



Schola Europaea

Office of the Secretary-General

Pedagogical Development Unit

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Sport Syllabus - complementary course (S6-S7)

APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 8 AND 9 FEBRUARY 2018 IN BRUSSELS

**Entry into force on 1 September 2018 for S6
on 1 September 2019 for S7**

Introduction

The complementary sport course engages students' interest in their physical development and further develops acquired competences through physical fitness, individual and team sports.

The diversified programme should encourage students to take the initiative and make informed decisions in the context of sport. Furthermore, it should increase joy and motivation while doing physical activities; thus integrating sports as an important element in lifestyle.

The course follows two main aims:

- a) to develop an extra depth of knowledge, skills and attitude that students have acquired during their PE lessons in cycle 1 (S1-S3) and cycle 2 (S4+S5)
- b) to introduce sports/activities which students have not experienced during their PE lessons in cycle 1 (S1-S3) and cycle 2 (S4+S5)

The teacher's and the students' interest and local facilities may determine this.

1. General objectives

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences – knowledge, skills and attitudes across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. communication in the mother tongue
2. communication in foreign languages
3. mathematical competence and basic competences in science and technology
4. digital competence
5. learning to learn
6. social and civic competences
7. sense of initiative and entrepreneurship
8. cultural awareness and expression

2. Didactic Principles

The learning/ teaching of the sport complementary course develops individual and group needs.

It is based on the following didactic principles:

1. acquiring new motor skills and further developing motor skills learned before,
2. using a variety of approaches and teaching methods,
3. focusing on students' varied learning styles and pace of learning,
4. using differentiation in order to meet students' individual needs,
5. focusing on students' abilities to apply skills, tactics and creative ideas,
6. reinforcing social skills,
7. promoting student's autonomy through teaching and learning,
8. improving students' performance by feedback, evaluation and self-evaluation,
9. linking and integrating practical and theoretical components,
10. using a range of teaching and learning resources including ICT.

3. Learning objectives

Cycle 3 (S6 + S7)

At the end of cycle 3 the student should:

1. be well prepared to continue participating in sports activities after leaving school,
2. be familiar with different training methods in some disciplines/components of physical activity and sport,
3. be able to organise and participate in sports activities adopting different roles,
4. reflect on, organise and evaluate his own learning,
5. show fair play and be able to resolve conflicts in a constructive way,
6. be able to link theory to practice.

4. Contents

1. to offer a variety of sports activities including traditional sports, outdoor sports, fitness, lifetime sports, etc., visits to out of school institutions,
2. to offer a variety of training methods to enhance physical fitness components using circuit training, video and ICT tools for movement analysis, observation sheets, etc.
3. to promote the use of self-evaluation sheets, tests, competitions, demonstrations, video analysis, etc.,
4. to provide knowledge of the organisation of an element of a lesson/a competition/ a tournament; to create awareness of the student's role as a team player, coach, referee, assistant, journalist, observer, etc.,
5. to encourage participation with fair play: respecting others, the rules, materials and equipment, cooperating with others, working for a common goal and supporting the teacher,
6. to offer different topics to link theory and practice, being presented by the students as small projects in class.

5. Assessment

Assessment is both a formative and a summative process.

Formative assessment is an ongoing process providing information about pupils' learning outcomes.

Summative assessment provides a clear statement of the competences attained by a pupil at a particular point in time.

The following general principles of assessment of learning outcomes should be considered:

- performance should be assessed in reference to all the learning objectives set out in the syllabus
- assessment must relate to work which has been covered in the course
- all types of work done by pupils on the course should be part of the assessment process
- pupils should be aware of the work to be done and the attainments to be achieved

5.1. Subject-specific assessment

In the sport complementary course, all types of practical and theoretical achievements (short presentation, self-evaluation sheets, organisation of a competition, etc.) accomplished by the pupils should be part of the assessment process.

Pupils should be aware of the learning objectives to be attained at the end of cycle 3 (see attainment descriptors, part 6)

Each school's Physical Education department should work out their own tools/parameters of assessment based on the following general rules:

5.2. Assessment

5.2.1. Assessment in S6

During this year assessment is expressed as an **A mark** and a **B mark** of equal weight. The **A mark** focuses on: participation, effort, social behaviour and the ability to be autonomous.

The **B mark** focuses on the student's improvement of his general performance in all activities linked to the learning objectives.

5.2.2. Assessment in S7

During this year the preliminary mark (**C mark**) for the European Baccalaureate will be automatically calculated on the basis of the **A mark** (40%) and the **B mark** (60%). (see document 2015-05-D-12-en-9, 6.3.3).

