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Sport assessment grid

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Note: Writing is in the masculine, which has a generic meaning,
i.e. it includes both masculine and feminine.

Introduction

The sports activities offered as part of the AGISEC project focus on discovering a wide range of sports practised by people with disabilities.

Carried out in the field of non-formal education, they are not intended to be assessed for the same purposes as those of a school or sports club.

Nevertheless, we can use the official skills reference framework established in the field of formal education and currently applied in French high schools. This reference framework is relevant to our approach insofar as it corresponds to the European Union's key competences.

In addition, the assessments we are aiming for as part of this project are designed to enable participants (NEETS and adults with disabilities) to acquire a technical grounding in the sport in question, while at the same time developing cross-cutting skills linked to key competences.

As well as technical skills, it is therefore possible to assess the activity on other criteria such as the way the game is run, safety, knowledge in the broadest sense, the environmental approach and eco-gestures....

Remember that all the sport activities we offer our French and Italian participants are based on disability.

Similarly, because we are committed to meeting the needs and expectations of the participants, it is essential to gather their views and feelings about the activities on offer. This enables us to readjust our methods of intervention and thus improve our practices by correcting, modifying or, conversely, consolidating them. This information is also collected using an evaluation grid.

This is the standard model we propose in this document. It is not an end in itself, but a tool that can be modified and added to according to the user's needs.

We present it in the first part and compare it with an example of introductory sessions to para badminton that we will be running with our participants.

This document is also intended to be a resource for anyone starting to construct an evaluation grid in the field of sport. For this reason, the second part of the document contains an example of an evaluation grid developed for a handball session in a school.

Finally, because it's not always easy to know what sport activity to do to achieve a given objective, we've put a support to help you think about it.

This help consists of two resources, the first of which is a presentation of the different variables you can influence to set up your sports activities. It forms the third part of this document.

The second resource (already mentioned) is the skills reference framework for physical and sports activities in secondary schools. It provides the user with a focus for work based on the European Union's key competences.

Described in the last section of the document, this approach is relevant for any player who wants to help its target audience acquire and develop these key skills.

The AGISEC model for evaluating sport activities






The evaluation grid presented below is a basic model which will be added to as the project progresses, based on feedback from the participants and our desire to refine a particular point.

To develop this model, we took the following factors into account:

- 1) the profile of users: NEETS and people with disabilities.
- 2) the scoring grid must be easy to use for both the participant
- 3) the themes we wanted to cover

Consequences:

- The assessment must be completed in 10/15 minutes.
- The questions must be clear and understandable. The words must be simple and precise.
- The evaluation grid is a score from 1 to 5, with 1 corresponding to "not at all" and 5 to "yes, totally". However, a numerical rating is sometimes difficult to understand. We have therefore added smileys to clearly express each graduation.

1	2	3	4	5
				

- We have chosen entries by theme and by colour. This also enables participants to see which theme a particular question falls into.

Selected topics :

- **Moderation:** for feedback on group dynamics, relationships between participants, the moderator's pedagogical approach, etc.
- **Safety:** to find out whether the activity took place in complete safety (physical and material) for the participants.
- **Learning/acquisition of skills:** to find out what participants have learned and acquired during the activity.
- **An eco-responsible approach:** to find out what participants think and to teach us how to measure this aspect, which is not a priority in our day-to-day practices. So we have to think about it when we design our activities.
- **Feelings/personal experience:** this tells us whether the participant enjoyed the activity, whether it was fulfilling and whether they felt involved. This theme also allows us to measure whether the activity was carried out at the participant's own pace.

Although each theme is important to assess, some have more questions than others. This choice is due to the fact that we wanted to refine certain bridges more than others in order to be as close as possible to the needs and expectations of the participants. This is why there are more questions in the animation and feeling themes.

At the end of the thematic table with the closed questions, we put three open questions to allow the participant to make a quick assessment of what they remembered from the activity and to share their ideas or comments with us:

What's your best memory of the activity?

What is your worst memory of the activity?

What are your tips for improving this activity?






Finally, the questionnaire ends with an evaluation of the questionnaire by the participant! The aim here is to improve so that the evaluation is as close as possible to the needs and expectations of the participants.

