movement (walking, running, jumping, balancing, climbing, throwing, catching) with the aim of planned and systematic development of this motor skills,
- improve basic coordination factors (kinesthetic, differentiation, spatial orientation, balance, sense of rhythm, reaction to signal),
- combine the development of optimal fitness abilities (strength, speed, endurance) with coordination,
- use appropriate methods of learning the technique of the specific sport, combining development coordination skills with learning sports skills

When programming games for school age children it is important to put together two or three variations of the game to keep the children motivated.

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EXAMPLE: GAME 1, 2, 3, everybody throws a ball

Children are arranged freely throughout the exercise area, each child should have enough space to play the game. Each child has a light, medium-sized plastic ball in their hands. At the signal of the leader, or shouts “1, 2, 3 throw the ball”, all the children throw the balls with both hands up and they try to catch it with both hands.

Option 1: the ball can be thrown high and let it fall to the ground and then caught after it bounces off the ground

Variant 2: the game can also be performed in motion where the children walk and at the sign of the leader “1, 2, 3, throw the ball” throw the ball and catch it one way or another (directly or after bouncing of the ground)

Variants and methodical notes: This game can be adapted to the water environment.

**Teaching Methodology for trainers, sport educators other professionals (adaptation for target group 6-11 years old)
Provided by Udruga Sport VIV, Croatia**

Examples of methodical preparation of recreational sport games for children aged 11+

Children aged 11 to 13 already have very well developed motor and coordination skills functions. At this age, it is important to raise children's awareness of their motor abilities and body abilities. Furthermore, children at this stage of life enter puberty thus coming to a change in the body, so some children may experience lethargy, and due to rapid growth a decline in coordination skills also may occur. Games for this age must be dynamic, they must be based on the strength and physical capabilities of children.

To keep children motivated there needs to be a competitive charge of play because children at that age want to prove themselves, they want to show their own physical abilities. The programming and structure of the game is the same as before, but with older children, it is important to clear the organization, content of the game and preparation of props.

**Teaching Methodology for trainers, sport educators other professionals (adaptation for target group 6-11 years old)
Provided by Udruga Sport VIV, Croatia**

The game "Natural Disasters" is a very interesting example. Apart from being dynamic, there are also educational elements, which teaches the children how to behave in the event of a natural disaster. It's a game conducted in a standard equipped hall. The children move freely around the hall. On the sign (i.e. whistle) the presenter utters:

- "Flood!" Children must climb to an elevated area
- "Earthquake!" Children must quickly take shelter under a solid structure
- "Snow!" Children stand up straight and do side jumps in place,
- "Sun!" All children clap

Variants and methodical notes: the game can also be played on fall-out by moving the child away who performed the task last. This game requires that the leader must provide "Roofs" so that children can take shelter under them, and at the same time, they must be safe and firm. In addition, places provided for climbing must be secured with mats due possible fall.

It is important to note that the organization of games for children aged 11 to 13 years must have a multifaceted training approach, in which the application of different kinesiological contents encourages the universal development of motor skills and knowledge.

**Teaching Methodology for trainers, sport educators other professionals (adaptation for target group 6-11 years old)
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Contents of exercises used in transformation of motor and functional abilities of children refer to natural forms of movements and general kinesiological knowledge, then elements of technique and methodical exercises from different sports disciplines, and in all this the dominant role is played by the organization and implementation of various games.

It is important in the organization of all physical activities that all children participate actively, individual exercises should not last too long, tasks performed in groups and loads correspond to the individual ability levels of individuals.

Children must be enabled with timely assistance and correction in movements, errors that occur during execution of certain movements are "normal" at this age and they should be given the opportunity to correct them.

**Teaching Methodology for trainers, sport educators other professionals (adaptation for target group 6-11 years old)
Provided by FILIALA ASOCIATIEI SE POATE, Romania**

The proposed approach for the teaching methodology of the good practices in part of the Romanian partner is based on the theory of education known as **Learning by Doing**. This theory was explored and defined by the American philosopher John Dewey.

It represents a practical, hands-on approach to learning; this means that students, in the act of learning, must have interaction with the environment so as to adapt and learn.

