

# Multisport Methodological Guidelines and Best Practice



Erasmus+



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The Multisport Culture for Youth Empowerment is a 18-month long Erasmus+ Sport Small Collaborative Partnership between various European organizations: ACD LA HOYA (Spain), Clubul Sportiv Experienta Multisport (Romania), Hodina H, z.s. (Czech Republic) and L'Orma (Italy).

The project aims to promote a MULTISPORT APPROACH to youth physical literacy, based on the promotion of a precise cultural matrix articulated around three key concepts:

- **PHYSICAL LITERACY:** to develop the ability and motivation of children to capitalize on their sport potential, not only to move in a more efficient way, but also creative, competent with enthusiasm and with emotional and social intelligence;
- **SPORT FOR LIFE:** to conceive quality sport towards children as sport delivered with a focus on the optimal holistic development of each individual to make a significant contribution to their quality of life.
- **LONG TERM ATHLETE DEVELOPMENT**

The Project aims to fill a vacuum in the existing offer of European projects exploring the educational dimension of sport for children. The Project wishes to spread the culture of multisport & multidisciplinary in sports in the local communities by increasing knowledge and awareness about the benefits of this developmental approach, towards all the stakeholders (parents, instructors, clubs, municipalities).

## INTRODUCTION

## GUIDELINES

The co-design of Multisport Methodological Guidelines is the main strategy through which the project intends to turn its objectives into reality. It is made of continuous forward backwards between theory and practice. That's why after the first months of the project dedicated to the critical Phase 2 of First co-design, it will be necessary to put this first theoretic outcome to the test of practice during the Phase 4 of Practical experimentation carried out by all the members of the partnership in their respective country, in order to provide useful adjustments to the initial design, before finalizing with the Phase 5 of Final strategies related to exploitation and dissemination.

### CULTURAL AND SCIENTIFIC FRAMEWORK OF THE PROJECT

In order to fully understand the cultural framework in which the purposes and objectives of this project feed on, it is important to precise at least 3 great inspiring principles or key guiding concepts: a) PHYSICAL LITERACY (Morrison, 1969; Whitehead, 1993, 2001, 2007, 2010; Penny & Chandler, 2000; Haydn-Davies, 2005; Mandigo et al, 2016) According to The International Physical Literacy Association, "physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life" (IPLA, 2017). The initial definition of physical literacy proposed by Morrison in 1969 adopted a holistic perspective by acknowledging that physical literate individuals not only move efficiently, but they also move creatively, competently and with enthusiasm. Whitehead further expanded the definition by including elements of social responsibility., as confirmed by Penny and Chandler (2000). Hence, individuals who are physically literate have the knowledge, skills, and attitudes to lead healthy lifestyles for themselves, and also assist others in acquiring these skills as well. Whitehead (2007) proposed the following working definition: •Physical literacy can be described as the ability and motivation to capitalize on our movement potential to make a significant contribution to the quality of life.

# MULTISPORT EXPERIENCE

- As humans we all exhibit this potential, however its specific expression will be particular to the culture in which we live and the movement capacities with which we are endowed.
- An individual who is physically literate moves with poise, economy and confidence in a wide variety of physically challenging situations.
- The individual is perceptive in 'reading' all aspects of the physical environment, anticipating movement needs or possibilities and responding appropriately to these, with intelligence and imagination.
- A physically literate individual has a well established sense of self as embodied in the world. This together with an articulate interaction with the environment engenders positive self esteem and self confidence. Beyond these definitions, Physical Literacy can be characterized by 4 fundamental elements: Motivation and Confidence (Affective) Motivation and confidence refers to an individual's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life. Physical Competence (Physical) Physical competence refers to an individual's ability to develop movement skills and patterns, and the capacity to experience a variety of movement intensities and durations. Enhanced physical competence enables an individual to participate in a wide range of physical activities and settings. Knowledge and Understanding (Cognitive) Knowledge and understanding includes the ability to identify and express the essential qualities that influence movement, understand the health benefits of an active lifestyle, and appreciate appropriate safety features associated with physical activity in a variety of settings and physical environments. Engagement in Physical Activities for Life (Behavioural) Engagement in physical activities for life refers to an individual taking personal responsibility for physical literacy by freely choosing to be active on a regular basis. This involves prioritizing and sustaining involvement in a range of meaningful and personally challenging activities, as an integral part of one's lifestyle.

# MULTISPORT EXPERIENCE

The development of fundamental movement skills is the basic building block for the overall development of physical literacy. Previous research has demonstrated that without the development of these fundamental skills, many children and youth choose to withdraw from sport and turn to more inactive and/or unhealthy choices during their leisure time (e.g. Burton & Martens, 1986; Skard & Vaglum, 1989). The combination of the 4 fundamental elements in the sport education ensures the complex education of the educators in all relevant field of these elements. That means very significant and complex change. In case of focus on target group this change can be implemented through the cooperation of different experts and sectors to consider sport as a tool and not only physical activity. The attitude, approach, knowledge and behaviour of those facilitating sport activities is a key and finding the new way to support the children and young people in sport and develop their competences, motivate them is now days urgent need. Understanding of the relevance of these elements, education and learning in the field of these elements, adopting methods and techniques to put them in practice and make them part of sport and physical activities. Positive approach to each individual, awareness of differences, dealing with competitiveness and results, equal approach, making sure there is a joy in practising sport, quality of preparation and methodology as such corresponding with the target group, active communication, reflection and feedback, space for innovation. Information and feedback from the teaches, parents might be useful when activities are connected and can also contribute to the specific case of the child. Sport expertise is taking as the base and other features are described.