The **B mark** shows the results of the assessment held at the end of each unit of instruction.

5.3. Definitions

Participation

The student is involved in and takes responsibility for the preparation of group or individual activities and participates with a positive attitude and commitment.

Effort

The student participates in class at a maximum level of his/her physical capacities.

Social behaviour

The student participates with fair play, respecting others and the rules.

He/she takes responsibility for him/herself and others as well as for materials/equipment.

He/she cooperates with others and works towards a common goal.

He/she takes responsibility for the security of others.

He/she deals with conflicts constructively.

Ability to be autonomous

The student shows initiative in developing the group and individual activities.

He/she is also open to and objectively critical of initiatives presented by others.

He/she is able to work independently.

He/she is able to identify, select and apply work methods in a critical and creative way.

He/she takes responsibility to complete tasks.

He/she understands the value of activities that involve effort, initiative and creativity.

He/she is able to assess and control the development of the task undertaken.

6. Attainment descriptors

| Mark | Denominator | Grade | Competences |
|-------|-------------|-------|--|
| 9-10 | Excellent | A | <p><u>Motor Skills</u>: The student is excellently prepared to continue participating in sports activities after leaving school.</p> <p><u>Health and fitness competence</u>: The student shows an excellent knowledge and application of different training methods.</p> <p><u>Sense of initiative and entrepreneurship competence</u>: The student demonstrates an excellent capacity in organising and participating in sports activities, adopting different roles.</p> <p><u>Learning to learn competence</u>: The student shows an excellent ability to reflect, organise and evaluate his own learning.</p> <p><u>Social competence</u>: The student shows an excellent attitude of fair play and is excellently able to resolve conflicts in a constructive way.</p> <p><u>Theoretical and practical competence</u>: The student demonstrates an excellent linking of theory and practice on specific themes.</p> |
| 8-8,9 | Very good | B | <p><u>Motor Skills</u>: The student is very well prepared to continue participating in sports activities after leaving school.</p> <p><u>Health and fitness competence</u>: The student shows a very good knowledge and application of different training methods.</p> <p><u>Sense of initiative and entrepreneurship competence</u>: The student demonstrates a very good capacity in organising and participating in sports activities, adopting different roles.</p> <p><u>Learning to learn competence</u>: The student shows a very good ability to reflect, organise and evaluate his own learning.</p> <p><u>Social competence</u>: The student shows a very good attitude of fair play and is very well able to resolve conflicts in a constructive way.</p> <p><u>Theoretical and practical competence</u>: The student demonstrates a very good linking of theory and practice on specific themes.</p> |
| 7-7,9 | Good | C | <p><u>Motor Skills</u>: The student is well prepared to continue participating in sports activities after leaving school.</p> <p><u>Health and fitness competence</u>: The student shows a good knowledge and application of different training methods.</p> <p><u>Sense of initiative and entrepreneurship competence</u>: The student demonstrates a good capacity in organising and participating in sports activities, adopting different roles.</p> <p><u>Learning to learn competence</u>: The student shows a good ability to reflect, organise and evaluate his own learning.</p> <p><u>Social competence</u>: The student shows a good attitude of fair play and is well able to resolve conflicts in a constructive way.</p> <p><u>Theoretical and practical competence</u>: The student demonstrates a good linking of theory and practice on specific themes.</p> |

| Mark | Denominator | Grade | Competences |
|-------|---------------|-------|---|
| 6-6,9 | Satisfactory | D | <p><u>Motor Skills</u>: The student is prepared to a satisfactory level to continue participating in sports activities after leaving school.</p> <p><u>Health and fitness competence</u>: The student shows a satisfactory knowledge and application of different training methods.</p> <p><u>Sense of initiative and entrepreneurship competence</u>: The student demonstrates a satisfactory capacity in organising and participating in sports activities, adopting different roles.</p> <p><u>Learning to learn competence</u>: The student shows a satisfactory ability to reflect, organise and evaluate his own learning.</p> <p><u>Social competence</u>: The student shows a satisfactory attitude of fair play and in resolving conflicts in a constructive way.</p> <p><u>Theoretical and practical competence</u>: The student demonstrates a satisfactory linking of theory and practice on specific themes.</p> |
| 5-5,9 | Sufficient | E | <p><u>Motor Skills</u>: The student is prepared to a sufficient level to continue participating in sports activities after leaving school.</p> <p><u>Health and fitness competence</u>: The student shows sufficient knowledge and application of different training methods.</p> <p><u>Sense of initiative and entrepreneurship competence</u>: The student demonstrates sufficient capacity in organising and participating in sports activities, adopting different roles.</p> <p><u>Learning to learn competence</u>: The student shows sufficient ability to reflect, organise and evaluate his own learning.</p> <p><u>Social competence</u>: The student shows sufficient attitude of fair play and in resolving conflicts in a constructive way.</p> <p><u>Theoretical and practical competence</u>: The student demonstrates sufficient linking of theory and practice on specific themes.</p> |
| 3-4,9 | Failed (weak) | F | <p><u>Motor Skills</u>: The student shows a low level of continuing participation in sports activities after leaving school.</p> <p><u>Health and fitness competence</u>: The student shows little knowledge and application of different training methods.</p> <p><u>Sense of initiative and entrepreneurship competence</u>: The student demonstrates little capacity in organising and participating in sports activities, adopting different roles.</p> <p><u>Learning to learn competence</u>: The student shows little ability to reflect on, organise and evaluate his own learning.</p> <p><u>Social competence</u>: The student shows poor attitude of fair play and in resolving conflicts in a constructive way.</p> <p><u>Theoretical and practical competence</u>: The student demonstrates little ability to link theory and practice on specific themes.</p> |

