# GUIDE TO Solution of the second practices of the secon

# ATLANTIC YOUTH PROJECT

#### **E**DITION AND CREDITS

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#### PARTNERS

Comunidad Intermunicipal del Alto Miño en Viana do Castelo (Portugal) Patronato Municipal de Deportes del Iltmo. Ayuntamiento de Ayamonte (España) Clare County Council (Irlanda) Cornwall Marine Network Limited de Falmouth (Reino Unido) Centre de Moulin Mer de Logonna-Daoulas (Francia) We Atlantic de Brest (Francia) IES Guadiana de Ayamonte (España) IES González de Aguilar de Ayamonte (España) ASPANDAYA de Ayamonte (España)

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# **1. INTRODUCTION**

Authors such as Guillen and Peñarrubia (2013) argue that **Physical Activity in Natural Environments** should form a part of the Physical Education curriculum, due to the benefits and value it offers.

Many authors support the practice of **sports** in schools (Blázquez, 2010), justifying their inclusion in the Physical Education curriculum (Contreras, De la Torre and Velázquez, 2001).

Blázquez (2010) points out that **water sports** can provide stimulating content for teaching students in Primary and Secondary Education. On the one hand, it offers originality as it is not commonly taught within school curricula. On the other hand, it is very motivational for the students to practice physical activity outside of the conventional environment of a Physical Education class. Lastly, it provides a number of important benefits at an educational, physical and attitude level.



Granero, Baena and Martínez (2010) state that **there are various reasons why Physical Activity in Natural Environments is often not included** in syllabuses in the Physical Education curriculum. Some of the key reasons include lack of time, lack of flexibility in the school timetable for managing these types of activities, the distance from the spaces whe-



re these activities should be practiced, or the need for specific equipment. There are also other factors, such as the involvement of teaching staff, their lack of training and aspects related to organisation (Arribas and Santos, 1999).

Taking this perspective into account, and as a result of the **Atlantic Youth Project**, the decision was made to produce a **manual to facilitate the use of water sports** from an educational point of view. The guide has the following **objectives** in order to achieve this:

- Explain the benefits provided by practicing water sports or activities.
- Identify the standards that should be taken into account to practice these activities properly and safely.
- Describe the objectives and content to be covered in these kinds of water sports programmes.
- Establish guidelines for how to teach these kinds of activities.
- Provide guidelines or criteria for evaluation.





# **2. ATLANTIC YOUTH PROJECT**

Atlantic Youth is a project, that is a part of the European Union Erasmus+ programme, whose aim is to support education, training, sports and young people in Europe. Its budget of 14.7 billion euros will grant more than 4 million Europeans the opportunity to study, train and gain experience abroad.

Atlantic Youth aims to cater to two priorities in particular:

- 1. Promoting the acquirement of skills and abilities. One of the project's main objectives is to enable children, between 10 and 16 years of age in coastal cities and regions to develop general skills and abilities from the school curriculum, through the implementation of educational activities related to the maritime and aquatic world.
- 2. Helping schools to combat student dropout and problems related to disadvantaged students. To ensure that all young people can benefit from this maritime education, without exception, it is essential that it takes place within the school system.

This project aims to strengthen our educational system to help it tackle the major challenges of the 21st century, making education a key factor in responding to significant technological and economic changes, social and environmental challenges and the need for all of our citizens to develop skills from an inclusive perspective.

The participants of this project are:

- Comunidade Intermunicipal do Alto Minho (Portugal).
- Patronato Municipal de Deportes de Ayamonte (Spain).
- We Atlantic (France).
- Clare County Council (Ireland).
- Cornwall Marine Network Limited (United Kingdom).
- Centre de Moulin Mer (France).

The participants in this **school** project are represented by five countries (Portugal, Spain, France, the United Kingdom and Ireland). A group of local members (Local Project Team) will be established in each location, made up of representatives from schools, public authorities and organisations that offer water sports training activities, all in coordination with a member of Atlantic Youth.

A transnational meeting is also held every year over the course of five days, with all the classes that have been involved in the project. These three meetings offer a fantastic opportunity for students' educational development, giving them the chance to develop their general knowledge and maritime expertise within the framework of a week-long educational event that brings together young people from five different countries.



783 students will benefit from the local maritime and nautical educational activities within the framework of Atlantic Youth over the three years, which will involve participation from 135 professionals.

The expected impact on student participants is:

- Progress in acquiring the knowledge that the study programme is based on.
- Awareness and acquisition of maritime and aquatic expertise.
- Positive awareness of navigation practices and knowledge acquisition.
- Carrying out a healthy activity that is beneficial from a physical, moral and social development perspective.
- More active participation within the classroom environment.
- The will to learn: remotivation.
- An improvement to how they see themselves and their living environment.
- More responsible and supportive behaviour.
- An introduction to other countries, to other young people, to the rest of Europe.



# **3. BENEFITS OF WATER SPORTS**

When designing these kinds of activities, it is important to understand the benefits to be able to guide the teaching/learning process effectively. According to the Spanish Ministry of Health, physical activity is essential for maintaining and improving health and preventing diseases in every member of society, no matter their age. Scientific research demonstrates that it increases life expectancy and helps to improve quality of life, as a result of the physiological, psychological and social benefits that it provides.

#### **Physiological benefits**

- Physical activity reduces the risk of developing cardiovascular diseases, high blood pressure, colon cancer and diabetes.
- It helps to control excess weight, obesity and body fat percentage.
- It strengthens bones by increasing bone density.
- It strengthens the muscles and improves the ability to exercise without getting tired (physical fitness).

#### **Psychological benefits**

- Physical activity improves your state of mind, reduces the risk of developing stress, anxiety and depression, boosts self-esteem and improves psychological well-being.
- It improves self-esteem and self-confidence.
- It increases energy and vitality.
- It promotes neuroplasticity, improving cognitive skills.
- It has a positive effect on brain health, stimulating and protecting the brain against neurodegenerative diseases.

#### Social benefits

- It improves autonomy and social integration, which are benefits that are particularly important for those who are physically or mentally disabled.
- It encourages socialising.