b) LONG TERM ATHLETE DEVELOPMENT (Gabbard, 2004; Balyi, 2001; Cote & Hay, 2002) Long-Term Athlete Development is a multi-stage training, competition and recovery pathway guiding an individual's experience in sport and physical activity from infancy through all phases of adulthood. It is about building the entire person, not only the athlete. Most sports have developed a seven-stage framework of Long-Term Athlete Development.



# MULTISPORT EXPERIENCE

→ The first three stages encourage physical literacy and sport for all: 1. Active Start 2. FUNdamentals 3. Learn to Train

→ The next three stages focus on excellence: 4. Train to Train 5. Train to Compete 6. Train to Win

→ The final stage encourages lifelong physical activity: 7. Active for life a. Competitive for Life b. Fit for Life c. Sport and Physical Activity Leaders Science, research, and decades of experience all point to the same thing: kids and adults will get active, stay active, and even reach the greatest heights of sport achievement if they do the right things at the right times. This is the logic behind the Long-Term Athlete Development Framework (LTAD). Brustad (1998) defines development as "a sequence of change that results in an increasingly organized and specialized functional capacity for an individual." As a result, it is imperative that parents, teachers, coaches, etc., recognize that children are not miniature adults.

Development can be described as (Haywood & Getchell, 2001):

- Sequential, continuous age-related process whereby movement behaviour changes
- Development is age-related NOT age-determined
- These change are affected by both Nature & Nurture

1. In the same logic of LTAD, another suggestive theoretical framework for our multisport project is the three-stage model provided by Cote and Hay (2002) for sport participation from early childhood to late adolescence: Sampling, Specialization, and then either Investment or Recreational. Sampling: The first stage involves learners sampling a host of activities without specializing in any single sport in order to experience the enjoyment of play through sports. They cite studies reporting that children tend to drop out of sport because of "interest in other activities, lack of fun, lack of playing time, too little success, loss of motivation, dislike of the coach, overemphasis on competition and performance, and hard physical training". They add that play and enjoyment, were critical components of a child's early sport experience and that the emphasis should be on "deliberate play" (developmentally purposeful) not "early specialization" or "intense training."

# MULTISPORT EXPERIENCE

2.Specialization: In the specialization years (middle childhood) the child tends to either drop-out or become more committed to and engaged in fewer sports and to more demanding and deliberate practices that need to be inherently valued and pursued in order to improve performance. Activities must remain enjoyable and play must be deliberate so learners in the specializing years “enjoy using their talent” and maintain their motivation for improving their sports skills. 3.Investment/ Recreational: Finally, the child or adolescent might drop out, participate for recreational purposes, or choose to compete at an elite level in one or a few selected sports. The American Academy of Pediatrics recommends that children should not participate in organized sports prior to age 6 or specialize in sports prior to age 14 (and then only optionally). Long-Term Athlete Development is based on 15 principles (as part of the theoretical framework): 1. Life has significant stages of development that include transitions from child to adolescent, to adult, and then to senior, resulting in changed capabilities. 2. Training, competition and recovery programs should be based on the stage of the participant's capability, rather than chronological age. 3. For optimal development, sport programs must be designed for the stage of development and gender of the participant. 4. Physical literacy is the basis of lifelong participation and excellence in sport and engagement in health enhancing physical activity. 5. Every child is an athlete and, therefore, is genetically predisposed to be active if the environment encourages participation. 6. Lifelong participation and excellence in sport are best achieved by participating in a variety of sports at a young age, then specializing later in development. 7. There are sensitive periods during which there is accelerated adaptation to training during pre-puberty, puberty and early post-puberty. 8. A variety of developmental, physical, mental, cognitive and emotional factors affect the planning of optimal training, competition and recovery programs. 9. Providing guidance through the complete spectrum of Long-Term Athlete Development stages of sport and physical activity will result in increased participation and performance.



# MULTISPORT EXPERIENCE

10. Mastery in sport develops over time, through participation in quality sport and physical activity programs. 11. Long-Term Athlete Development is participant/athlete-centered, coach-led, and organization supported, taking into account the demands of home, organized sport, community recreation and school. 12. Through cooperation and collaboration within sports (at all levels) and between sports, a more effective sport system can be achieved. 13. The integrated efforts of high-performance sport, community sport, school sport, school physical education, and municipal recreation will have a mutually positive benefit for all. 14. Quality sport and physical activity, combined with proper lifestyle, result in better health, disease prevention, enhanced learning, enjoyment, and social interaction; leading to improved wellness. 15. Sport practices, scientific knowledge and societal expectations are ever changing and, therefore, Long-Term Athlete Development needs to continually adapt and improve.