The views and aims of learning by doing are expressed as such:

"I believe that the school must represent present life-life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground."– John Dewey (My Pedagogic Creed)

Dewey proposes that the function of education is to be viewed as preparation for life, it responds to real-life problems and guides the pupils to solve the said problems by hands-on activities in which they explore and discover solutions to everyday life growth.

**Teaching Methodology for trainers, sport educators other professionals (adaptation for target group 6-11 years old)
Provided by FILIALA ASOCIATIEI SE POATE, Romania**

Dewey laid down the following five steps as essential:

1. The student should have a genuine situation of experiences - this is provided by the frame of activity and the games proposed as means to teach children about water resources

2. A genuine problem should arise from this situation and should stimulate the thinking of the child - this is provided by unfolding the activity and then asking the children the 3 river quiz questions

3. The child should be provided with information or make observation(s) which are necessary to handle the problem(s) identified; - this is provided by the teacher/educator/trainer that will offer children information and support their observations by asking open-ended questions that encourage them to give complex answers;

4. The solution(s) should occur to the student; - during the feedback session and after answering the three river quiz questions, the children should have obtained practical solutions through which they can learn to protect water resources.

5. The students should have an opportunity to test their ideas by application - this is encouraged by putting into practice the solutions discovered during their participation in the water related games and activities, after having answered the questions from the river quiz and shared them with students. They are encouraged to keep a record of their practices.

**Teaching Methodology for trainers, sport educators other professionals (adaptation for target group 6-11 years old)
Provided by FILIALA ASOCIATIEI SE POATE, Romania**

According to Dewey, the curriculum for learning should consist of “educative experiences and problems”, and that an educational experience is, at its core, creative and it leads to further experience.

Thus, following the methodology proposed, these are the same steps for implementation of the games and water related activities throughout RIVER QUIZ activities provided.

**Teaching Methodology for trainers, sport educators other professionals (adaptation for target group 6-11 years old)
Provided by FILIALA ASOCIATIEI SE POATE, Romania**

What to take into account when organizing a RIVER QUIZ activity:

Type of activity: Warm-up, Energizer, Get to know each other games, Actual games and activities, Feedback session etc. This will provide a structure and an overview of the activities and will provide clarity to the facilitator.

Age of participants: this variable will provide the PE teacher/youth worker/facilitator with an understanding the needs of participants, their level of understanding, and will influence the complexity of the activities selected

Level of difficulty (see also Croatian partner's description of levels of activity): Easy, Medium, Complex. This variable will influence others such as: time, materials, age of participants

Number of participants: this is very important to know as it will influence other variables such as – time, materials needed, the space of the activity

**Teaching Methodology for trainers, sport educators other professionals (adaptation for target group 6-11 years old)
Provided by FILIALA ASOCIATIEI SE POATE, Romania**

What to take into account when organizing a RIVER QUIZ activity:

Materials needed: when organizing an activity the PE teacher, youth worker, facilitator must take into account beforehand what type of materials are needed : balls, bowling pins/plastic bottles, cups etc (see the games and water activities selected by the partners)

Time: this is very important to know – provide an estimate for the overall activity and must take into account the age gap – the smaller the age the shorter the time – the degree of attention is shorter with smaller children

Description of activity: By having a written description of the actual activity, the facilitator/PE teacher will begin to construct a portfolio of good practices which can be replicated, adapted and disseminated at local, regional, national and international levels

**Teaching Methodology for trainers, sport educators other professionals (adaptation for target group 6-11 years old)
Provided by FILIALA ASOCIATIEI SE POATE, Romania**

After the activity it is important to include a feedback session in two stages:

Feedback with participants of activity: it must contain open-ended questions which encourage participants to summarize and synthesis the experience:

- mentally/ cognitive
- emotionally
- physically

Mentally/ cognitive:

- what was the activity about?
- What did you learn in this experience about water resources/ water pollution / eco-friendly practices regarding water resources saving
- what would you advise your friends, family, colleagues to do in order to take water-wise choices?