#### Additional benefits for children and teenagers

- It contributes to the comprehensive development of a person.
- It controls excess weight and obesity. It is very important to control obesity during this stage of life, in order to prevent adult obesity later in life.
- It improves bone mineralisation and reduces the risk of developing osteoporosis later in life.



- It aids maturation of the motor nervous system and improves motor skills.
- It improves school performance and social skills.

Physical activity is a way of investing in your health that has an effect on many related components, such as cardiorespiratory fitness, flexibility, strength and muscular fitness and coordination.

**Benefits of water sports** We don't currently interact with nature to a great extent, with only 10% of the current generation of young people having regular access to nature, in comparison to the 40% of adults who had access when they were young.



Gladwell, Brown, Wood, Sandercock and Barton (2013) concluded that **activities in nature** involved accessing green spaces, which is associated with a longer lifespan and a reduced risk of mental illness, as well as a lower sense of fatigue (perception of effort), which can help to increase the level of physical activity performed and the motivation to continue.

Furthermore, when people exercise in green spaces, their blood pressure returns to base levels quicker than when they exercise in urban areas. And finally, the benefits to psychological health are immediate, as the first five minutes of exercise in green spaces seem to have the greatest impact on state of mind and self-esteem. It also helps with stress management (Florez, Martinez, Chacra, Strickman-Stein, and Levis, 2007).



Professionals advise that water sports have the following specific benefits:

- A healthy and fun activity that helps to release stress.
- Improvement in social skills, such as communication, collaboration, teamwork, conflict resolution, etc.
- Overcoming fears related to the water.
- Improvement in the self-esteem of people with some kind of disability.
- Awareness, respect and care for the environment.

It is a good idea to be aware of current regulations, both for organising and carrying out these kinds of activities.





# **4. LEGISLATION**

According to the Eurobarometer (European Commission, 2018), it is estimated that almost half of EU citizens (47%) regularly practice sports and physical activities, and also that the majority of the physical activities take place in informal environments, such as parks and outdoor spaces (40%).

Although there is still no common policy related to sports activities, there has been special attention focused on protecting the environment. All the efforts seem to have been focused on the "**European Sports Charter**" (European Council, 1992), which includes protection of the environment among its numerous principles. Specifically, article 10 of the charter states that sports and physical activities should be adapted to the planet's limited resources, also that they should be carried out within a management framework that is in harmony with the environment.

There is an extensive group of companies that, although their main activities have little to do with sports or physical activities, do provide services within this area and have developed their own Environmental Management Systems (EMS), which are approved by recognised certifications, such as ISO 14001 or the Eco-Management and Audit Scheme (EMAS) (International Organization for Standardization; ISO, 2015).

In particular, the ISO 14001 is applicable to any organisation, regardless of its size or the industry it works in, which volunteers to take action to reduce its environmental footprint and comply with environmental legislation. Implementing these systems ensures that business activities are guided by internationally recognised sustainable measures and actions. As such, when companies are considering policies for contracting services, they must demonstrate positive discrimination in relation to those that lack approved environmental management systems.

#### Furthermore, implementing these systems involves:

- Reduction in energy and water costs and other savings and reduction plans.
- Access to certain legal exemptions.
- Improved competitive positioning.
- Access to points for public tenders.
- Removal of obstacles to the global market.
- Improved company image.
- Increased trust from customers, potential customers, suppliers, partners, etc.

As a result, promoting the implementation of EMS generally has a positive effect on the **continual improvement of environmental behaviour** that may offer a number of competitive advantages, such as:



- Reducing the negative environmental impact of activities, such as the risks that may result from an environmental accident.
- Carrying out constant evaluations of legal requirements and reducing potential non-compliance, thus avoiding economic sanctions.
- Improving environmental performance, due to the saving of resources and the reduction of emissions and waste production, leading to cost savings.
- The potential to receive financial assistance, such as access to subsidies.
- A competitive advantage for gaining new customers.
- An improved company image.

From another perspective, the Spanish Association for Standardisation and Certification (AENOR) proposes two standards that enable companies to manage and assess high-risk situations. These standards are UNE-ISO 21101:2015 (AENOR, 2015a) and UNE-ISO 21103:2015 (AENOR, 2015b).

The UNE-ISO 21101:2015 standard (AENOR, 2015a) outlines the requirements for adventure tourism companies (operators that offer tourist packages and supply equipment such as safety helmets, ropes, kayaks, UV protection t-shirts, sports trainers, etc.), so that they review the activities that they offer, understand the needs of participants and determine the procedures necessary to guarantee safety.

On the other hand, the UNE-ISO 21103:2015 standard (AENOR, 2015b) specifies the type of information that must be provided to potential participants, as well as to other interested parties in the adventure tourism industry, regarding all contractual issues. When active tourism companies work in conjunction with each other, they offer increased safety and trust and are more competitive throughout the world.

Below are the main procedures that both standards are based on.

UNE- ISO 21101: 2015 Safety Management System	UNE-ISO 21103: 2015 Information for participants
Context of the organisation	Communication of information
Leadership	Information provided prior to tourist activities
Planning	Information provided during the active tourism activity
Support	Information provided after the active tourism activity
Functioning	
Performance evaluation	
Improvement	

#### Table 1.- Main procedures for the UNE-ISO standard



#### Schools

Schools and their teaching staff also have their own responsibilities when it comes to activities outside of the school. Within the framework of the Organic Law 8/2013 for the improvement of the quality of education, it is specified that the school board in question has the responsibility and authority to assess proposals for additional activities that take place outside of the school. The second final provision specifically covers these responsibilities (i.e., h, i and j).

Decisions regarding additional activities that take place outside of the school should be included in the school's planning documents, as is the case with the General Annual Programme (PGA), included in the School's Educational Project (PEC). The PGA includes a programme of all additional activities that take place outside of the school. These activities are also included in the Classroom Plans and particularly for each individual subject. These activities are promoted as opportunities for participating, creating, coexisting and sharing experiences with other members of the school community, and thus relating to people from every level of society and the social environment.





# **5. WATER SPORTS COMPANIES**

Water sports are an excellent way to get healthy while also having fun. You can practice these sports either on your own or in a group, independently or through one of the many companies within the water sports industry.