1. The main stakeholders involved in Long-Term Athlete Development might be:

- schools;
- universities;
- national sports institutions;
- national sports governing bodies;
- sports teams;
- centres for sport and exercise medicine;
- sports academies;
- institutes of sport science;
- elite training centres;
- specialised athlete nutrition companies;
- specialised sports clinics;
- sportswear manufacturing companies.

Schools have dedicated classes, either for exercise as in movement in general or specific sports, not just for the health benefits they bring to students, but also to identify the students that show interest and potential, to be able to form teams and take part in competitions. Universities, on the other hand, are the ones that train specialised workers such as sports teachers, trainers, nutritionists, physical therapists, etc. Their importance revolves around the majority of aspects related to sports and health. National sports institutions provide sport science and medical support, helping elite athletes with any problems that might occur and improving their performance.

# MULTISPORT EXPERIENCE

National sports governing bodies are the ones that set rules and sanctions and may also promote sports events. Sports teams are direct beneficiaries of anything related to the sport they are practicing. If we are talking about teams on a national level, for example, we could say they are an intrinsic part of the sports industry because they are the ones that influence everyone else, they are the standard. Centres for sport and exercise medicine – when it comes to practising sports as a leisure activity or about exercises to repair your body, these centres are the main resource. Helping people pursue their passion for movement, even though they are not doing it to become professional athletes, or helping them deal with the issue if they sustain any injuries. Sports academies are meant to take a specific sport and its members as high as possible, from a performance point of view. The athletes receive professional coaching, good progression towards elite teams, and the opportunity to compete locally or nationally. Institutes of sport science are groups of specialised people, usually scientists and doctors, looking for optimising and increasing the performance, skills, psychology, recovery, conditioning and the biomechanics of athletes. They are the ones who test athletes to figure out how to improve performance. Elite training centres represent the places where professional athletes train, guided by the sports federations. Everything can be included here, from training with weights to courses on nutrition, coaching, etc. Specialised athletes nutrition companies – they research and make the best supplements, vitamins, protein shakes, and anything else the human body might need for prolonged and intense workouts. These products help the body, giving it the purest forms of nutrients and energy for it to work to the highest capacity and to promote a better recovery. Specialised sports clinics are meant for specific traumas and other injuries that people practicing a sport may experience in time. Certain activities may cause powerful blows to the head or the body that might require a certain type of surgery. Sportswear manufacturing companies are businesses selling clothes and/ or other equipment needed for practicing all sorts of sports to a targeted group. They are also a big part of the sports industry since their marketing has broadened to include not just amateurs, but also people who like certain brands because they are more comfortable and casual.

# MULTISPORT EXPERIENCE

It depends on the specific study related to sports and health that a certain institution is conducting or what aspects related to sports/ healthy lifestyle they are following. Marketing also has a big impact, since they are selling a concept, an idea of not just a fitter and more beautiful version of us, but also a healthier version of us, comparing our role models in sports to a potential best future version of ourselves. The best approach to ensure long-term sustainability is for stakeholders to first consider the interest of the individual sport practitioner or athlete. This implies facilitating the best knowledge, best experience, best training, having suitable people for the treatment and prevention of certain physical problems/ diseases and, most importantly, contributing to the beneficiaries' overall wellbeing, achieved through a lifelong healthy way of living. Everything related to movement and health has become a big industry; if we go back in time, any sport was done either for the pleasure of the participants or the prestige of the winning team or team owner. It is safe to say that correlating movement to health is a somewhat new concept, developed maybe in the last 100 years. Research has been done showing how the body reacts to specific nutrients, how it absorbs and transforms proteins, carbohydrates and fats into muscle tissue or fat depending on the calories burned versus the calories consumed – for all of these astounding discoveries we have to thank science. The stakeholders have to show their best interests related to health through movement, no matter if we are talking about a professional-level team/ athlete or people who just want to incorporate a healthier lifestyle. Since the industry functions on a global scale, it must always change and adapt to the times, if it is to find ways to attract more people. Surely the quality of services provided by the stakeholders is steadily rising, as is the progress made by science. We do not need to go further than let's say a doctor who can recommend you to exercise if you want a healthy heart. The long term sustainability of the stakeholders depends a lot on the people's mentality, social factors, economical factors, marketing, governments, and even traditions.

# MULTISPORT EXPERIENCE

c) SPORT FOR LIFE (Canadian Sport Centre, 2006) The principle of Sport for Life embraces and enhances Physical Literacy and Long-Term Athlete Development by expressing a kind of synthesis of both concepts. Sport and physical activity can be a powerful force for individual and social growth and development, or they can fall short ("pharmakon" logic). The idea of Sport for Life is based on the belief that quality sport and physical activity possess unique attributes to enable the development of healthy individuals, who, in turn, can make positive contributions to society. Under this general principle, quality sport means sport delivered with a focus on the optimal holistic development of each individual by using a developmentally appropriate approach. It is inclusive, accessible and ethical, placing priority on long-term success over short-term gains. It is about being committed to empowering and inspiring children and young people to unlock their true potential through sports development programmes, and to make a positive change in their lives. Based on our every-day experience of working with kids in sport programmes, we do think that the most important aspect to consider to involve kids in sport is...FUN! At the age we consider for our project (6-12 years old), the reason why kids choose to practice sport (when not imposed by the family) is the pleasure and fun in playing. When the inner motivation is the one who leads the kids, their engagement and commitment will be for sure greater. On the other hand, to make them understand the value and the importance of practicing sport, and educating them to introduce physical activity into their daily life (that is one of our project's objectives), external constrictions won't be useful, since they can only have temporary results: once the kids will become autonomous in their choice they will lose the motivation and will stop doing sport. Therefore, as sport coordinators, we believe it's important to ask ourselves: how can we make the sport practice fun? And how can we make kids feel safe in the sport environment?