What advice do you have for improving this evaluation questionnaire?

Example of a self-assessment grid for players

Player name

On a scale of 1 to 5, mark each question below (by ticking the box corresponding to your choice): 1 = "Not at all" and 5 = "Yes, totally".

Questions	1 	2 	3 	4 	5 
Animation					
The players have created their own team					
The players have chosen a team name					
The objectives and rules of the game are clearly explained					
The game is running smoothly					
Players are respectful of their opponents					
Players are respectful of the host/referee and his/her decisions.					



Players respect equipment and the environment					
The presenter's communication is adapted to the players (we understand what he says)					
The host listens to and respects all players					
The host enforces the rules of the game without favouritism					
The host's behaviour is exemplary					
Security					
The pace of the activity respected the participants' abilities (not too intense and not too difficult)					
The activity venue (indoor or outdoor) is safe and secure.					
The safety rules of the activity were presented to the participants					
The equipment is in good condition and safe to use					
Learning / acquiring skills					
I've discovered a new sport					
I've learnt new techniques and tactics, new moves....					



I've learnt new words and expressions					
I understand the difficulties faced by people with disabilities					
I found this activity difficult					
I prefer team sports					
An eco-responsible approach					
Respect for the environment is too complicated to implement					
Thinking about ecology is not my priority					
I have been informed of the eco-actions to take (waste sorting, etc.)					
I've learnt new things to help protect the environment					
I used environmentally-friendly transport to get to the activity (bus, bike, scooter, rollerblade, on foot).					
Personal feeling/experience					
I had some fears at the start					
I'm satisfied with myself and my investment in the business					

I'm disappointed because I wasn't able to play the way I wanted to					
I felt excluded from the business					
I'd love to do this activity again					
I had a great time					
I was tired at the end of the activity					
I'd love to discover new disability sports					

What's your best memory of the activity?

What is your worst memory of the activity?

What are your tips for improving this activity?

What are your tips for improving this questionnaire?

Example of para-badminton

In this section we would like to present our approach to a Paralympic activity that is offered to our participants. It will also be presented to the general public at one of our events.

The aim of this section is to enable the reader to understand the different stages involved in creating an educational activity and its assessment. The idea is to realise that an activity can be assessed in several ways at the same time, depending on the objectives being pursued: in a global approach as presented above or in a more technical approach linked to the sport itself.

However, before presenting the content of the sessions proposed and the skills targeted, we feel it is important to recall the context of the project and the choice of Paralympic sports activities.

The Paris 2024 Paralympic Games will be held from 28 August to 8 September. For twelve days, the whole world will be celebrating the outstanding performances of these exceptional athletes.

The Games are all about sport, but there's so much more... A combination of cultural events, artistic programming and diverse performances that create a unique experience.

The Games is a popular, multicultural festival for the whole world. It's an adventure that will take the whole of France on a never-before-seen experience.

This summer, the Paris 2024 Paralympic Games will host 22 sports and 23 disciplines in 549 events, spread over 269 sessions and eleven days of competition. 4,400 athletes and 278 guides will take part in this international event at 19 competition venues.

3.4 million spectators and 3,000 journalists will be present.

The sports on offer are Wheelchair basketball, boccia, blind foot, armchair fencing, goal-ball, para-athletics, para-rowing, para-badminton, para-cane, para-road cycling, para-track cycling, para-equestrian dressage, para-weightlifting, para-judo, para-swimming, para-taekwondo, para-table tennis, para-archery, para-sport shooting, para-triathlon, wheelchair rugby, wheelchair tennis and seated volleyball.

To support these Paralympic Games as part of our AGISEC project, we will be organising an event open to the general public during Olympic and Paralympic Week, which will take place in France from 2 to 6 April 2024. The aim will be to showcase various disabled sports activities and games, such as para boxing, para-archery, para-badminton, blind foot and so on.

As previously mentioned, we are presenting below an example of a sport activity to raise awareness of para-badminton among the general public and, more importantly, among our participants. The aim of this initiative is to highlight the Paris 2024 Paralympic Games and raise awareness of disability sport among young people. We want to promote our commitment by offering them adapted sports that will be present at the Paralympic Games.