When **preparing to teach these sports**, it is essential to first get in contact with companies who specialise in water sports. Some of the main **reasons** for this are:

- To improve the quality of the teaching, as these companies employ professionals with specific expertise related to water sports and experience teaching them.
- So that the activity is affordable to everyone, as for a relatively small amount you can gain access to expensive materials, such as kayaks, sailing boats or safety equipment (helmets, life jackets, etc.).
- It removes the need for transporting and maintaining the equipment, in addition to the related inconveniences of having to do so. The need for a trailer to transport a boat, for example.
- These companies have the necessary permits to practice these activities in natural environments, as well as the required insurance should an accident occur.
- Professional handling of any situation that may arise during the activities.
- The importance of respect and caring for the environment.





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There are a number of **characteristics** that these companies should have: their instructors should be professionals and they should have the appropriate certifications to carry out the activities in question, in addition to experience in the field, all the relevant permits, insurance to cover all eventualities, affordable pricing and values such as caring for the environment, teamwork, etc.

These days, the best **way to reach the public** is through social media, as it enables you to reach a large audience with minimal effort and cost. Photos and videos can also be added, which are much more attractive for the viewer.

Direct recommendations from people who have done the activities and had a positive experience can also help to encourage other people to try water sports. And finally, other resources are useful such as posters, leaflets, discounts, etc.

Along with all the aspects covered so far, we will now detail the curricular elements for programmes of these kinds of educational activities: objectives, content, methodology and evaluation.



# **6. OBJECTIVES**

Establishing objectives involves describing the learning targets that you hope to achieve. Whenever you carry out any form of activity, whether it be voluntary or spontaneous, it is a good idea to clarify what you hope to achieve by developing various kinds of objectives.

Rather than being an independent element, objectives make up an integral part of the process, as they are the starting point and a guide for choosing, organising and directing the content, for introducing changes during the teaching/learning process, or for determining students' progress and what aspects need to be improved.

Depending on what you hope to achieve, the objectives of a water sports programme may be:

#### Conceptual (knowing how)

- Learning the technical aspects needed for practicing water sports without supervision.
- Learning about the necessary equipment, its characteristics and how to use it correctly.
- Basic safety training for practicing water sports.
- Gaining knowledge about different areas through the interdisciplinarity of water sports.





#### Attitudes (knowing how to be)

- Learning to enjoy and be motivated by water sports and the related environment, appreciating the positive effects they have on health and quality of life.
- Encouraging appropriate and respectful use of the environment, enabling conservation of marine ecosystems.
- Developing interactive social skills, a respectful and cooperative attitude, sportsmanship, respect for rules, the ability to work in a team and, especially, respect for equality and inclusion.
- Increasing self-confidence, self-esteem, responsibility, determination, initiative and personal independence.

#### Procedures (knowing what to do)

- Correctly practicing water sports individually and/or in groups, using them as a leisure activity.
- Participating in water sports while respecting and caring for the environment.
- Designing interdisciplinary activities and developing other areas of knowledge in a comprehensive way by involving all the areas of behaviour: motor, psychological, cognitive and social.





# 7. CONTENT

The **content** includes knowledge, skills, abilities and attitudes that the students will acquire during the teaching/learning process. They comprise a large section for programming our activities.

The general content of a water sports programme involves:

- Performing the technical aspects necessary for practicing the activities without supervision.
- Using water sports as a leisure activity.
- Respecting and caring for the environment.
- Acquiring the educational values related to the sport, such as cooperation, teamwork, respect for rules and overcoming obstacles, among others.
- Caring for equipment.
- Applying safety standards to water sports.
- Cross-cutting knowledge from other subjects or areas of knowledge.

The **specific content** will involve learning water sports such as sailing, kayaking, paddle surfing, canoeing and windsurfing, as well as other sports such as surfing, skimboarding, kitesurfing and snorkelling. Other content will include aspects related to the sea and water sports, such as marine knots, winds, tides, cardinal points and safety.





#### **EXAMPLES OF WATER SPORTS**



#### The technical content for water sports may include the following:

- Getting on and off the water vessels correctly.
- Understanding, handling and caring for the equipment.
- Properly balancing on the water vessels.
- Moving around effectively.
- Understanding and properly using wind, currents and tides.



This content can also be taught by **differentiating between two different groups of sports with similar characteristics**:

- Sports related to wind, such as: sailing, windsurfing, catamaran sailing, kitesurfing, etc.
  - Preparing to sail (choosing the right equipment according to the weather, choosing the sailing area, etc.).
  - Controlling balance on the vessels.
  - Handling the vessel (stopping, moving and turning).
  - Adjusting the sails in response to the wind.
  - Carrying out capsizing and falling exercises including getting onto the vessel in the water.
- Self-propulsion sports may include canoeing, kayaking, paddle surfing, rowing, surfing:
  - Choosing the equipment in accordance with age and height (safety and sailing).
  - Controlling balance on the vessels.
  - Using the paddles to move forward, turn and stop.
  - Planning and using the currents to sail.
  - Carrying out capsizing and falling exercises including getting onto the vessel in the water.

#### Cross-cutting content

The essential purpose of school education is to help people to develop by giving them the skills to integrate into society. As such, we need to educate students with the objective of resolving contemporary world problems, such as violence, inequality, lack of ethical values, waste, deterioration of the environment and habits that are damaging to health. That is the objective of cross-cutting subjects as a form of **education in values** and an opportunity to carry out a truly interdisciplinary programme (Contreras, 1993; MEC, 1993).

#### Environmental education

Students need to understand the relationship we have with the environment, learn about environmental problems and the individual and collective solutions that could help to improve our environment. It is therefore important to encourage personal participation to help tackle the environmental problems that are damaging our planet at a worrying rate. The teacher should teach students to appreciate the environment and respect it through knowledge and awareness.

With water sports, the relationship with the environment is very rich. Appreciating what we have and caring for it must be the main objectives of our activities. Correctly using and



cleaning facilities and equipment will encourage participative attitudes that avoid damaging the environment.

Activities in nature offer a unique opportunity to develop environmental education, creating the potential to understand, appreciate and respect the spaces that surround us. As such, it is very important to practice games and sports that are respectful to the flora and fauna (sensory, orientation and cleaning games) and be very critical of those that may be harmful to the ecosystem (off-road vehicles, rock climbing where birds are nesting, jet skis, etc.)