# MULTISPORT EXPERIENCE

Based on our experience and studies, we can identify the following areas:

- Feeling accepted by peers and adults and feeling part of the group
- Being actively involved
- Making friendships and building good social relationships
- Learning new skills and getting rewarded for the effort
- Being engaged and receiving positive feedback from the trainer, what empowers self-esteem
- Feeling the environment safe for making mistakes
- Sharing passions and community building
- Feeling listened and accepted

To promote engagement in sport we believe that all these aspects should be taken in the consideration in setting a good sport environment. Considering that in most of families in Europe all the parents are workers, during last years has been emerging the need of finding, outside of the family, a high-quality educational offer, that can support parents in their educational role. In this framework also sport services are called more and more to respond to this need, offering competence on the educational side, beyond that on the sport technique. We think that, in practical term, it is possible to respond to this need under two main actions: 1) Organizing extra-curricular activities that involve kids regularly (with a frequency, for example, of two times a week); 2) Taking care, in the sport offer, of the educational side, through an accurate training of sport coaches. Studies shows that the age group of 10-12 years old (that is included in our target group) is the more affected by sport activity leaving. The kids who don't continue to practice sport at this age are mostly the ones who are not passionate on one specific sport, practicing it at agonistic level. Our multisport offer could reach just that range of child population who don't practice sport at advanced level, but needs to continue practicing physical activity to maintain a healthy lifestyle and for their personal development, connected to the social and educational value of sport.

# MULTISPORT EXPERIENCE

From an educational point of view, the needs of our society at European level are expressed by the 8 key competences of the European Union. Sport practice can have a high impact in empowering some of them, like Learning to learn, as well as Sense of initiative and entrepreneurship. For its inner features, sport practice can improve and potentiate some skills that are connected to this area, like strategic thinking, determination in reaching goals, communication skills, creativity, innovation, team cooperation. To make sport activities accessible to an audience as wide as possible of kids and families, the strategy has to be both economic and educational. About material resources, a solution can be building a solid network of sport clubs with different stakeholders of the local territory like schools, Municipalities, private foundation. This network can aim at fund raising for sustaining families with economic difficulties, and also to have access to sport facilities and equipment. At the educational level we think is important to again to train the sport staff to an inclusive approach, aiming at finding strategies to break barriers caused by social and cultural difficulties or disabilities. Offering a multisport activity in one unit course could give the possibility to try different sports reducing some expenses (like registration fee membership, insurance, etc.) that are usually necessary every time kids want to approach to a different sport practice.



## PARTNERS



L'ORMA  
MILAN, ITALY



HODINA H  
PELHRIMOV  
CZECH REPUBLIC



CLUBUL SPORTIV  
EXPERIENTA  
MULTISPORT  
ROMANIA



ACD LA HOYA  
LA HOYA, SPAIN

# **BEST PRACTICES**

## **ITALY**



## #PlayAtHome

### Sources

<https://playmore.it/playathome>

### Location /geographical coverage

Milan, Italy

### Description

Project aims to bring sport activities to homes by recording video lessons where trainers are showing different types of sport activities. Targeted group are all people (both children and adults) in conditions of frailty due to the quarantine cause by Covid-19. Lessons are scheduled and targeted towards children and adults separately.

52 video lessons on the YouTube channel, 96 direct Facebook led by instructors,

48 webinar interactive groups,

22 disciplines for adults and children

### Methodological Approach

Pre-recorded video lessons and webinars, access online

# MULTISPORT EXPERIENCE

## Success or Innovation Factors

Respond to current social situation with videos motivating people to exercise at home. Different disciplines give the opportunity to choose and try them. Easily accessible.

## Constraints/ Weaknesses

Difficult to check if the activities are conducted correctly by participants

## Replicability/Opportunity for future use

Possibility of replicability



## Sport "MyWAY", Multisport Coaches for Young Athletes

### Sources

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/579756-EPP-1-2016-2-HR-SPO-SCP>

### Location /geographical coverage

HRVATSKI AKADEMSKI SPORTSKI KLUBOVI MLADOST SVEUCILISTA U ZAGREBU, Zagreb, Croatia

CONI SERVIZI SPA, Rome, Italy

OLYMPIACOS SYNDESMOS FILATHLON PIREOS, Piraeus, Greece

CRVENA ZVEZDA SD, Beograd, Serbia

ATHLITIKOS PODOSFERIKOS OMILOS ELLINON LEFKOSIAS, Lefkosia, Cyprus

AALBORG BOLDSPILKLUB AF 1885, Aalborg, Denmark

FEDERATION OF THE EUROPEAN SPORTING GOODS INDUSTRY, Brussels, Belgium

FUNDACAO SPORTING CLUBE DE PORTUGAL, Lisboa, Portugal

ASSOCIAZIONE SPORTIVA DILETTANTISTICA S.S. LAZIO BASKET, Rome, Italy

### Description

The aim of the project was to define the multisport approach and exercises that optimally influence children age 6-11 physical and motor development. Defining the programme would help to determine the competences that Multisport Trainer should have. Multisport programme and handbook were created. Trainers were trained during seminar in Belgrade. There were also organised seminars, multisport activities for children in schools and/or clubs and summer camp in Zagreb.