Emotionally:

- How did the activity made you feel? Can you name the emotion?
- How do you feel about becoming more eco-friendly towards water?
- How did you feel when you learned about water pollution?
- How do you feel now, after the activity?
- How did you feel before?

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After the activity it is important to include a feedback session in two stages:

Feedback with participants of activity: it must contain open-ended questions which encourage participants to summarize and synthesis the experience:

- mentally/ cognitive
- emotionally
- physically

Physically:

- How is your body now, after moving?
- How was your body before?
- How were the movements of the game – were they easy, medium, hard? Why?
- Which parts of the body did you use in the game?

Teaching Methodology for trainers, sport educators other professionals - EVENT ORGANIZING, TARGET GROUPS, TYPES OF ACTIVITIES

Provided by Youth Sport Club Varna, Bulgaria

River games identified in Bulgaria could be played in all water basins – sea, rivers, dams (where allowed).

Due to the fact, that the Youth Sport Club Varna is a member of the Bulgarian Sport Federation for Children and Youth at Risk (BSFCYR) , we will focus on this particular target group.

The BSFCYR has its **own network of sport masters** (veterans) called WIDE HEART clubs.

The teaching how to play RIVER GAMES will be done in three steps:

1. **National training for adult people from the WIDE HEART clubs** willing to take part in demonstration activities of river games among children and young people from disadvantaged backgrounds. We will organise one-day training for 10 people aged 55+.

Our coaches/instructors and physical education teachers who participated in the demonstrations in the partner countries will train them in playing and learning how others play the games identified in each country.



Teaching Methodology for trainers, sport educators other professionals - EVENT ORGANIZING, TARGET GROUPS, TYPES OF ACTIVITIES

Provided by Youth Sport Club Varna, Bulgaria

The teaching how to play RIVER GAMES will be done in three steps:

2. **National demonstrations** will take place at schools and 3 institutions for children deprived of parental care (Day centres) on the territory of Varna region.

Every trained physical education teacher will organise one demonstration of the river games. The events will aim at raising young people's interest in getting to know better games related to water from different European countries and thus raising intercultural awareness.

3. **Peer-to-peer learning** - the children will transfer the acquired knowledge to their peers. During the following events the games will be demonstrated by children for children:

The objective of these demonstrations is spreading the word about the fun multicultural legacy that unites Europe. RIVER QUIZ with questions about the ecological dimension of the games will accompany the demonstrations. Small prizes will be given to the winners of the quiz.



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**Teaching Methodology for trainers, sport educators other professionals - EDUCATION THROUGH SPORT, EDUCATION BY SPORT
Provided by HOPE FOR CHILDREN, Hungary**

Olympic Movement history

The modern Olympic Movement is about a century old. The historical process of modern organized sports movement shows that in Western countries prerequisites for fast development of sport are based on contemporary social changes.

The very emergence of high competitiveness in sport was a reflection of a competitive society and capitalism, and was further fuelled by nationalism (competition between nations or countries).

On the one hand, as it is written in the Olympic Charter among the Fundamental Principles of Olympism: (2) The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.

The practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play. The enjoyment of the rights and freedoms set forth in this Olympic Charter shall be secured without discrimination of any kind, such as race, colour, sex, sexual orientation, language, religion, political or other opinion, national or social origin, property, birth or other status.

**Teaching Methodology for trainers, sport educators other professionals - EDUCATION THROUGH SPORT, EDUCATION BY SPORT
Provided by HOPE FOR CHILDREN, Hungary**

On the other hand, in the last decades the social role of sport is being debated, discussed and elaborated by many scholars in several contexts.

It is agreed that **modern sport is a microcosm of modern society** (a kind of mirror), and therefore the most important problems of modern sport are similar to the problems of modern society: discrimination, crime and deception, control of violence, inequality, drug use, gambling, environmental protection, nationalism etc.

“Sport can be a cohesive force in society, which actively supports the social order and its values, as well as the power structure within which it operates.

This thesis includes the fact that **sport can be used as an instrument** by governments, it can easily be used to implement the **objectives of social power**.