Another possibility is to bring waste materials to class so they can be used instead of turned into waste. Some will be temporary, such as yoghurt pots, newspapers, etc. Others will be for storage, such as tyres, canisters, etc. In any case, we can help with selective sorting of rubbish by taking all materials to the correct containers: paper, plastic or organic material.

#### Education for peace

In schools there are many different people with different interests who coexist together, which makes them an ideal place for learning basic attitudes about living alongside each other: solidarity, tolerance, respect for diversity and the capacity for dialogue and social participation.

Peace requires educating people about harmonious relationships that benefit the common good through empathy and assertiveness.

The activities in this project are once again a perfect opportunity for promoting attitudes of respect, dialogue and participation in fairly complex social situations. Games, for example, particularly cooperative games, are an indispensable resource for developing interpersonal relationships through social motor learning.

Introducing students to sports with educational guidance is a way of using education to encourage peace. Learning to win, learning to lose, resolving conflict, respecting rules and your opponents, etc. These are all attitudes that will be positive for the personality of young people. Competition is an integral part of introducing students to sports and can be a very effective educational resource if the teacher knows how to apply it. Fairness between opponents, lack of discrimination, respect for rules and the unimportance of results are all recommendations for making it easier to educate students on competition. It would also be interesting for all the students to try different roles. Finally, it is also important to look for personal success even in defeat, in order to boost self-esteem, which will be a fundamental part of personality development.

#### Education on consumption

Consumption is a part of our society and has led to us automatically and thoughtlessly accumulating unnecessary products, through a lack of education. It is important to give the students the capacity to be critical towards excessive consumption. We live in a society



where it seems impossible to do without anything, where we run the risk of measuring the quality of life or of people by who has more. We need to instil a critical attitude towards this consumption that pushes us to buy so many unnecessary and costly items, helping students to prioritise who people are over what they have.

In our case, one of the key attitudes will be the appreciation and care for facilities and equipment. The use and production of alternative materials will instil favourable attitudes in the students towards appreciating and recycling these products.

Sports equipment brands are another element to consider. Our job is to make them appreciate the essential characteristics of products, regardless of popular brands. This could involve a field trip where students ask shops for the prices of the same products from different brands.

Food also forms a part of consumption, so you could investigate and debate habits and the prices of products that we consume on a regular basis at home.

On the other hand, you could organise workshops where students critically analyse advertising on television and the radio, and in shops and newspapers.

#### Education for health

At school it is important to instil healthy physical hygiene and mental and social habits in children from an early age, to help them develop self-esteem and improve their quality of life. It is therefore important to teach students how to manage their health through self-awareness, self-esteem, confidence and maintaining healthy habits, such as a good diet and sports and physical activity.

Our field is closely linked to this cross-cutting subject. From a biological perspective, appropriate physical exercise improves cardiovascular, musculoskeletal and even brain health, and also aids psychological well-being and helps to create a positive body image.

We would also go so far as to add social well-being as another advantage of practicing physical activities in groups, such as those we've mentioned here. Let's encourage this aspect.

It is also a good idea to use relaxation and breathing to help create a better understanding of your own body and increase self-confidence.

Safety is another aspect that it is important to bear in mind. First of all, avoiding dangerous activities and, above all, teaching children to assess danger and act in accordance with the situation at hand.

Appropriately distributing activities is also better for health. Starting with lighter activities, gradually increasing and varying the intensity, then slowing down again at the end, will help to instil healthy habits in the students.



Physical qualities should be developed with a focus on health, rather than on performance. As such, it is important to be aware of what exercises are healthy for the body and those that are damaging to the development of young people.

First aid will also be part of the students' health care. We have already mentioned prevention, and should an accident occur, it is essential to act with caution and to know the cause of the injury to avoid making it worse.

A particularly important factor right now is the increase in unhealthy habits among young people, such as smoking, alcohol and other drugs. Information and the example set by teachers will be the two pillars of influence to help prevent students from developing these bad habits.

Physical activity will serve as an enjoyable motivation for students to develop healthier habits, such as physical exercise, having fun, developing relationships, etc. As such, games and sports are very useful tools for achieving these objectives.

#### Sex education

This involves understanding the biological aspects of sexuality and informing, guiding and educating students about the emotional and social aspects, so they understand it as an activity that is entirely dependent on communication between people.

Taking into account the characteristics of sexuality, in a non-derogatory and uninhibited way, is helpful for students' understanding of their own body.

Sports can often involve a lot of discrimination, which is why it is important to propose games that are adapted to ensure there is no distinction between sexes, to form mixed teams, to encourage cooperation and not just competition, and to make sure that every student can find an activity that they enjoy and that works for them, regardless of their gender.

#### Multiple intelligences

These themes or cross-cutting content can also be taught to students using water sports, through multiple intelligence work.

This theory from Howard Gardner (1983, 2001) defines intelligence as the capacity to efficiently and creatively resolve problems within different areas. Based on evidence, he divides these areas into eight different types of intelligence:

- **Kinaesthetic**. This involves using the body effectively, in relation to movement, motor decision-making or non-verbal communication. This form of intelligence comes into play with dancing, acting, crafts and all kinds of sports. In our case, coordination skills come into play through water sports.
- **Interpersonal**. This involves understanding and interacting with others. Friendship, empathy, assertiveness, positive relationships, effective communication and listening are practical examples of the development of this intelligence, which are very important for activities in a natural environment.