# MULTISPORT EXPERIENCE

## Methodological Approach

Training format, handbook

## Success or Innovation Factors

Creating the group of experts who discussed and wrote Handbook

## Replicability/Opportunity for future use

Multisport days, trainings





## Multisport Against Physical Sedentary

### Sources

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/567236-EPP-1-2015-2-IT-SPO-SCP>

### Location /geographical coverage

CENTRO SPORTIVO ITALIANO, Rome, Italy - Coordinator

### Description

Project included specific training for coaches about the sport and methodology and trainings with children.

Number of sports implemented: 15 Duration: 2 hours, 2 times per week, 7 months Target Group children 9-12, involved: 883

Coaches: age on average is around 42, from 25 (Italy) to 64 (Croatia)

### Methodological Approach

Training format for trainers and multisport activities aimed at children who were previously trained by sport experts

### Success or Innovation Factors

Application supporting trainers (project guidelines, operational instructions etc), participation of the families (positive feedback from them)

# MULTISPORT EXPERIENCE

## Constraints/ Weaknesses

Focusing on one methodology (Italian) and enriching it

## Replicability/Opportunity for future use

Possibility of replicability



# **BEST PRACTICES CZECH REPUBLIC**



## Sport tasting

### Sources

The concept was developed by Hodina H – coordinator of the Multisport experience project for the Czechia

### Location /geographical coverage

Czechia, Vysočina region targeted, organized in Pelhřimov

### Description

The activity is being organized so far 2 years. There was tested and implemented a regular once a week (1 hour) and also once a months concept (2 hours). This activity is aimed at introduction of different sports to the children age of 4 – 7 and to raise their interest and find connection to particular sport, to avoid early orientation in one sport and too early half-professional involvement, to practice different physical activities and techniques. The activity has this flow: 1 – 2 guests sport clubs, introduction, common name activity and energizer, warm up typical for the sport, practicing the exercises of this sport, demonstration of the guests, activity related to the tournament or typical training of the sport, exhibition of the sport, sport games/obstacle circle, closing activity.

### Methodological Approach

The key of activity is the flow which is agreed with the guest/sport club where organizers facilitate the whole activity, start and close it with the group and in between facilitate the space for the guest who prepare the specific techniques and whole scenario for the group.

At the beginning and in the end are used non-formal educational methods to focus on the group and include everyone.

### Success or Innovation Factors

We had very positive feedback when the kids decided afterwards to join the sport club, go for some training for visitors. There was also feedback from the parents related to the change of thinking about sport for their kids, interesting findings from the activities, how they see their child after talking with the coaches - e.g. too early to start, etc., interest of children, communication of the children in the group even the group might be very changeable. In some cases the parents were interested to take part as well, in this case they were regular members of the group as children.

The activity is linked to the event for children and young people where NGOs and sport clubs has stations with the tasks and introduction of the sports.

# MULTISPORT EXPERIENCE

## Constraints/ Weaknesses

To keep the activity open there might be changeable number of the participants. The sport clubs has limitation to join due to the time, training and people who might represent the club in such an activity.

## Replicability/Opportunity for future use

Possible to apply as event concept to introduce different sports.

## Website/or contact details

Hodina H - iva@hodinah.cz



## Universality

### Sources

Webpage - <http://www.sokoljihlava.cz/oddily/vsestrannost/>

### Location /geographical coverage

Czechia, Vysočina region, Jihlava

### Description

Regular sport activity aiming at being in good shape, developing the physical capability and prevention. It includes the activities on the gymnastic apparatus and with the sport equipment as trapeze, beam, vaulting box, P-bars. The physical performance is not a priority but there is focus on sustainable sport practice and joy, good feeling. This activity deal with good sport condition, figure forming, accepting different individual limits and health limits. There is a link to the bigger meetings of universality in sport (athletics, gymnastic, swimming, skiing).

### Methodological Approach

Warm-up with music and specific focused moves (prevention of muscular disbalance, correct body posture), exercise on gymnastic apparatus and with equipment to support the physical capability.

### Success or Innovation Factors

Going back to the roots and traditional sports which also correspond to the physical education in the formal education, innovation might be seen in keeping tradition alive and utilizing the quality.

### Constraints/ Weaknesses

Not many people are joining sport on the apparatus even it has equal effect as exercise in the fitness or aerobic.



