



LINC Activities

‘Reserved sports lesson’

LEARNING SHEET

IN THIS ISSUE

About the activity

The “reversed sports lesson” activity has been suggested by the school of Östra in Sweden. The activity builds on the “Reversed Classroom” activity and constitutes a follow-up.

The activity brings parents closer to the school and aims at familiarizing them with school activities. The students take an active role as they are the ones that demonstrate the physical activities to the parents providing the necessary instructions.

Aims and objectives:

The activity aims at:

- Bringing teachers, parents and students together in the school environment.
- Encouraging active engagement of parents in school life
- Enhancing the home-school partnership.
- Giving students opportunities to communicate their skills and knowledge to their parents.
- Promote a healthy lifestyle which involves regular workout.

Regarding educational goals and pedagogies, there is a strong focus on:

- Involving students in the organization of an event and in decision making.
- Promoting the value of regular physical activity.

Who will be involved?

- Teachers
- Parents and family members
- Students

Get it Started!

- Listen to students’ ideas!
- Take into account parents’ skills and availability
- Obtain parents’ participation agreement
- Start planning the activities with the students
- Get all the preparatory work done
- Choose a convenient time and date to carry out the activity



Planning

Key steps in planning the activity

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Experiences from deployment

Experiences related to the activity that has been carried out in Ostra School in Sweden

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7 steps for putting ideas into action!

1st step: Introduce the concept of the activity to the students and take into account their ideas and suggestions.

2nd step: Inform parents about this learning initiative and intervention, initiate discussion on the Linc community.

3rd step: Plan carefully the activity in collaboration with the students.

4th step: Take into account the parents' suggestions and needs.

5th step: Set the date for the deployment.

6th step: Start planning the different physical activities in detail. Consider the materials that will be needed and assign roles to the students...

7th step: Deployment of the activity.



OVERVIEW OF THE IDEA

The 'reversed sports lesson' gives students a leading role in introducing their parents to selected physical activities. It is important to plan the activities taking into account parents' availability and limitations. For example, it is crucial to ease parents' participation by choosing a convenient for them date and time (i.e. during lunch time, in the afternoon, during weekends etc). Parents will receive an invitation letter with a request for response; their responses will provide organizers with a clear idea of all the preparatory work needed to be done. The activity will start with an introductory session. The students that have been assigned the relevant role will provide parents with information about the activities that are going to take place in the context of the 'sports lesson'. Before starting physical activity, the necessary warm up will take place to prevent injury and make workout more effective. Then the parents will be divided in 4 or 5 groups (depending on participation rate) and will be assigned one or more trainers (students will hold this role). The activities may be outdoor or indoor. At the end the participants will be encouraged to share their experiences.



Why 'reversed sport lesson'?

The activity aims at bringing parents closer to the school reality and to familiarize them with daily school activities. Students are given an active role through which they develop self-confidence and self-esteem. They also practice their skills in organization, collaboration and communication.

Through this activity students will be also given the opportunity to review the curriculum with the support of their teachers, to reflect upon the value of physical education and the role that exercise and workout play in our health.

The students will be also encouraged to stress the need for physical activity and talk about the health benefits of regular exercise.

Together with their teachers and parents will reflect upon the different aspects of a healthy lifestyle.

The roles in the context of the reversed sport lesson have been changed; the students are the trainers, the parents are the trainees and the teachers are the 'scaffolders' of this initiative.

DEPLOYMENT IN "ÖSTRA SCHOOL"

Here you can see the way the activity was deployed in "Östra School" in Sweden. The activity started with a warming up task. Then students took an active role and introduced their parents to the physical activities that they usually carry out.

Warming up: 7 minutes workout (i.e. through dancing)

Selected physical activities:

The ball game

The students provided the parents with the necessary instructions about the ball game. The parents and students were divided in 4 groups (mixed groups) and enjoyed the game.

Table-tennis in the school yard.

This is a very popular game that is practiced during the breaks. The students provided parents with the necessary instructions and revealed tips and "personal touches" on the game.

Fitness (running and aerobic exercise).

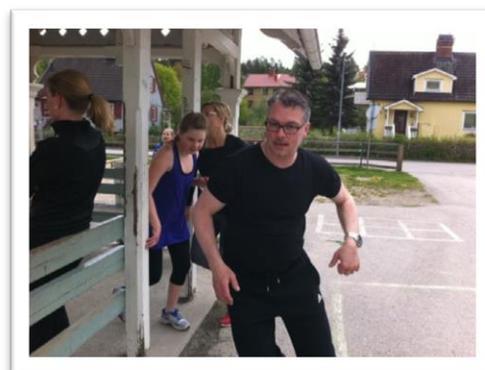
Having the students as trainers, the parents practiced aerobic exercise within predefined time slot.

Brännboll

Brännboll is a game similar to soft ball, baseball and cricket that is popular in Scandinavian countries and in Germany. Parents and students played the game against each other.

Evaluation

After the completion of the activity, the participants (parents and students) were encouraged to talk about their experiences. The value of physical activity was also discussed among the participants.



USEFUL LINKS

Workout challenge app:

<http://7minworkoutapp.net/#about>

ABOUT THE PROJECT

LINC portal: <http://www.linc-project.eu>

LINC community:

<http://community.linc-project.eu/>

Experiences from participants in the physical activities in "Östra School"

The overall reactions from the parents were very positive. The participation rate was more than satisfactory as almost all the students' parents took part in the activity.

Parents' statements were very encouraging as they showed a high level of understanding of the aims and the objectives of the activity. They were also willing to participate in future activities and they suggested to extend the time devoted to these activities that were characterized as "valuable".

The parents were satisfied with the organization of the event. They considered that the event/activity was properly circulated and promoted.

Students' reactions were also very positive. They were given a chance to take an active role enhancing concurrently their confidence and organizational skills. All of them were very excited that they parents were in the school eager to undertake a 'sport lesson'

The participants agreed to continue organizing similar activities that foster the creation of a meaningful home-school partnership.