- Intrapersonal. Understanding and interacting with yourself. Knowing your goals, understanding your emotions and managing them effectively, and displaying confidence, motivation, self-esteem and determination, are all skills that come into play with this intelligence. Water sports are an excellent way to develop it.
- **Linguistic**. Using words effectively. This form of intelligence is developed through reading, writing and speaking effectively, as well as telling stories, writing poems or books or playing with language. All forms of teaching/learning involve this skill.
- Logical-Mathematical Reasoning, calculation and abstract and conceptual thinking. This form of intelligence is developed through resolving logical or mathematical problems, doing experiments, exploring knowledge, learning and relating concepts. It is a challenge to include it in an interdisciplinary way in activities in a natural environment.
- Musical. Sensitivity to rhythm and sounds. This form of intelligence is involved in singing, playing an instrument, listening to music, following a rhythm or being aware of sounds in our environment. Young people are often highly motivated by this skill, which is why it is a good idea to use it in a cross-cutting way.
- **Naturalistic**. Demonstrating feelings towards nature and living beings. This form of intelligence is applied when observing and enjoying the environment, understanding the role of all species of fauna and flora, considering the environmental impact when using resources or eating and buying products with consideration for living beings and their environment. These types of activities are perfect for developing it.
- Visual-Spatial. The means of perceiving and using physical space, as well as awareness of the environment that surrounds us. This form of intelligence is used for drawing, doing puzzles, reading maps, producing graphics and designs, etc. You can use orientation to develop this skill through activities in the natural environment.







<b>Bodily-kinaesthetic intelligence</b> is the ability to move with coordination and rhythm, knowing and controlling your body. It develops the learning of motor skills, sports, dancing or motor play, as well as self-expression through body language, gestures, etc. It is well developed in dancers, choreographers, athletes, actors and artisans.	Learning and expressing yourself through physical experimentation. It is developed through: -Dancing, theatre. -Coordination exercises. -Movement. Example activities for improving this form of intelligence: Putting together a play can be a highly versatile teaching resource. Dancing at the beginning of the class to stimulate the brain and increase motivation. Having a break half-way through the class to do a few minutes of exercises or games. Developing non-verbal communication.
<b>Spatial or visual intelligence</b> is the ability to perceive physical space and orientate yourself. It develops photographic memory and the ability to perceive shapes and objects in the space and to capture visual details. Also knowing how to guide yourself and mastering mind maps. This form of intelligence is helpful for professions such as sculptors, painters, architects, designers and explorers.	Learning to perceive physical space and shapes, and to orientate yourself. It is developed through: -Drawing, design or photography. -Maps and charts. Example activities for improving this form of intelligence: You could produce an infographic, an interactive mural or a presentation. Make maps. Use colours and drawings. Spend a few seconds enjoying a work of art or a landscape during each class. Organise orientation games in the classroom or school.
<b>Interpersonal intelligence</b> is the ability to understand others, empathise, develop good relationships and lead others. It develops the ability to understand the needs and emotions of other people. It enables us to enjoy personal relationships that improve our well-being. It is prominent in political leaders, entrepreneurs, sociologists, psychologists, priests, entertainers and public relations.	Learning to empathise, develop relationships, interact and lead others. It is developed through: -Group of activities. Teamwork -Talks, debates, asking questions and encouraging questions in class. -Presentations, discussions Example activities for improving this form of intelligence: Organise a debate about something in the news, as in this example, or a discussion about a film from this list. Do group role plays to encourage leadership. Ask how they think their classmates feel.
<b>Intrapersonal intelligence</b> is the ability to understand our emotions and think constructively. Developing it enables us to understand ourselves better, look after our well-being and inner peace and take control and responsibility for our lives. It leads to professions such as psychologists, actors, etc.	Learning to understand yourself so you can reflect and behave appropriately and responsibly. It is developed through: -Self-evaluations. -Powerful questions. -Planning and organising projects. -Personal reflection. Example activities for improving this form of intelligence: Create a blog or private diary, ask each student about their strengths and what they need to improve. Use the "1 minute to think" technique.



Linguistic intelligence is the ability to express yourself verbally and in writing. It is well developed in people who enjoy the meaning of words, which is why they know how to choose the most appropriate ones to effectively communicate what they want to say. They enjoy reading and communicating. Related professions are journalists, writers, speakers and politicians.	Learning to express yourself and enjoy reading. It is developed through: -Creative writing. -Group reading and discussion. -Presentations, talks, debates and presenting work Example activities for improving this form of intelligence: Producing a class newspaper or newsletter which allows the potential to cover any topic through the use of language. Debates, presentation of ideas or topics. Doing summaries of the activity.
Logical-mathematical intelligence this is the ability to work with numbers, do calculations and reason in an abstract way. It develops map plotting, logical reasoning, development of concepts, mathematical calculations enjoyment of working with numbers. This form of intelligence is usually well developed in scientists, engineers, technicians, mathematicians and philosophers.	Learning how to work with numbers and calculations, deduce and reason with abstract concepts. It is developed through: -Challenges and experiments. -Calculations and problems. -Logical thinking. Example activities for improving this form of intelligence: Resolving mathematical problems, puzzles and riddles. Proposing logic games related to the topic being covered. Debating ideas.
<b>Musical intelligence</b> is the ability to perceive rhythm and to recognise or reproduce tones, timbre and amplitude of sounds. It develops the appreciation of music and the ability to express it through singing or playing instruments. This form of intelligence leads to professions such as composers, musicians and singers.	Learning to appreciate music and express yourself with it: It is developed through: -Listening to and creating music. -Playing instruments. Example activities for improving this form of intelligence: dancing, rhythmic exercises or musical games, in a similar way to kinaesthetics. Playing music at the beginning of the class or during activities. Writing song lyrics about the content being learned.
<b>Naturalistic intelligence</b> is the ability to observe, understand and explore the environment. This is well developed in people who love nature, growing plants, caring for and appreciating animals and all living beings, being outdoors and enjoying landscapes. These types of people usually become botanists, gardeners, biologists, geologists, florists or farmers.	Learning to understand and explore the natural environment. It is developed through: -Activities in nature. -Experimentation. -Researching and applying scientific methods. Example activities for improving this form of intelligence: Recycling. Including environmental education in the topic being covered. You could also bring nature into the classroom. Enjoying some kind of aesthetic image related to the topic every day.

Table 2- Ideas for developing each multiple intelligence



# **8. INTERDISCIPLINARITY**

Multiple intelligences enable us to work in an interdisciplinary way. Water sports enable different educational subjects to be developed simultaneously, thus achieving better results. Below are some examples:

**Physical Education:** helps to improve skills that enable these activities to be carried out correctly, with proper water sports practices, with an understanding of the rules of different sports, etc.