Inclusion and disabled sport are the common foundation of our project.

The rules and objectives of para-badminton :

Para-badminton is played on one half of a badminton court, without the area at the foot of the net but with the lanes. The net, however, remains at the same height, 1.55m. There are several handicap categories.

The one we're interested in is the WH1 category, in a wheelchair with a trunk incapacity, i.e. without abdominal muscles. The aim is to introduce them to a rather exceptional experience.

Most of our young people have never used a wheelchair before. The aim is for them to learn how to manage the wheels, move forwards and backwards as the sessions progress. In this way, they will get used to this way of playing and become aware of the disability and difficulties they face, as well as the exceptional abilities of the top players who will be at the Paris Olympics.

At the end of each session, once they have got out of their wheelchairs, each young person will have to think of questions to ask in preparation for the next meeting. This activity takes place over 4 sessions.

Through this cycle, we want them to reflect on these sessions, which will enable them to discover a new sport, its history, its rules and its vocabulary.



Para wheelchair badminton SESSION SHEET

<i>Session 1</i>					
<i>Aim of the exercise: To learn how to manage space and movement in the area of play.</i>					
<p>Objectives:</p> <p>Discover the activity.</p> <p>Learning to move around and control the wheelchair.</p> <p>Learning to use a racket in a different situation.</p> <p>Enjoy the different exercises.</p> <p>Listen to and concentrate.</p> <p>Developing mutual aid and solidarity</p>	<p>Exercise 1 Warm-up: specific rotational movements of the shoulders, arms, torso, head and wrists.</p> <p>Exercise 2 Familiarising yourself with the wheelchair and learning to move around the play area</p> <p>Exercise 3 a) Start passing the shuttlecock back and forth while moving. b) Small 5-point winning match.</p> <p>Exercise 4 Calming down, breathing exercises, stretching, flexibility, etc.</p>	<p>Equipment</p> <p>Wheelchair, badminton rackets, shuttlecocks, badminton courts, nets, balls, studs, etc.</p>	<p>Variants</p> <p>Exercise 1: Change of rhythm, increased cardiovascular rate.</p> <p>Exercise 2: Change of direction, work on the right and left.</p> <p>Exercise 3 First exchange on the spot then later with lateral movement, front and back, change of opponent...</p> <p>Exercise 4: Work based on alternate breathing (ventral and pulmonary), Stretching and flexibility to keep muscles supple.</p>	<p>Duration of exercises</p> <p>Ex 1: 10 minutes</p> <p>Ex 2: 15 minutes</p> <p>Ex 3: 15 minutes</p> <p>Ex 4 10 minutes</p>	<p>Expected behaviour</p> <p>For this session, the expected behaviour will be in line with the session objectives, i.e. :</p> <p>More autonomy in the game, discovery of new sensations, awareness of the difficulties and constraints associated with disability.</p> <p>Involvement in the session and in the free play phases.</p> <p>Developing a spirit of solidarity and fair play</p>
<p>Goal Validation</p> <p>Developments,...</p>	<p>Finding the right timing for the signal to change direction. Learn to move forwards and backwards in the playing area. Learn to manage your body in relation to the implement (chair) and equipment (rackets). Gradually be able to move around the playing area, returning the shuttlecock to the desired or requested position. Gradually be able to maintain exchanges for longer by sending the shuttlecock to the desired place.</p>				