Further, as **participation in sport is closely related to socially structured inequalities, it might be that rather than sport contributing to “social inclusion”**, various aspects of social inclusion may precede such participation. In this regard we need to adopt a degree of skepticism and to reflect critically on what sport can do.

There is a need to theorise sport-for-change’s limitations as well as its potentials”. (Fred Coalter, Leeds University, 2015)

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Provided by HOPE FOR CHILDREN, Hungary**

Coalter argues that the sport movement in its present system is not automatically leading to the peace-building and the betterment of society, and in certain circumstances it actually reinforces problems or increases negative impact.

At the same time more and more sport organisations, practitioners and social educators discover the educational potential of sport, and how sport can actually be a tool for social betterment for its participants and their communities at local, national and international levels.

Sport, by its nature, strives for the improvement of all participants' performance, not only in terms of competition but also in terms of personal improvement.

With the adequate conditions it can also promote respect for rules, fair play, non-violence, inclusion, equality and equal opportunities that are certainly important values in our societies. I

In many ways, **sport has the potential to contribute to improving social skills; inclusive sport can help us become more successful in different social roles** such as making friends, working together, leadership, parenthood, partnership, or active citizenship - to put it in other words, it can help us become more fully realised human beings.

**Teaching Methodology for trainers, sport educators other professionals - EDUCATION THROUGH SPORT, EDUCATION BY SPORT
Provided by HOPE FOR CHILDREN, Hungary**

Sport provides an excellent social context for these types of learning opportunities and thus it imbues those who manage and facilitate sports with a sense of clear responsibilities. This is when the pedagogical approach of “education through sport” becomes a useful tool in the hands of sport educators, coaches and PE teachers to live up to this responsibility of the 21st century.

Let’s see what Education through Sport means and how it works!

**Teaching Methodology for trainers, sport educators other professionals - EDUCATION THROUGH SPORT, EDUCATION BY SPORT
Provided by HOPE FOR CHILDREN, Hungary**

Let's see what Education through Sport means and how it works

If we think about sport as a concept, it is close in form to non-formal education, as it is an organised educational process that takes place alongside the mainstream systems of education and training and does not typically lead to certification. Individuals participate on a voluntary basis, and as a result, the individual takes an active role in their own learning process.

These are the key characteristics of non-formal education.

We must also look at how sport itself as a “global social factor” carries and produces values. It is then important to distinguish what “sport” is as a social factor, and what “sport and physical activity” are as potential educational tools.

To do that, it is first necessary to have clear educational or learning objectives that aim to empower participants in relation to certain predefined social and citizenship competence.

For better understanding, let us differentiate Education FOR, BY and THROUGH Sport.

**Teaching Methodology for trainers, sport educators other professionals - EDUCATION THROUGH SPORT, EDUCATION BY SPORT
Provided by HOPE FOR CHILDREN, Hungary**

Let us differentiate Education FOR, BY and THROUGH Sport:

The nature of sport is to mobilise people in order to achieve performance goals and to surpass competitive indicators (striving to excel in a sporting activity).

Education FOR Sport addresses the improvement of skills related to successful sport (winning competitions and/or accolades and beating records).

The purpose of sport in this context is then to serve the development of individual and collective competence and to improve physical performance related to sporting activities.

This concept is a highly important dimension of modern sport, but it has limited relevance in the context of non-formal education.

**Teaching Methodology for trainers, sport educators other professionals - EDUCATION THROUGH SPORT, EDUCATION BY SPORT
Provided by HOPE FOR CHILDREN, Hungary**

Let us differentiate Education FOR, BY and THROUGH Sport:

Education BY Sport is a second layer of sport that includes the implicit benefits and social values of participating in sport.

In this approach, the aim is to reconcile sporting goals and societal well-being.

Sport - as a collective exercise and physical activity - can have significant impact towards improving well-being, developing identity, cooperation and communication, increasing solidarity and social inclusion.

Most grassroots sports communities have significant educational impacts at both the individual and community levels, and several projects are built on the social benefits of participating in sport activities, such as sport for peace-building, football for integrating discriminated groups etc.

The development of social and citizen's competence relating to fair play, respect for rules, teamwork and cooperation toward common goals are all developed by engagement in sporting activities.