| Mark | Denominator | Grade | Competences |
|-------|--------------------|-------|---|
| 0-2,9 | Failed (very weak) | FX | <p><u>Motor Skills</u>: The student is not prepared to continue participating in sports activities after leaving school.</p> <p><u>Health and fitness competence</u>: The student shows hardly any knowledge and application of different training methods.</p> <p><u>Sense of initiative and entrepreneurship competence</u>: The student demonstrates hardly any capacity in organising and participating in sports activities, adopting different roles.</p> <p><u>Learning to learn competence</u>: The student shows hardly any ability to reflect, organise and evaluate his own learning.</p> <p><u>Social competence</u>: The student shows hardly any attitude of fair play and in resolving conflicts in a constructive way.</p> <p><u>Theoretical and practical competence</u>: The student demonstrates hardly any linking of theory and practice on specific themes.</p> |

Annex: samples for project work

- topic 1: Developing a programme based on physical fitness training principles
- topic 2: Rolle des Sport in der Gesellschaft: Aggressionsverhalten in Fußballstadien
- topic 3: Bewegte Schule: Möglichkeiten im Fachunterricht
- topic 4: Choisir et élaborer une méthode d'entraînement en fonction d'objectifs personnels
- topic 5: Goalball: Introduction and experience of a Paralympic Game

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| TEACHER: Waite | COURSE: | DATE: |
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| TOPIC: Exercise Science - Physical Fitness Training Principles |
| OBJECTIVES: Upon successful completion of the programme, students will be able to: 1. Demonstrate knowledge and understanding of basic exercise science principles. 2. Identify different training methods and explain how they can be used to improve different physical fitness components. 3. Plan, administer and evaluate a basic physical fitness programme. |
| CONTENTS: Theory presentation and lecture/lab activities |
| MATERIALS: PE teaching materials, Sports facilities and IT for theory work. |

PRESENTATION:

Theory presentations on the different training principles (overload, specificity, progression, reversibility, etc.). These presentations will also cover the different components of physical fitness (aerobic/anaerobic, muscular strength/resistance training and flexibility), training thresholds/target zones and FIT (frequency, intensity and time).

PRACTICE:

To highlight the above, students will participate in lecture-lab type activities where they experience different types of training and see how it affects their fitness (i.e. strength training in a fitness centre setting or fartlek training at an athletic track). A sub VO2 max test could also be carried out on an ergometer in the classroom, to illustrate tracking of fitness levels and selecting workouts that are the right intensity to meet certain goals.

EVALUATION:

A student will develop a programme (**theory component**) using sound scientific training principles. The programme will indicate how an individual improves a specific area of physical fitness (i.e. muscular strength) or a specific sports discipline (i.e. 100m sprint). The student will demonstrate an example of this (**practical component**) at a sports facility (sports hall/fitness centre/athletic track) and the other students will participate in this activity.

POSSIBLE TASKS FOR THE STUDENTS:

(they work individually or in groups up to 3 students):

Task 1/group 1: Describe how to overload the cardiac muscle to gain improvement.

Task 2/group 2: Explain how long it takes to develop aerobic fitness.

Task 3/group 3: Define the maximum and target heart rate zone.