**Mathematics:** through the use of numbering systems for measuring spaces, times and the formation of groups. The use of spatial situations in relation to geometric figures and the use of graphs is also helpful with practicing water sports.

**English:** the use of specific terminology in a foreign language, as well as all kinds of directions.

**Spanish Language and Literature:** helps with practicing water sports through learning the specific vocabulary of the sports, through the use of language during the activities, and also through overviews, debates and tasks afterwards.

**Natural Sciences:** knowledge of the characteristics of outdoor environments where water sports are practiced (ecosystems, fauna, flora, etc.), orientation using compasses and maps, awareness of the need to care for the environment, etc.

**Social Sciences and History:** through understanding of economic activities related to the sea, the various types of human transport, etc.

It is essentially about expanding the activities of the school's teaching staff to create an interdisciplinary project where each department brings its own expertise, curiosity and values.



# **9. METHODOLOGY**

"A teaching method is a set of moments and techniques, logically coordinated to direct a student's learning towards pre-determined objectives" (Delgado and Sicilia, 2002: 24).

Below is a **series of guidelines** to help direct teachers during the teaching/learning process:

- **Progressing from simple to complex activities:** we will start the session with simple activities and increase the complexity progressively.
- Learn through playing: the children will learn by playing games, as this will be more motivating for them than analytical activities or exercises.
- **Meaningful learning:** we will use the students' own experience and initial ideas as a starting point, in order to encourage constructive learning.
- **Comprehensive content:** we do not develop isolated content, rather content that is all interrelated.
- **Discovery or models:** we will propose the majority of activities by discovery, to develop creativity, although we can also use models to make it easier to learn certain techniques.
- Individualisation: adapt the session's activities to the level and characteristics of the students so they all achieve the proposed goals.
- A patient attitude and a positive atmosphere: group work, avoiding forcing students to participate and encouraging them to do it so they feel able to handle new and useful content.
- Brief information and lots of practical activity: as with all physical activity sessions, the focus should be on the physical activity, which is why the activities should be dynamic and the information as brief as possible. The end of the session should be used as a time for reflection.
- Suitability of equipment and standards: adapt the activities to suit the age and ability of the students. Avoid teaching techniques that may be appropriate for adults, but not for young people. Adapt tasks and methods to make them educational and to achieve the objectives.
- Encourage internal and interrogative understanding of results: students will be able to learn how to make decisions and understand themselves better, as well as their potential and their limitations.

Procedure

In this section we will cover the ideas proposed by programme leaders, instructors and teachers from the Atlantic Youth project.



It is a good idea to carry out **investigative activities**, in accordance with the guidelines. For this, activities and games should be proposed where the solution or achieving the objectives comes from research. These activities should also take the form of a game, without forgetting that they should involve challenges that can realistically be achieved. This methodology is compatible with all related safety requirements and certain technical aspects that will be taught through explanation or demonstration using the model (direct instruction). You should ensure that students have no doubts that they can do the activity properly.

The **more theoretical content** should be completed at the beginning of the session and during breaks. This will include concepts such as the techniques of each sport, how to use and care for the equipment and the environment and its protection.

In order to teach a quality session and communicate effectively, it is recommended that **groups contain between 8 and 12 participants.** It is a good idea that they be distributed according to levels, so that the learning is more efficient. Although if the groups are mixed, this will enable students at a higher level to help their classmates.

When carrying out a water sports session, you may encounter a number of **difficulties**, such as:

- Distributing equipment and entering the water: Handing out equipment and moving to the water may lead to a number of incidents, such as bumps, falls, etc. Furthermore, one of the aspects that students find most difficult is getting onto the vessels, which can cause some delays.
- **Rhythm of the session:** During the session, there may be some students who move at a faster pace and so constantly have to wait for their classmates, and other students who fall behind and do not have time to rest when they catch up with the rest of the group, so they become more tired.
- Environmental conditions: Environmental conditions may be one of the most important factors when carrying out a water sports session, and it may have to be suspended if the bad weather poses any kind of danger.
- **Supporting the entire group:** When we carry out these kinds of activities, one instructor will be responsible for one whole group of students and the group will be spread apart, so if an accident happens or a student needs help, the responsible instructor may be far away.

Additionally, López (2008) provides a number of activities that may help to contextualise and improve students experiences of the proposed trips. These are divided into three moments (106-107):



#### Pre-trip activities:

- 1. Collection of authorisations signed by the fathers/mothers/tutors.
- 2. Discussion about where we are going and what we are going to do.
- 3. Presentation of leaflets and photos that provide information about the activity).
- 4. Determining any prior experience.
- 5. Preparation of IDs to bring.
- 6. Exercises on basic behavioural guidelines.

#### During the trip:

- 1. Attentive listening to the teachers or instructors.
- 2. Questions about any doubts.
- 3. Carrying out the planned activities.

Etc.

#### After the trip:

- 1. Summary meeting: discussion about what you've seen and evaluation of the experience.
- 2. Presentation of the photos taken during the trip.
- 3. Description of the experience in different languages.
- 4. Writing a journal about the trip.
- 5. Reflecting on and evaluating the behaviour of the students.
- 6. Doing murals.





#### Safety

Safety is a highly important issue when practicing water sports, as before you start you should take into consideration the standards and guidelines that will enable you to carry out the activity properly.

A life jacket is **essential equipment** for doing any kind of water sports activity, and it should be adjusted to fit each participant properly. This requirement is reinforced by statistics from the Spanish Ministry of Health and Consumer Affairs (2011), showing that 473 people died as a result of serious injuries incurred in an aquatic environment, with 461 of these deaths being due to accidental drowning.

It is also a very good idea to use neoprene wetsuits as they prevent hypothermia and cuts or scratches that may occur during the activity.

Finally, depending on what is involved in each sport, it may be a good idea to use helmets, gloves, water shoes or boots, etc.

As for the **instructors**, they should be trained in first aid so they know how to respond correctly in the event of an accident. Furthermore, there should be a minimum of two instructors for any kind of activity, so that if an accident happens one of them can help the victim while the other stays with the group.

It is important to emphasise the importance of the **basic safety guidelines**, which should be explained before the students enter the water for the first time. The guidelines given will depend on the characteristics of the location where the activity is to take place and the sport that is going to be practiced.