**Teaching Methodology for trainers, sport educators other professionals - EDUCATION THROUGH SPORT, EDUCATION BY SPORT
Provided by HOPE FOR CHILDREN, Hungary**

Let us differentiate Education FOR, BY and THROUGH Sport:

Grassroots sporting engagement can involve a lot of education by sport, which is sometimes more (and sometimes less) consciously planned by coaches, trainers and teachers.

Many parents and tutors have this concept in mind when they encourage their children to join a sports team or to start a sporting activity.

And as a US research shows, former student-athletes (students who were involved in sports) are more likely than non-student-athletes (students who were not involved in sports) to be thriving in purpose, social, community living, work skills and physical well-being.

The concept of Education THROUGH Sport (ETS) is more complex in terms of aims and expected learning outcomes.

This approach uses sport as a vessel to achieve the educational objectives of developing social competence, striving to provoke a lasting and positive social transformation.

**Teaching Methodology for trainers, sport educators other professionals - EDUCATION THROUGH SPORT, EDUCATION BY SPORT
Provided by HOPE FOR CHILDREN, Hungary**

Let us differentiate Education FOR, BY and THROUGH Sport:

The entire educational process is planned and prepared with outcomes that are clear, realistic and measurable.

Sport performance results are secondary to the social skills that learners can potentially improve.

These kinds of competence can be related to any of the 8 key competences* for lifelong learning:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Citizenship competence
4. Entrepreneurship competence
5. Cultural awareness and expression competence
6. Digital competence
7. Mathematical competence and competence in science, technology and engineering
8. Literacy competence

(*<https://www.youthpass.eu/en/help/faqs/keycompetences/>)

**Teaching Methodology for trainers, sport educators other professionals - EDUCATION THROUGH SPORT, EDUCATION BY SPORT
Provided by HOPE FOR CHILDREN, Hungary**

Let us differentiate Education FOR, BY and THROUGH Sport:

Education through Sport is a non-formal educational approach that works with sport and physical activity tools towards the development of social competence of individuals and groups, in order to contribute to transferable personal development and sustainable social transformation.

This field of social competence includes:

communication
cooperation
decision-making
leadership
inclusion and non-discrimination
respect of human dignity
social justice
equality
solidarity
awareness of intersectionality
empathy
everyday skills required for living in a respectful, inclusive and democratic environment.

Teaching Methodology for trainers, sport educators other professionals - FRAMEWORK, STORYTELLING
Provided by FAKULTET ZA SPORT NIKOLA TESLA, Serbia

INTRODUCTION FOR TEACHERS, TRAINERS, SPORT TEACHERS

Water is the greatest gift that nature has given to humanity. It is a key factor in our health, an element that allows us to maintain optimal balance in the body, the tone of our muscles and the functioning of each organ. Water is life and that is why we must protect it.

The story follows Strauss's seagull on a journey along the Danube from the Black Forest to the Black Sea. On his way, he passes through Germany, Austria, Slovakia, Hungary, Croatia, Serbia, Bulgaria, Romania, Moldova and Ukraine. Activities and stories can be implemented in regular classes through an integrative approach (the world around us, language, physical education, music culture "On the beautiful blue Danube"). In a word, it can be a day or days dedicated to preserving clean water on the planet.

Teaching Methodology for trainers, sport educators other professionals - FRAMEWORK, STORYTELLING
Provided by FAKULTET ZA SPORT NIKOLA TESLA, Serbia

INTRODUCTION FOR TEACHERS, TRAINERS, SPORT TEACHERS

Why is it important to state the environment from which the source originates and to acquaint children with the area that is not watered?

In this way, they create an awareness of the circulation of water through nature.

In different segments of the story, one can pause and communicate about water circulation in nature, water processing, hydroelectric power plants, and concepts related to geography.

The more interactive the story, the more children will remember it.

Teachers need to draw attention to different ways how to save water and what children can do at school and at home regarding that issue.

Communicate with them about how their household works and whether they know what impact they have on nature. Illustrating a story can be a fun activity. The possibilities are numerous.