# MULTISPORT EXPERIENCE

## Replicability/Opportunity for future use

To develop the universality of the children and young people, motivate them to try different sports, moves and avoid only following the trends, potential cooperation with the schools

## Website/or contact details

<http://www.sokoljihlava.cz/oddily/vsestrannost/>



## Lokomoce – move as a prevention/Project “Moves to kindergartens”

### Sources

<http://www.lokomoce.eu/index.html>

### Location /geographical coverage

Czechia, set in Brno, implementation in different regions

### Description

Team of experts who understand the move as base of life and health. There are included following activities: seminars and workshops for teachers and parents, companies and enterprises, sport clubs, public, regular exercises or children, systematical for teachers of kindergartens, primary schools and secondary schools, exercises for seniors with Parkinsons and other neurological illnesses, sport days and individual and group rehabilitation exercises.

“Moves to kindergarten” is activity offering training of teachers, resource materials, and work sheets, sport equipment, entrance kinesiology check-up, mapping of the development of the kids with documentation.

### Methodological Approach

There is specific exercise according to the age of the kids. The kids learn to change for the sport activity as a base of hygiene, to feel comfortable for the exercise, training of coordination and soft motoric), barefoot exercise. Exercises last 20 – 30 min and usually is organized during the morning block. Exercises are divided in the educational materials according to the specific part of body and there are examples of the moves and their adaptation to inspire the teachers for the innovations.

### Success or Innovation Factors

Educational approach with the training and work with the target group and sustainable inclusion in the formal educational curriculum.

### Constraints/ Weaknesses

Sustainable based on committed people

# MULTISPORT EXPERIENCE

## Replicability/Opportunity for future use

Creation of creation of the network and training of trainers who can multiply the implementation in the kindergartens, schools, and sport groups

## Website/or contact details

<http://www.lokomoce.eu/index.html>

[info@lokomoce.eu](mailto:info@lokomoce.eu)



# **BEST PRACTICES**

## **ROMANIA**



## Békéscsaba-Arad Supermarathon

### Sources

<https://www.facebook.com/bcsaradszsupermaraton/>

### Location /geographical coverage

The supermarathon is organised between Hungary, Békéscsaba county and Romania, Arad county, in a circuit from the first location to the second and back, in a time span of two days.

### Description

The event has reached its 23<sup>rd</sup> edition. Every year, in the month of May, runners and cyclists run/cycle 200 km in two consecutive days. Last year, there were about 1000 participants from both countries, ranging from high school students to elderly people and everything in between. The event is organised by Békéscsaba's and Arad's town halls, as well as Békéscsaba Athletic Club and Arad Municipal Cultural Center. The registration is done online and there is no participation fee. Participants receive food, hosting, and free transport. The main impact this activity has, besides boosting the health benefits of its participants, is creating a sense of solidarity between the two countries, bringing people together in spite of the language barrier.

### Methodological Approach

The event is announced a few months before its start, so that potential participants can sign up online, mentioning their full name, if they need housing and transport or not, and if they are part of any sports club. Advertising is usually done online, sometimes with a little help from local radio stations and posters.

### Success or Innovation Factors

Considering that this event is at its 23<sup>rd</sup> edition, it seems people really appreciate the initiative for movement and a healthy lifestyle that the organisers are trying to promote every year. As mentioned above, an important factor to take into account is promoting solidarity between the citizens of the two countries. Also, it is the longest marathon in the western part of Romania, so that has its own allure to the athletes who compete.

### Constraints/ Weaknesses

First constraint related to outdoor events such as this one could be the weather conditions that can sometimes dictate the unfolding of the race. If we consider current times and social distancing regulations, it can be a long-term problem for this kind of events, but up until this point you could say it was a success.

# MULTISPORT EXPERIENCE

## Replicability/Opportunity for future use

Adjacent countries could implement similar sport events, even using it as a peace event or as a festival for exchanging traditions between countries.

## Website/or contact details

more information can be found on facebook - <https://www.facebook.com/events/1701179023346436/>





## Sports and nutrition camp for adults

### Sources

<https://taberestraja.ro/tabere-de-vara/tabara-de-sport-si-nutritie/>

### Location /geographical coverage

This camp is located in beautiful Straja, a ski and snowboarding resort in Hunedoara County, Romania.

### Description

This is a camp for adults between the ages of 18 to 65, for practising hiking, exploring nature, learning to set up a tent, finding edible plants and preparing them, testing limits, and learning new sports and games, guided by instructors and trainers. The cost per participant is 300 to 350 euros, depending on the season and if there is a group of at least ten participants, they receive a deduction of 31 euros/ participant. The price covers housing for one week, all- inclusive food and transport to certain objectives. Personal transport is only needed for getting to the camp location.

### Methodological Approach

The idea behind this camp is to learn to move, rediscover nature, and live healthier in accordance with the surroundings. They also have a nutritionist, who helps participants to better understand the nutritional necessities of their own body. This sort of place is perfect for finding a good balance between the beautiful outdoors and your own inner peace and how to better integrate yourself in nature.

### Success or Innovation Factors

The innovation factor here is helping people understand the best and most natural way of maintaining your health is moving and eating in nature. It is a good form of escapism from the daily city routine and stress. It also helps participants to be more aware of the need for protecting nature, not just for us but for future generations.

### Constraints/ Weaknesses

The outdoors may not be for everybody, people need to have a certain curiosity and the mindset for exploration. It may also be a problem for people who need to constantly check their phones and/or laptops.