Para wheelchair badminton SESSION SHEET

<i>Session 2</i>		<i>Objective of the session: to be able to maintain exchanges by returning the shuttlecock to the desired zone.</i>			
<p>Objectives:</p> <p>Move from point A to point B.</p> <p>Work on your backhand and forehand.</p> <p>Learn to use a racket while moving around.</p> <p>Enjoy the different exercises.</p> <p>Listen carefully and concentrate.</p> <p>Developing mutual aid and solidarity</p>	<p>Exercise 1 A) Warm-up: specific rotational movements of the shoulders, arms, torso, head and wrists. B) Movement throughout the playing area with access.</p> <p>Exercise 2 Be able to retrieve the shuttlecock from the centre of the court. The shuttlecock is thrown by the other player.</p> <p>Exercise 3 Maintain exchanges on the forehand and backhand</p> <p>Exercise 4 Calming down, breathing exercises, stretching, flexibility, etc.</p>	<p>Equipment</p> <p>Wheelchair, badminton rackets, shuttlecocks, badminton courts, nets, balls, studs, etc.</p>	<p>Variants</p> <p>Exercise 1:</p> <p>Change of rhythm, increased cardiovascular rate.</p> <p>Exercise 2:</p> <p>Changing direction, working left, right, forwards and backwards. Throw the shuttlecock by hand and then with the racket.</p> <p>Exercise 3</p> <p>Echanged first on the spot, then on the move,...</p> <p>Exercise 4:</p> <p>Work based on alternate breathing (ventral and pulmonary), Stretching and limbering up to keep muscles and trunk elastic.</p>	<p>Duration of exercises</p> <p>Ex 1: 10 minutes</p> <p>Ex 2: 15 minutes</p> <p>Ex 3: 15 minutes</p> <p>Ex 4 10 minutes</p> <p>Total session duration: 50 minutes</p>	<p>Expected and observed behaviour</p> <p>After the first session, we expect the youngsters to be more independent and easier to move around, with better segmentation coordination in their arms. They will also make better use of the equipment (chair, racquet and shuttlecock):</p> <p>More autonomy in the game by using the advice given in the first session. Self-correction of movements and shots. Learn to manage your strength to hit the target while respecting the playing areas and lines of the pitch.</p> <p>Involvement in the session and in the free play phases. Developing a spirit of solidarity and fair play</p>
<p>Goal Validation</p> <p>Developments,...</p>	<p>Link up with the chair to become one with your body. Be able to control your strength as a whole (strokes, movements, etc.). Learn to manage your body in relation to the implement (wheelchair) and the equipment (racket). Master braking to stay in the playing area. Be able to move around the playing area with greater ease and maintain exchanges. As the game progresses, be able to analyse distances and anticipate your opponent's shots.</p>				



Para wheelchair badminton SESSION SHEET

<i>Session 3</i>					
<i>Aim of the session: To be able to play short matches while respecting the rules of the game. Increase the desire to excel.</i>					
<p>Objectives:</p> <p>Developing game strategies.</p> <p>Controlling your movements.</p> <p>Be able to return the shuttlecock to different areas of the game, keeping the exchanges as long as possible to win the point.</p> <p>Be able to strike in different positions despite the discomfort caused by the chair.</p> <p>Know how to manage the racket and the chair to be able to hit the shuttlecock in the best possible conditions.</p> <p>Know the rules of the game and how points are counted.</p>	<p>Exercise 1 A) Warm-up: Articular, muscular and cardiovascular. Little games: the aim is to collect as many shuttlecocks as possible by placing them on your lap. The player who collects the most shuttlecocks is declared the winner.</p> <p>Exercise 2 Set-up: Two teams, A and B, will relay the shuttlecocks thrown by the opposing team. Team A aims to return the shuttlecocks to the opponent's playing area. The shuttlecocks are thrown by team B. The team that manages to send the most shuttlecocks into the opponent's zone wins the game.</p> <p>Exercise 3 Ascending / descending : The players face each other and have to win several short games. They are no longer playing as a team, but for themselves. The game is played within a set time. At the TOP, each winner moves up one place and each loser moves down one place. The aim is to reach pitch 1 and stay there as long as possible.</p> <p>Exercise 4 Calming down, breathing exercises, stretching, flexibility, etc.</p>	<p>Equipment</p> <ul style="list-style-type: none"> - Wheelchair, - badminton rackets, - stopwatch, - steering wheels, - badminton courts, - nets, - balls, - studs,... 	<p>Variants</p> <p>Exercise 1: Change of rhythm, increase in cardiovascular rhythm. Change of recovery hand.</p> <p>Exercise 2: Throws will be made first by hand, then with a racket. All over the pitch and then in hoops positioned in different parts of the playing area.</p> <p>Exercise 3 Change of opponent at the end of each game.</p> <p>Exercise 4: Work based on alternate breathing (ventral and pulmonary), Stretching and limbering up to keep muscles and trunk elastic.</p>	<p>Duration of exercises</p> <p>Ex 1 : 10 minutes</p> <p>Ex 2 : 15 minutes</p> <p>Ex 3 : 15 minutes</p> <p>Ex 4 : 10 minutes</p> <p>Total session duration : 50 minutes</p>	<p>Expected and observed behaviour</p> <p>The participants will now have to show more facility in the game.</p> <p>Control of the playing surface, the chair and the racket must now be in harmony to ensure that the game flows more smoothly.</p> <p>Involvement in the session and in the free play phases.</p> <p>Developing a spirit of solidarity and fair play.</p>
Goal Validation Developments,...	Gradually move towards oppositions. Apply and remember the rules of the game. Become more comfortable with the chair. Be able to implement technical and tactical strategies to win the game.				