WAHLFACH SPORT

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| LEHRERIN: Henninger | KURS: | DATUM: |
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| THEMA: Rolle des Sports in der Gesellschaft - Fanverhalten im Fußball |
| LERNZIELE: Die Schüler sollen <ul style="list-style-type: none">- Aggressionsverhalten verstehen und reflektieren- in verschiedene Rollen schlüpfen (Fan, Polizei, Clubleitung, Spieler, Diskussionsleiter) und Fanverhalten diskutieren/ analysieren- Lösungen finden, Aggression in Fußballstadien zu reduzieren |
| INHALT: <ul style="list-style-type: none">- Analyse von Aggressionsverhalten im Sport- Einsatz von Videomaterial |
| MATERIALIEN: Videomaterial (ggf. selbst erstellen), Laptop, Rollenspielkarten |

PRESENTATION:

Die Schüler präsentieren Beispiele aggressiven Verhaltens (Video, Aussagen etc.) und nennen Faktoren die Aggression beeinflussen.

AKTIVITÄT:

Rollenspiel/ Diskussion

BEWERTUNG:

Die Schüler sollen die Faktoren nennen, die zu Aggressionsbereitschaft/-verhalten führen und Lösungsansätze präsentieren sowie anschließend gemeinsam finden, um Aggressionsverhalten zu vermeiden

- Präsentation
- Struktur der Darstellung
- Inhalt (Auswahl der Beispiele, Vollständigkeit, etc.)
- Anleitung der Gruppe

AUFGABENSTELLUNGEN:

- 1) Bewusstmachung des Aggressionsverhalten von Fußballfans anhand von Beispielen
- 2) Faktoren die Aggressionsverhalten beeinflussen
- 3) Mögliche Konsequenzen
- 3) Lösungsansätze zur Reduktion des Aggressionsverhaltens finden

WAHLFACH SPORT

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|--------------------------|--------------|---------------|
| LEHRER: Henninger | KURS: | DATUM: |
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| THEMA: Bewegte Schule: Möglichkeiten im Fachunterricht |
| LERNZIELE: Die Schüler sollen: - die Bedeutung von Bewegung im Schulalltag beurteilen, erklären und reflektieren - in der Lage sein, gewonnene Erkenntnisse im zukünftigen Schulalltag umzusetzen - praktische Übungen finden, demonstrieren und anderen vermitteln |
| INHALT: - Kenntnisse über Vorteile und Möglichkeiten von Bewegung im Schulalltag - Verknüpfung von Theorie und Praxis durch Demonstration vielseitiger Übungsformen - Erstellen eines Lehr-/Übungsvideos |
| MATERIALIEN: Handy; Laptop, ggf. alltägliche Unterrichtsmaterialien |

PRÄSENTATION:

Die Schüler erklären den Begriff "Bewegte Schule", verdeutlichen die Bedeutung von Bewegung im Schulalltag und diskutieren Möglichkeiten der Umsetzung.

AKTIVITÄT:

Die Schüler demonstrieren verschiedene Übungen und leiten ihre Mitschüler/Lehrkräfte zur korrekten Ausführung derselben an.

Präsentation des Lehrvideos; Teilnahme und Erprobung durch die Kursteilnehmer sowie anschließende Beurteilung/Diskussion der Gruppe.

BEWERTUNG:

Den Schülern soll es gelingen, die Thematik zu verdeutlichen, das Thema entsprechend strukturiert und verständlich vorzutragen, Einsicht zu wecken und geeignete Übungen/Materialien zu finden sowie diese richtig zu demonstrieren, die Lerngruppe entsprechend anzuweisen und zu organisieren sowie ein Lehr-/Übungsvideo zur unmittelbaren Anwendung zu erstellen.

- Präsentation
- Struktur der Darstellung
- Inhalt (Auswahl der Übungen, Vollständigkeit, etc.)
- Anleitung der Gruppe

AUFGABENSTELLUNGEN:

- 1) Definition des Begriffs "BEWEGTE SCHULE"?
- 2) Darstellung der Aspekte, die für Bewegung im Schulalltag sprechen
- 3) Übungsformen zur Anwendung im Unterricht
- 4) Erstellen eines Lehr-/Übungsvideos

C.C. SPORT

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|---------------------------|---------------|--------------|
| PROFESSEUR : Simon | COURS: | DATE: |
|---------------------------|---------------|--------------|

THEME: Savoir s'entraîner dans un objectif de développement et d'entretien de soi

OBJECTIFS: Elaborer et réaliser un programme d'entraînement qui pourrait être réalisé chez soi, en dehors de l'Ecole, en fonction de ses objectifs personnels

CONTENU :

Le candidat à l'épreuve de Fitness au Cours Complémentaire doit choisir un objectif parmi 3 :

- Accompagnement d'un projet sportif
- Entretien physique avec objectif de forme, équilibre corporel, rééducation ou affinement
- Développement de la musculature avec objectifs esthétiques personnalisés

1 - Accompagnement d'un projet sportif : préparation physique spécifique et puissance musculaire : il s'agira d'alterner musculation dynamique et pliométrie

2 - Entretien physique avec objectif de forme, équilibre corporel (programme de rééducation après une blessure) ou affinement : il s'agira d'une musculation concentrique basée sur un travail d'endurance en séries longues et charges légères ou utilisant uniquement le poids du corps

3 - Développement de la musculature avec objectifs esthétiques personnalisés (Musculation esthétique) : il s'agira d'une musculation concentrique basée sur un travail de volume en séries et charges moyennes.