# MULTISPORT EXPERIENCE

## Replicability/Opportunity for future use

This type of camp can be easily replicated in any country with a beautiful outdoor/ back country area. It would only need a space large enough for housing the group of proposed participants and viable roads leading to the camp.

## Website/or contact details

<https://taberestraja.ro/tabere-de-vara/tabara-de-sport-si-nutritie/>



## Wind Discovery

### Sources

<https://www.winddiscovery.ro/>

### Location /geographical coverage

Wind Discovery has its headquarters in Bucharest, Romania.

### Description

Wind Discovery is a group of passionate sportsmen and women accredited by the national authority of job qualifications (ANC) that organise lots of different sports, like: mountain biking, hiking, skiing, snowboarding, climbing, survival, etc. The nine instructors each organise different outdoor events, with small to medium groups of participants, in locations not just in Romania, but also abroad. They combine a passion for nature with creativity and artistic domains for creation workshops and visual arts. They organise summer camps and also winter camps.

### Methodological Approach

Each of the trainers is specialised in certain fields, in order for the clients to have a broad spectrum of sport fields from which to choose, depending on their skill level and preferences. Even though their headquarters is in Bucharest, they travel to the most beautiful places in Romania and farther, via bus, train, kayak, boat or whatever is needed.

### Success or Innovation Factors

Their success comes from their flexibility when it comes to sports from which you can choose, and considering the winning combination between a healthy lifestyle in accordance with nature, combined with the artistic workshops. It's the perfect way to lose yourself and find the better and enhanced you! Also they organise camps for children.

### Constraints/ Weaknesses

Transport may be a hassle sometimes.

# MULTISPORT EXPERIENCE

## Replicability/Opportunity for future use

It definitely has a high replicability in almost any country, if you consider the transport factor and depending on the budget allocated by each potential participant. As a business, it's good in the sense that it does not need a big space bought and/or rented, but instead it can have a small office and from there the team can go anywhere, depending on the preferred sport, time of the year, etc.

## Website/or contact details

<https://www.winddiscovery.ro/>



# **BEST PRACTICES**

## **SPAIN**



## DEPORTE EDAD ESCOLAR ANDALUCIA (School Age Sport Andalusia)

[https://issuu.com/antoniomerinomandly/docs/deporte\\_edad\\_escolar\\_andalucia](https://issuu.com/antoniomerinomandly/docs/deporte_edad_escolar_andalucia)

### Location /geographical coverage

ANDALUCIA, SPAIN

### Description

As one more measure to develop the promotion of sport at school age, the Andalusian Ministry of Education incorporates the "Sports Schools" program that is projected as a path to initiation and sports promotion and aims to make a multi-sport offer to the students of the centers publics of Andalusia accentuating the socializing and motivational nature of sporting events in schools. The "Sports Schools" program is part of the sports initiation field. This field is aimed at the entire school-age population that aims to familiarize themselves with or make contact with one or more sports modalities or specialties. In this area, training and recreational purposes prevail. It is developed in the municipal territorial framework, specifically in school, municipal or sports club sports spaces and is extensive to the scope of promotion. The "Sports Schools" program reinforces the extracurricular sports activities of the educational centers, at local, regional, provincial and autonomous levels in collaboration with the municipalities. This program contemplates the organization of sports events called "Fiestas del Deporte" for the students belonging to this program, where fair play is rewarded, parking the negative aspects associated with fully competitive events.

### Methodological Approach

Sports at school age by definition refers to all those physical-sports activities that take place during non-school hours and are of voluntary participation, aimed at the school-age population, understood as the population aged between 6 and the 18 years old who lives in Andalusia. The idea is to create a structured plan, distribute the competencies once defined by each program and propose all resources in an orderly manner and distribute the specific functions in an orderly manner and systematically, this entails an order in the responsibilities of each one theirs and the functions they fulfill in the specific sports system at these ages. The organization, based on the competences that public administrations have and the existing demands on private initiative, the organization aims to achieve its objectives and is based on formal procedures that detail how the plans should be implemented. The organization, based on the competences that public administrations have and the existing demands on private initiative, the organization aims to achieve its objectives and is based on formal procedures that detail how the plans should be implemented. We use a scheme for the ages of initiation, which is a competence map where each promoter entity is freely located and accepts, proposes or identifies with philosophies or ways of understanding the relationship with students, with athletes, with the people who choose for the practice of sport. (page 12-13 you can see the scheme).



# MULTISPORT EXPERIENCE

## Success or Innovation Factors

During the program divided into 3 stages such as the "Initiation", "Promotion" and "Technification" stage, they are dedicated to observing the sporting and personal evolution of young people during their first steps in multisport, once athletes choose their sport Favorite through the events called "Sports Festival" the practice of different sports is promoted together without any competitive spirit, over time the sports talents of young people are identified and selected and those who choose this option can form these talents and perfect them. So at the end of the program we get the expected result of the education through multisport on a healthy and the most important they learn about fairplay.

## Constraints/ Weaknesses

The "problem" in this method in the end is the fact that it is a voluntary activity, therefore it may happen that some center does not have too many interested young people and it is not possible to carry out this type of activity when needing a minimum of participation. to carry out.