Para badminton wheelchair session sheet

<i>Session 4</i>					
<i>Aim of the session : To master all the characteristics of this sport: "Para-badminton".</i>					
<p>Objectives:</p> <p>Developing game strategies.</p> <p>Control your movements, the chair and the racket in the playing area.</p> <p>Ability to organise attacks and create favourable counter-attacking situations.</p> <p>Control the power of your shot to send the shuttlecock into the desired zone.</p> <p>Be more fluid and flexible in your game.</p>	<p>Exercise 1</p> <p>A) Warm-up: Articular, muscular and cardiovascular.</p> <p>Little games: Motor skills course with a slalom. The aim of the exercise is to slalom between the studs on the ground. The participants then have to get to the peg of the required colour as quickly as possible without touching each other.</p> <p>Exercise 2</p> <p>Singles and doubles matches.</p> <p>Exercise 3</p> <p>Calming down, breathing exercises, stretching, flexibility, etc.</p>	<p>Equipment</p> <ul style="list-style-type: none"> - Wheelchair, - badminton rackets, - stopwatch, - steering wheels, - badminton courts, - nets, - balls, - studs, - hoops... 	<p>Variants</p> <p>Exercise 1:</p> <p>Change of rhythm, increased cardiovascular rate. Change of direction.</p> <p>Exercise 2:</p> <p>The players will first play singles and then doubles in the following games.</p> <p>Exercise 3:</p> <p>Work based on alternate breathing (ventral and pulmonary), Stretching and loosening up to keep the muscles and trunk supple.</p>	<p>Duration of exercises</p> <p>Ex 1 : 10 minutes</p> <p>Ex 2 : 40 minutes</p> <p>Ex 3 : 10 minutes</p> <p>Total session duration : 60 minutes</p>	<p>Expected and observed behaviour</p> <p>Fun to play, cooperation and conviviality during doubles matches.</p>
<p>Goal Validation Developments,...</p>	<p>Be able to play as comfortably as possible. Be able to set up favourable counter-attacking situations. Be able to organise your game by working on your opponent's weak points.</p>				

An example of a team sport assessment

The assessment developed should enable players to be assessed on their behaviour in a handball match situation.

The development of quality criteria for assessing in-game behaviour takes into account the role of the individual in a team and the collective aspects of a match. The aim is to develop behavioural factors that are desired in players and that seem relevant to a match.

To make the assessment easier, the coach should carry his score sheet with him and observe only one team and its players at a time.

It's a good idea to allow players to referee themselves to check their knowledge of the rules and to observe certain criteria relating to attitude and communication.

According to Grädel Roman (see "Resources" section), it is possible to construct an evaluation table consisting of three categories:

- 1) individual criteria,
- 2) collective criteria
- 3) Self-assessment

1) The individual criteria can be classified into 5 themes:

- **Controlling the ball:** Controlling the ball takes into account the player's ease of handling the ball during the match. He must be sure of his movements with the ball, as well as his technical movements (shooting, passing, catching).
- **Movement:** The player is active in his movements. He positions himself according to the game and tries to create opportunities through his movements.

- **Attitude:** Players take an active approach to their game. He offers opportunities to his team-mates or defends when necessary. They behave in a fair manner towards their opponents, the referee and the coach.

If the behaviour is inappropriate and unsporting, the assessment is "zero".