Introduce them to the fact that living organisms are mostly composed of water. They need water for life processes, and some organisms live in water. When the water is heated by the sun, it evaporates from the oceans, rivers, lakes and streams and condenses in the atmosphere to create clouds.

Teaching Methodology for trainers, sport educators other professionals - FRAMEWORK, STORYTELLING
Provided by FAKULTET ZA SPORT NIKOLA TESLA, Serbia

INTRODUCTION FOR TEACHERS, TRAINERS, SPORT TEACHERS

Clouds then return water to the earth in the form of rain, snow or hail. This water flows into streams, rivers and lakes to finally reach the ocean. Water also penetrates the earth, filling cavities in the Earth's crust where it is retained, forming wells, underground lakes and sinkholes. Thus, water is constantly recycled, moving from the Earth to the atmosphere and back.

After this, they will understand that the waste thrown into the grass in the forest can end up in the river and endanger water animals, as well as ones living in forest. If the river is polluted with chemicals, those vapors go into the atmosphere and fall on us in the form of precipitation. An example is the falling red rain, i.e. the one that carries particles from the Sahara desert and falls occasionally in European countries.

This will make it clear to the children that if something is physically far away it does not mean that it cannot have an impact on us.

Teaching Methodology for trainers, sport educators other professionals - FRAMEWORK, STORYTELLING
Provided by FAKULTET ZA SPORT NIKOLA TESLA, Serbia

INTRODUCTION FOR TEACHERS, TRAINERS, SPORT TEACHERS

Why is it important to list all these countries through which the Danube flows?

In this way, children will understand that the consequences are far-reaching and that from every pollution, as much as they thought it was small, they create an impact on people and environments they do not know.

One bottle thrown in Hungary can cause a problem for fish in Romania etc.

One of their thrown bottles is only a fraction of a thousand others that can disrupt the ecosystem in some part of the planet.

This encourages them to think about what they do not see at the moment and about what would happen if everyone behaved in the same way.

THE STORY OF THE SEAGULL

One hot summer morning, Strauss woke up in a nest at the Black Forest mountain. He looked around and saw dark-colored trees and he was surrounded by the scent of pine and freshness.

There are many sunny days here on the mountain, so he could enjoy the view without being obscured by dark big clouds. In his homeland, it is quite gloomy and it often rains, so he was extremely pleased with this change.

He came to Germany to visit his brothers Breg and Brigah, who got their unusual names from the two rivers near their home. At the place where these two rivers meet, a great blue Danube is formed, a river he has heard so much about from his friends. He had a cherry cake for breakfast with his brothers and, delighted with the beauty that surrounded him, said to them: "It was wonderful being here with you, but I feel it's time to embark on a new adventure. Thank you for your hospitality, but the river invites me to go with her. I'm looking forward to it and I have decided to leave right after breakfast." The brothers were sad, but they knew that the adventurous spirit of this seagull simply could not be restrained.

He made a small boat out of newspapers that he found thrown near the source of the river and set off on an adventure. He has a long way to go and he wanted to have a boat on which he could rest and enjoy the beauty of nature that surrounds such a beautiful river. "If the Danube is so beautiful, how beautiful must its banks be?" I bet they are full of fragrant flowers and busy bugs and grasshoppers", Strauss thought when he put a paper boat into the cold water with his beak and set off on an adventure.

"I hope to meet some otters and beavers, a lot of fish and turtles, and some snakes and water crabs." He was startled by the buzzing of hard-working bees resting by the river after a hard day of collecting pollen from flower meadows.

And so his adventure began.

He flew for a long time and before dusk he felt like his wings got tired. He looked towards the river and saw something shining around his boat. He set out to sink and saw agitated fish whose scales shone in the setting sun.

He soon realized that they were very worried because they did not like garbage to float in their home. "It's not rubbish," he thought, "it's my boat. I made it from a newspaper article in which it was written that a truck transporting oil overturned by the river. Many fish died then. Oh! "He sighed. "Now I understand. You're afraid of what my paper boat might do. ". He admitted to the fish that he had not thought about his actions.