## Replicability/Opportunity for future use

This case is a bit special because this good practice is carried out over a long period of time or even years, the Andalusian government approved it in 2006 and today it is still ongoing. Any center interested in using multisport as a tool is helped by the autonomous government to carry it out.

## Website/or contact details

<https://issuu.com/antoniomerinomandly> (this is the autor of the análisis of this method)





# JUEGOS DEPORTIVOS PROVINCIALES (PROVINCIAL SPORTS GAMES)

### Sources

<http://www.dipalme.org/Servicios/cmsdipro/index.nsf/informacion.xsp?p=deportes&documentId=1B61252CF0E8E870C1258022005CAA59>

<https://www.20minutos.es/deportes/noticia/juegos-deportivos-provinciales-acercan-ninos-adolescentes-almeria-practica-deportiva-3239150/0/> (Some of the participation numbers from 2018)

### Location /geographical coverage

ALMERIA, ANDALUCIA, SPAIN

### Description

The Provincial Sports Games (since 2000) are conceived as an offer of content that aims to respond to the demands transferred from the local administration regarding the development of joint actions to give continuity to the projects that are being developed throughout the provincial geography at the level of sports initiation. In this way, they are configured as a school-age sports practice alternative for those who wish to participate in games or competitions for basically educational and recreational purposes, with non-federated athletes or who have not been participating in official competitions in the chosen modality, being oriented towards four fundamental values such as sports, education, health and fun. Among the objectives set is promoting and empowering sport and physical activity as a habitual practice among the school-age population, establishing a human and intersocial contact between the different population centers, completing the comprehensive training of students in schools sports promoting fair and participatory play, exalting the virtues of fun among its participants, seeking the social integration of disadvantaged groups and increasing the participation of girls and women, promoting the practice of sport as an essential part of an active lifestyle and a promoter of present and future health, to sensitize athletes of school age about the importance of respecting and caring for the environment and practicing sustainable sport. With a media participation of 14.000 kids in the different áreas.

### Methodological Approach

This event is organized every year to promote the different options within the multisport, in which different places are advertised for the sports modalities for which leagues are organized without a competitive objective but simply to share four fundamental values such as sports, education, health and fun. This event is organized every year to promote the different options within the multisport, in which different places are advertised for the sports modalities for which leagues are organized without a competitive objective but simply to share four fundamental values such as sports, education, health and fun. It is based on four axes: the Educational Workshops, the Sports Meetings, the Educational Leagues and the Circuits for the Promotion of Base Sports Performance.

# MULTISPORT EXPERIENCE

## Success or Innovation Factors

As long as this activity have been carried out for 20 years we can see that is a total suces in the área of Almeria. By the years the stadistics show the increase of participation in this activity.

## Constraints/ Weaknesses

The only posible constraint for this activity it can be the fact of the difference of participation on different modalities what would make some of them more active in the community and will make the ones with less participation feel not very important.

## Replicability/Opportunity for future use

As we already said they carried on this activity for 20 years already and is a clear example of how to encourage the young people into different sports thanks to multisport.

## Website/or contact details

<http://www.dipalme.org/Servicios/cmsdipro/index.nsf/index.xsp>



## MULTIDEPORTE ELCHE (ELCHE MULTISPORT)

### Sources

<http://www.elche.es/deportes/competiciones-deportivas/>

Interview to Jose Sánchez (participant in this activities for 5 years)

### Location /geographical coverage

ELCHE, VALENCIAN COMMUNITY, SPAIN

### Description

Every year since 39 years ago (since 1981) Elche City Council organizes events, leagues and sporting events for young people between the ages of 5 and 18, in collaboration with youth centers, sports clubs, schools and institutes. The municipal school games include sporting events aimed at young people of school age, contemplating formative values and personality builders, which must be considered at these ages. Boys and girls from prebenjamin to youth category participate. They can enroll in sports modalities such as: futsal, basketball, handball, volleyball, athletics, etc. With a media participation of 5000 kids every year with a total of 40 centers and facilities for the games and around 160 matches per day. The last year the modalities with more teams were football and volleyball with 67 and 63 teams.

### Methodological Approach

This activities starts with the Cross School in late October. From that moment, the calendar of the different competitions is established, with meetings being held every weekend throughout the school year. The School Mile at the beginning of June is the race that brings the season to an end. To conclude, a closing ceremony is organized, in which the trophies and medals are presented to the participants.

### Success or Innovation Factors

In our opinion this method is a real success as every year there are more participants (5000 last year), more teams and so many leagues of different sports participating at local and autonomic level.

### Constraints/ Weaknesses

The only restrictions in this activity is the availability of centers and facilities in which to carry them out, given the large participation it is difficult to square the schedules in an equivalent way, granting training facilities for all the teams or clubs.

# MULTISPORT EXPERIENCE

## Replicability/Opportunity for future use

As our interviewed said this method have been used for 39 years ago (since 1981)and is a good way to show the different modalities in multisport to the kids and not only the usual popular ones, year by year is getting improved what makes is even better to find new participants adding new sports.

## Website/or contact details

<http://www.elche.es/deportes/>





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