- **Tactics:** The player often makes the right choice during game situations and doesn't repeat the same mistakes.

- **Technical fouls:** Technical fouls are errors specific to the discipline (failure to respect pitch limits, double dribbling, improper movement...). Certain criteria are identical in all team sports, such as communication and marking.

2) Collective criteria

- **Attacking position:** The attacking position is based on the examples seen during the discovery and learning sessions.
- **Defensive position:** The defensive position is based on the examples seen during the discovery and learning sessions.
- **Counter-attack:** The team launches an effective and structured counter-attack. The ball is not lost on the counter-attack.
- **Return to defence:** If the defence recovers the ball, the team returns to its own zone and organises the defence for the counter-attack.

In addition, the coach can add an overall assessment of the player:




3 points		2 points		1 point	
The player is committed and gives his all.		The player does not leave his comfort zone.		The player is passive and stands back.	













3) Self-assessment

The self-assessment proposed by Grädel Roman is intended for 8-year-olds, which is why it is not relevant to share it in this document.

Example of an assessment grid for the supervisor

Player's name:.....

Assessment of involvement in the match					
3 points		2 points		1 point	
The player is committed and gives his all.		The player does not leave his comfort zone.		The player is passive and stands back.	

Individual criteria			Collective criteria		
List of criteria		Points / grade	List of criteria		Points / grade
Ball control			Offensive position		
Travel			Defensive position		
Attitude			Counter-attack		
Tactics			Back to defence		
Technical faults					
Involvement in the match					

Variables to take into account for a successful sport activity

This information is taken from Jean-Claude Marchal's book (see "Resources" section).

The aim of this section is to enable the reader to know which element or variable he can influence to set up his sport activity. This choice depends on the objectives of the activity.

Acting on spatial variables means acting on

- the familiarity and uncertainty of the physical environment, e.g. still or flowing water, the sports field, the great outdoors.
- the nature of the ground, e.g. clay, meadow, sand, water, floor, snow, carpet...
- the shape of the routes: straight, circular, star-shaped, etc.
- whether or not there are obstacles to overcome or get round...
- horizontality and verticality, distances, gradients and directions.

Acting on time variables means changing

- the status of time in the game.

The time can be set freely, depending on the success of the event (e.g. an orienteering course where the aim is to reach all the markers, regardless of the time taken).

Time can be relative to the speed of victory (e.g. a game where you have to go as fast as possible).

The time can be set in advance and something else can be counted (e.g. timed activities).

Time can be measured and determined (e.g. the time to carry out the activity).

- rhythms and durations, introducing pauses or accelerations.

Acting on bodily variables means stimulating

- other parts of the body, other positions
- other types of balance (high, shifting, evasive support, etc.)
- other senses (such as touch, listening, smell, kinaesthesia)
- a different body awareness through the introduction :
 - > equipment that extends the body (snowshoes, skis, clubs, bicycles, skates, etc.)
 - > objects to manipulate or projectiles and balls to throw and juggle.

Acting on relational variables means taking action

- the number of players and how they are grouped: solo games, games in pairs, in a group or several groups, in teams
- cooperation and opposition through creation (or not)
 - > partners / opponents,
 - > tactical necessities
 - > of consultations...
- the number and stability of statuses and roles, with or without exclusivity, change, permutation, uncertainty, and ambivalence
- the stakes, which can be serious, distressing, light-hearted or ridiculous.

Acting on scoring systems means motivating players in a different way.

The system may or may not highlight :

- simple pleasure as the driving force behind skill, ease and communication with the environment
- the challenge to oneself and the quest for performance
- the effect of chance and the solicitation of luck
- a taste for risk, speed, vertigo and sliding
- competing against others
- the fantasy of ambivalent relationships
- the need for simulacra, aestheticism or to communicate laughter.

Acting on pedagogical variables means inviting adults to

- to lead the game with spirit and good humour
- legislate, manage and referee
- leave the players free to play or play with them, if possible in the same way as they do, without any privileges, with a view to self-management of the group
- help players organise the preparation and running of a complex game involving several positions.

Build your sport activity from the European Union's key competences

We present here a relevant example of the development of a programme of sport activities in line with the European Union's key competences, which are intended to be acquired by all throughout life. This Physical Education and Sport programme and the associated skills framework are those of the French Ministry of Education.