It is also **essential that participants know how to swim** if they are to practice any kind of water sports correctly, so they do not panic when they fall in the water.

#### Equality, Inclusivity and the Environment

Water sports are a fantastic way to work on and develop three aspects that are very relevant at the moment, such as social inclusion and environmental education. Below are details about concepts that are currently very important: equality, inclusivity and the environment.

#### Equality

In addition to knowledge, all teaching/learning processes should teach students about values, customs and appropriate behaviour, and should also engage them with society in a cultural, moral and behavioural sense. Given the evidence about gender inequality, it is important that teachers take this issue into account before, during and after their work.

Gender equality is a principle that stipulates that men and women are equal under the law, meaning that all people, with no distinctions, have the same rights and duties to the State and society as a whole.

Some key guidelines for promoting gender equality:



- Provide an example of model behaviour. It is essential that teachers are mindful of their language and behaviour, in order to promote equality.
- Use inclusive language. A first important step is to try and use gender neutral words, such as "students", or being inclusive by saying both "boys" and "girls".
- Equal opportunities. It is important to take this aspect into consideration in all tasks and activities.
- Whenever students are assigned responsibilities, it is important to ensure that this is done equally.
- Eliminate prejudice and preconceived ideas. Dismantle prejudice and sexist habits through critical thinking. Enable boys and girls to tackle generalisations through critical reasoning.
- Handle gender differences appropriately. It is undeniable that there are differences between boys and girls, from both a physiological and mental point of view. Speak naturally about this topic without it leading to activities or tasks being informed by stereotypes. But it is, in any case, important to understand that the difference between individuals is greater than the difference between genders.
- Prevent access to sexist influences, but educate students about them, should they
  come into contact with them. Students are continually bombarded with influences on
  a daily basis, and many of them are sexist against women. Analyse this issue critically to prevent students from accessing them, making them aware of the potential
  damage to society.
- Use games as a basis for teaching about equality. Encourage inclusive games, where masculine and feminine roles do not come into play and promote mixed teams.
   Games are one of the most effective ways of teaching, particularly when it comes to social values.
- Include equality between men and women in the educational project.
- Train teachers regularly on mixed-sex education and strategies for implementing gender equality in education.
- Work with families and train them so they have guidelines and criteria to practice at home for avoiding sexist stereotypes.

#### Inclusivity

Inclusion guarantees that all people have a right to quality education, without exception, to ensure that everyone learns personal and social skills. As such, regardless of their differences, all people can exercise their right to develop in every aspect of daily life, actively participating instead of living as passive individuals who just accept whatever their closest circle offers them.







All children and young people across the world have the right to education, whatever their individual strengths and weaknesses or their hopes and expectations. It is therefore important that we adapt to meet the needs of every person.

Some key guidelines for developing inclusion:

- Use inclusive language. Avoid labels and the verb "is". Saying "Charlie IS disabled" is different to saying "Charlie has a motor disability". Avoid words like "subnormal" and "handicapped", and replace them with "different", "disabled" or "challenged".
- Equal opportunities for all children, regardless of gender. Define common goals to guarantee that the minimum requirements are achieved to ensure that every person is prepared for real life as efficiently as possible.
- Adapt activities, equipment and access to the various levels within the group. Facilitate successful learning based on student diversity. Everyone learns together.
- Support the learning and achievements of all the students and encourage their active participation in activities. Provide positive and emotionally intelligent feedback.



#### The environment

The environment has become a highly important issue over recent years, due to the environmental impact caused by human beings. There is a loss of biodiversity, with the population of fish, birds, mammals, amphibians and reptiles having fallen by 58% between 1970 and 2012 due to human activity (Living Planet Index 2016 from WWF).

There have been numerous cases of water contamination. For example, aquatic activities involving engines usually cause petrol to spill into the water. One drop of petrol or fuel oil contaminates more than 25 m<sup>3</sup> of water. There is also the constant production of waste, as when people enjoy a day in nature, they usually take food and drinks with them from home. Leaving rubbish behind can have consequences, as was confirmed by a 2016 report from the World Economic Forum and the Ellen MacArthur Foundation, which estimated that by 2050 the oceans will contain more plastic than fish.

Some recommendations for reducing the environmental impact of these activities:

- Ban throwing rubbish: collect it and take it back with you.
- Ban pulling up plants and bothering animals.
- Avoid making excessive noise.
- Carry out activities in the designated areas.
- Encourage the use of reusable materials, such as flasks instead of plastic bottles.







Environmental Education is cross-cutting content in the current Educational System, which should be taught in an interdisciplinary way by all the different departments.

Physical Education is an essential subject for teaching this body of knowledge that is based on attitudes, values and standards that respond to current environmental problems.

We need to **educate everyone on awareness and responsibility**, so that when they practice sports in their own time, they do so while respecting the standards that help to care for and protect the natural environment.

#### Motivate

One of the numerous important elements of the Organic Law for the Improvement of Educational Quality (Organic Law 8, 2013) is Article 1, which establishes the principles of the Spanish educational system and states the need to promote "Individual effort and motivation in students". This principle refers to the ability to motivate students so that they participate in activities while demonstrating effort and a will to learn and perfect their skills. This is regarded as an invaluable asset within the educational framework, regardless of the area of knowledge.

Below we will offer some practical strategies for meeting the basic psychological needs (Deci and Ryan, 2008) of the students who attend our classes:







We would recommend the following practical proposals for promoting autonomy:

- One of the most important strategies you could use is investigation. The idea is to take the learners' initial knowledge about the activity as a starting point or link it to their prior knowledge. From a practical perspective, you can determine what the students know about the risks involved from practicing activities in a natural environment, specifically an aquatic environment, so that they can propose preventive and safety measures.
- Use a series of activities in the form of games as a basis, aiming to achieve learning through play (e.g., playing a game of tag in kayaks).
- Provide the opportunity to choose and be creative. Towards the end of a session, give the students the opportunity to choose a task that has already been proposed or created by them, to practice specific content.
- Provide feedback of results based on cognitive dissonance. The idea is to allow those who are doing the self-evaluation to figure out the best solutions to problems and tasks. For example, with a dinghy sailing capsizing exercise, you could ask them how many different ways you can capsize and get them to explore the different factors that could cause a capsize.