Pour cela le candidat à l'épreuve de Fitness devra faire la preuve, en construisant une séance d'entraînement, qu'il sait comment varier les charges, les répétitions et l'intensité de travail, tout en respectant les temps de repos et le nombre de séries

MATERIEL: Cordes à sauter, élastiques, poids de différentes tailles, tapis, montres avec fréquence cardiaque...

FORMALISATION :

Les fiches d'évolution de performance et un carnet de suivi de la pratique personnelle organisent la trace du suivi personnalisé de l'élève.

Ce carnet permet de rendre compte des connaissances effectives acquises par l'élève sur lui-même (charges d'entraînement, paramètres personnels de la performance etc.), sur l'activité (histoire, règlement, éthique, actualité), sur l'environnement humain et matériel (entraîner, juger, arbitrer, organiser, sécuriser, etc.).

Une version informatisée de ce carnet contribuera à la maîtrise des outils informatiques par l'élève tout en offrant à l'enseignant un support de pilotage plus individualisé du processus de formation de chacun des élèves.

PRATIQUE :

Durant chaque séance l'enseignant pourrait proposer une méthode différente et un échauffement différent en rapport avec ces différents objectifs pour que tous les élèves aient vécu et éprouvé des manières différentes de s'entraîner.

Durant chaque séance, les élèves doivent s'entraîner durant 30mn en rapport avec leur objectif de travail choisi. Leur entraînement doit pouvoir utiliser le minimum de matériel possible pour que celui-ci puisse être réalisé chez eux.

Ils remplissent lors de chaque séance leur carnet de suivi avec leurs sensations et écrivent des bilans précis pour ajuster leur programme.

L'enseignant supervise et encadre ce travail.

EVALUATION :

L'élève est évalué en trois plans :

- carnet de suivi de son entraînement

-recherche documentaire de 5 pages maximum sur le sujet de son choix en rapport avec son objectif d'entraînement (élaboration d'une méthode d'entraînement facile à réaliser chez soi, nutrition adaptée à son choix d'objectif d'entraînement, historique des méthodes de musculation, recherche sur une nouvelle méthode comme le crossfit par exemple...) + présentation en 20mn de cette recherche lors d'un oral.

-Evaluation pratique sur une séance finale où nous évaluons les critères de réalisation des mouvements, temps de récupération, étirements...

THÈMES POSSIBLES POUR LES ÉLÈVES :

Ils travaillent par groupe de 3 élèves :

Thème 1 / groupe 1 : Expliquer à l'oral les raisons pour lesquelles le groupe a choisi de poursuivre cet objectif d'entraînement (1, 2 ou 3)

Thème 2 / groupe 2 : Expliquer historiquement et scientifiquement l'intérêt de la méthode choisie et utilisée pour développer leur objectif d'entraînement

Thème 3 / groupe 3 : Démontrer et présenter une séance d'entraînement pour développer leur objectif d'entraînement

C.C. SPORT

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|-------------------------|----------------|--------------|
| TEACHER: Fuentes | COURSE: | DATE: |
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| TOPIC: GOALBALL |
| OBJECTIVES: 1. Introduce Goalball as a sport and 2. Provide resources for students to develop empathy attitudes towards visually impaired people |
| CONTENTS: 1. Resources for making a zero vision mask 2. Goalball rules 3. Goalball techniques 4. Playing a match |
| MATERIALS: Paperboard, elastic rubber, Goalball ball, Internet, computer |

PRESENTATION:

Students search for what Goalball is, its main characteristics, how it is played and how to put in into practice.

Resources:

* Video how to play Goalball: <http://www.fedc.es/home.cfm?id=40&nivel=1>

* Goalball rules: <http://www.fedc.es/home.cfm?id=213&nivel=2>

PRACTICE:

After using the resources from above, students have to explain what Goalball is, teach how to create a zero vision mask, explain how Goalball is played and develop a match into the class.

EVALUATION:

It will be assessed how clear the information is presented, and how the performance showed during the game correspond to the theory. It will be assessed as well the way they can organize the group.