It is designed to enable learners (high school students) to acquire the key skills of the European Union.

Indeed, as the official texts state, *"Physical and sports education aims to train, through physical, sport and artistic activities, a well-rounded and cultured citizen, capable of making informed choices in order to engage regularly and autonomously in an active and supportive lifestyle"*.

What's more, this programme can be used as such by changing the word "pupil" to "participant" and the words "physical education and sport" to "sport activity".

We are sharing it as it is officially presented on the website of the French Ministry of Education.

Physical education and sport should enable every pupil :

- **develop motor skills**

By engaging in a wide range of in-depth physical, sport and artistic activities, pupils enrich their motor skills.

They are committed to learning, whatever their level of expertise, physical condition or degree of inability or disability.

- **knowing how to prepare and train**

Through their commitment to learning, pupils learn to manage their physical activity, both on their own and with others.

In this way, the student, accustomed to being "trained by", becomes "a student who knows how to train independently".

They learn to get to know themselves, make choices, prepare, manage and regulate their efforts.

- **exercise individual and collective responsibility**

Through their involvement in physical and sport activities and in different roles (opponent, partner, observer, referee, judge, adviser, helper, etc.), pupils develop social behaviour.

Solidarity is developed through physical activities, thanks to exchanges between pupils, who learn to act together, to get to know each other, to confront each other, to help each other and to respect each other, whatever their differences.

Within the classroom and in a favourable context, taking responsibility enables pupils to make choices and take responsibility for them, while understanding and respecting the importance of common rules for all.

- **build long-term health**

Through their commitment to physical exercise, pupils learn to develop their health over the long term. By developing their physiological, motor, cognitive and psychosocial resources, they improve their well-being, both for themselves and for others.

Physical and Sports Education enables pupils to ensure their own safety and that of others, and to build a positive self-image and self-esteem. Thanks to the efforts they make, the progress they make and the results they see, pupils experience the pleasure of practising reasoned, regular physical activity throughout their lives.

- **access to cultural heritage**

The various physical, sport and artistic activities enjoyed by secondary school pupils give them access to a cultural heritage in which they can see themselves as participants, spectators and critics.

To achieve these general objectives, students will follow an educational process broken down into 5 specific objectives:

- **Achieve maximum motor performance**

The pupil deliberately commits to going faster, higher, further, once or repeatedly.

E.g. Running, jumping, throwing, speed swimming.

- **Adapting your movements to varied or uncertain environments**

The pupil plans, commits to and regulates his/her movement to set off and return, analysing the environment and protecting his/her own safety and that of others.

E.g. climbing, orienteering, water rescue, mountain biking.

- **Produce a physical performance intended to be seen and appreciated**

The student expresses him/herself physically in front of an audience or a jury

- expressive body movements leading to choreography;
- Performing codified body shapes leading to a sequence or composition.

Ex: Dance(s), circus arts, acrosport, gymnastics.

- **Leading and controlling a confrontation to win**

The pupil engages lucidly in a confrontation, alone or in cooperation, to tip the balance of power in his favour.

E.g. Badminton, table tennis, French boxing, judo, basketball, football, handball, rugby, volleyball.

- **Physical activity to keep fit**

The pupil engages lucidly and autonomously in the development of his/her resources based on a chosen training theme.

E.g.: long-distance running, weight training, long-distance swimming, step, yoga.

Resources

AEFA - Coordination française (2016), Guide d'évaluation des compétences transversales.

[aefa_guide_webversion.pdf \(europa.eu\)](#)

European Commission (2018), [Key competences for lifelong learning](#)

Grädel Roman (June 2019), [L'évaluation durant les jeux collectifs en cours d'éducation physique et sportive.](#)

Marchal, Jean-Claude (2000), Jeux traditionnels et jeux sportifs.

[preface.pdf \(free.fr\)](#)

[6_entrees.pdf \(free.fr\)](#)

[variantes_jeux.pdf \(free.fr\)](#)

Ministère français de l'Education nationale (2029), [Le programme d'éducation physique et sportive au lycée.](#)



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