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He found material that someone had thrown in the woods and thought it was a good idea to recycle it. He did not understand that recycled material could be garbage in another environment. He apologized to the fish and took his boat to a nearby trash can. He landed on a bench by the river and observed all the rubbish that was outside the bin.

He looked around sadly and noticed that there was rubbish around every bucket he saw along the promenade.

The wind, which began to blow through the darkening night, threw garbage into the river. Our seagull Strauss was desperate.

He thought of his fish friends and of materials that careless people throw away that end up in their home. Then he decided to turn this trip into something more useful. He will help clean rivers and the environment on his way to the place where the Danube flows into the Black Sea.

He started by putting all the rubbish in the bin. On that occasion, he met a magpie who was taking out the garbage from the bins looking for food. He was surprised by what people consider waste and did not understand how they do not find better use for things they no longer want. He did not understand why they throw garbage in nature and damage its health.

The magpie promised to be more careful in the future, and Strauss went to look for a good place to spend the night. There are always comfortable canopies by the river, and the croaking of frogs sounded like a lullaby to him. That's how tired he was.

He continued his mission the next day, after a good rest. He decided that he would continue to fly to the confluence, but that he would take longer breaks on the way there to rest, now that the boat was gone. He noticed a trunk in the river and landed on it. He watched the people running by the river. They carried sticks and bags. He could not see well what they were doing because the river was fast in that place and instantly moved him away from the lively group. He landed near the girl at the head of the column. She told others to be more careful and not to miss a can or a plastic bottle.

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Only then did he realize what they were doing. He had heard that there was such a sport, but he did not know much about it except that sometimes people agreed to collect the rubbish they found along the way while running. He thought it was a great idea and joined them. Instead of a stick, he grabbed paper scraps with his claws and flew over the bag that his new friend Rhein was carrying, and he threw garbage into it with precise shots. He understood that everything is easier when we work together. He liked it. He liked how people in Austria took care of their environment and he thought that it was possible everywhere with just a little good will.

Air currents helped him reach Slovakia.

There he met Vah, a cheerful beaver who spent days trying to clean his dam of various wastes that had accumulated there. He even found a shoe, a bicycle wheel, someone's old stove and a lot of plastic and glass bottles. He was confused why there are so many bottles in the river and why people simply do not drink water from the Danube.

While they were removing the garbage, Vah explained to him that people supply water in different ways. Mostly from wells in smaller places, and in big cities from water supply. Drinking water must be clear, clean, odorless and tasteless. River water is often used for drinking in cities, but the water in rivers is not clean, so it must be purified, and only then let it into the water supply. Unclean water is dangerous to human health. He learned that, in addition to drinking, water is necessary for people to prepare food, maintain hygiene, as well as for many jobs in industry and agriculture.

He met his new friend in Hungary. He didn't immediately understand which animal it was because it was all dirty with river mud. He asked her name and it seemed to him that the answer came from the direction where he expected the animal's tail to be. He was afraid that it was not a two-headed water dragon. He heard that people throw unused medicines into the sewers and that when they end up in the river, they affect the changes in the water fauna. He did not expect such creatures.

He helped her clean up and noticed that it was not only mud on her but also some greasy stains. She said her name was Pest and that she had been stuck there for two days. It was only when her armor clung to her purity that Strauss saw that she was a turtle and that he thought from her tail to be hers head. As they talked about how hard it is to swim through dirty water, they designed a game.

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Whenever they encounter an obstacle, they have to behave like some other animal and guess who it is. Strauss jumped over the old rope that was sailing on the river and croaked loudly. That made Pest laugh and help her guess that it was a frog. She tried to swim like a dolphin and bypass obstacles by jumping out of the water. Hearing their merry roar, many animals joined them in the game.

Strauss got tired of this game and stayed longer than he had planned. It was necessary to continue the journey along the Danube. He noticed while flying the tributaries of the Danube and the people having fun by the river. They pulled the rope divided into two groups. It seemed so much fun. Both sides pulled hard and the rope broke. People threw part of the rope into the river. Strauss saw the otter Vuka trying to pull the rope ashore. He immediately rushed to her aid, grabbing one end.

He was now halfway there, in Croatia, and he knew that his journey could not continue until he helped the guardians of nature here as well. It's always nice to have fun, but we have to be careful when that fun affects someone. He remembered the adventure he had with his friend Sava. Sava is a catfish living in Serbia, and on one occasion he and Strauss set out on a real search. Sava's family lived near a factory that dumped their waste into the river. Over time, it became more and more polluted and the family had to move upstream.

Sava was not with them at that time and when he came home he was very surprised that he could not find them. Strauss was with him. People were washing cars nearby and forgot to take buckets and sponges with them. Sava and Strauss noticed that and tried to remove the polluted water from the river with a sponge and transfer it to a bucket. The idea was good, but the buckets weren't big enough. They went upstream in search and then they met Vuka who helped them find the place where the family moved. That's when their friendship began. In the meantime, Sava moved to Bulgaria, and Strauss left there after a short stay in Serbia.

Sava's new friends also welcomed Strauss in Bulgaria. He met the sturgeon family and was very surprised to hear that the species also lived in the time of the dinosaurs. They have been around for 250 million years, but are now among the most endangered species on the planet.

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They have been around for 250 million years, but are now among the most endangered species on the planet. They were almost eradicated due to illegal fishing. Sofia, the youngest of them, told him this story. She has had a scar on her fin since she was very young. At that time, she was playing in the water with her friends. She was the one who chased the others and tried to touch them with her fins. That way, someone else would take over the role and the game would continue. During the game, they got entangled in the net and while they were trying to get rid of it, Sofia was caught with a hook. The wound healed, but the fear remained.

As he was leaving, Strauss thought about this story and almost collided with a busy pelican in the air. Pelican Roman hurried to help his sister, who swallowed a part of a plastic bottle while fishing for lunch. As the bottle was big, it got stuck in her throat and she could only helplessly call for him. The label on the bottle was written in some language Roman didn't understand. Strauss did understand it, thus it was in German. They marveled at how this bottle had come such a long way without damage. Someone's negligence in Germany could have endangered life in Romania. They continued the flight in silence.

As he traveled through Ukraine and approached his final destination, Strauss learned that water circulates in nature and constantly goes through various cycles of use, discharge after use and return to the cycle in the form of atmospheric or liquid water. During these passages, the water changes through cycles, most often with pollutants of various origins. The message he wanted to convey to everyone is that we must preserve the remaining clean water and reduce its pollution because all living things on our planet directly depend on the quantity and quality of water.

At the place where the Danube flows into the Black Sea, he thought of all the wonderful friends he made along the way. "How fun it would be if we formed an orchestra," he said aloud and smiled. "From the garbage floating on the river, wonderful instruments could be made. A little sand in a plastic bottle and we can make wonderful rattles. Plastic buckets can be used as drums, various metal parts would produce wonderful melodies. It would be the real anthem of the Danube."

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CONCLUSION

Play is an integral part of human action, it is in his nature. Given the large number of its positive influences on the development of children and youth, play should be represented in the physical children's activities. Due to the easier influence on motor abilities, i.e. their upgrade, it is important to encourage them with different motor and coordination games.

In order to satisfy the stated developmental goals through play, it is important for games to be pedagogically designed. The approach to encouraging children's movement is changing according to the age of the child, but also according to his psychophysical abilities.

The importance of play is reflected in encouraging children to move and develop motor skills at an early age, but also during maturation. It is for this reason that children's playgrounds are equipped in a way to encourage children to move and play sports activities such as climbing, dragging, swinging, walking on a beam and performing various exercises.

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With the psychological development or maturation of the child in accordance with his chronological age, there are changes in the child's area of interest and therefore changes and approaches to encourage children to move must be done.

This includes the introduction of different methodological approaches to play and sports recreation for every age. Games for older school-age children can also be applied to young ones while the range of games for older preschool children can be applied to children of earlier school age.

With these synchronizations, it is important to keep in mind the basic elements of game preparation, which are determining the goal of the game (educational goals), the content of the game (introduction, beginning, main part, completion) and motivational, technical and personnel elements that will satisfy achieving the goal of the game.

RIVER QUIZ

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