- Recognise individual or group initiative towards positive development of the activity or towards conduct in favour of caring for or protecting the environment. You could also assign roles of responsibility for activities, such as being responsible for the wet-suits, the life jackets, the gear, washing the equipment, etc.

The following strategies could be used for promoting competition:

- You can use positive reinforcement to encourage good behaviour before highlighting what they did wrong or highlighting the less visible efforts (e.g., positive attitudes with the group).
- Increase the perception of success by designing tasks that are achievable, as well as being appropriate for the learners' capabilities.
- Propose individual challenges where they are competing against times and not against their classmates. Also form groups of students with similar levels so you can assign challenges that are adapted to the groups.
- Active learning. Water sports are inherently practical activities; therefore they are taught through practicing various different skills. However, it should also be highlighted that explaining the practices is also a highly important element, in order to ensure that the activities are practiced safely.
- Finally, wherever possible, try to offer activities where all the participants are involved at the same time, or even use specific warm-up activities that help to develop the objectives of the main part of the session.

Lastly, we would suggest the following strategies for promoting group relationships:

- Group tasks when teamwork is necessary. Activities involving cooperative challenges that provoke a coordinated response from group members can be very interesting. Some interesting activities can involve bushcraft or self-sufficiency in natural environments (e.g., using natural resources to desalinate sea water or make it drinkable).
- Active conflict resolution by the students. You can take advantage of conflict situations or behaviour that goes against protecting nature. You can also get the participants to agree on rules that allow the group to work properly, and they can also provide limits and solutions to mild conflicts.
- Create other activities in parallel to the activities for learning the main content. You should begin from the perspective that a group is not necessarily a team. It can therefore be interesting to create team building game workshops to improve personal communication between group members, encourage positive attitudes and, in particular, establish a sense of belonging to a team.

In conclusion, to get the best out of the students it is helpful to have a good understanding of extrinsic and intrinsic motivation and to know that you can help them progress through the theory of self-determination by giving them a better sense of autonomy, competence



and relations with others. To achieve this, you should establish positive environments focused on the process and on meeting basic psychological needs. The keys to motivating students are now in "your hands".

#### • Encourage

Emotions are a physical and psychological expression of how we respond to any kind of interaction between our internal and external world. Science demonstrates the importance of emotions when it comes to making intelligent decisions, improving our well-being, maintaining social relationships and learning. It is therefore important to take them into consideration during the teaching/learning process, with recommendations such as those presented here, provided by Sáenz-López (2020).

The first step in emotional education is for the teacher to achieve an appropriate level of basic emotional skills:

- Self-Awareness, or knowledge of oneself, the importance of being able to recognise feelings when they arise. Being aware of the perception, evaluation and expression of facial or linguistic emotions is part of this skill.
- **Emotional Regulation**, or effective management of emotions when they surface. This important skill involves impulse control, which many authors believe is the essence of emotional intelligence.
- **Social Skills**, recognising emotions in others, as well as social skills via intelligent and effective management of relationships, practicing assertiveness, altruism, tole-rance, etc.

Here are some suggestions for **training these skills** to help you achieve improved personal and social well-being:

- Exercise regularly.
- Practice some form of meditation: deep breathing, yoga, mini-meditations, mindfulness, occasionally "scanning" your body from top to bottom, etc.
- Use therapeutic phrases at home, in class, at the office, at the computer, find them, give them...
- Use affirmative and positive language. Avoid saying DON'T+VERB. Saying DON'T followed by a verb causes the brain to block out the DON'T. Therefore, if you want to communicate effectively, it is important to use affirmative rather than negative language. Concentrate and express what you want affirmatively, if you want to be successful. As Mother Teresa said: "I will never attend an anti-war rally; if you have a peace rally, invite me."
- Prepare your emotional first-aid kit: have a selection of good memories, music that generates positive emotions, friends you trust, hobbies, etc.
- Surround yourself with like-minded positive people. Be kind and affectionate to them.



- Practice empathy, compassion and altruism.
- Dance, sing and listen to music that triggers positive emotions.
- Stimulate aesthetic emotions by admiring works of art or scenes that appeal to you.
- Smile for no reason whenever it occurs to you. Find moments to laugh out loud by remembering funny situations.
- Reduce your expectation, "perfection is the enemy of the good" applies to all situations.
- Manage your time. It is important to distinguish between what is important and what is urgent.
- Avoid using the conjunction "but" as it turns the message into a negative judgement, erasing the positive element. Replace it with "and", which adds to and completes the vision of reality. Instead of saying "Charlie is very bright, but very lively", you could say "In my opinion, Charlie is very bright and very lively".
- Teach yourself to replace negative emotions, such as:
  - Blame (resulting from a judgement that you make about yourself and your actions)
     replace it with RESPONSIBILITY.
  - Imagined fear prevent it through proprioceptive exercises (practical internal dialogue, yoga, mindfulness, etc.).
  - Envy replace it with personal satisfaction by working on your self-esteem.
  - Anger work on it through avoidance (emotional triggers) and transform it into energy for action.
  - · Perfectionism replace it with making the effort to do things as well as you can.
- Focus on positive emotions, such as happiness, affection, satisfaction, excitement, empathy, compassion, confidence, sensitivity and patience.
- Speak without hurting others, listen and observe without judgement.

The **second step** in emotional education is developing strategies in the classroom to enable the students to acquire emotional skills.



#### TELL ME AND I'LL FORGET SHOW ME AND I'LL REMEMBER INVOLVE ME AND I'LL UNDERSTAND Chinese Proverb

#### **EXCITE ME AND I`LL LEARN**

Graphic 2.- Excite me and I'll learn.

#### 1.- "Open the door" to emotions

Making the use of emotions a natural thing is a simple step to "open the door" to them. This can be talking about emotions, expressing how you feel, asking the students how they feel or how other people feel about what is being spoken about in class.

EXAMPLES AND IDEAS for "opening the door" to emotions:

- Emotional language. Express how you feel, ask how they feel, broaden emotional vocabulary.
- Ask how they feel on a regular basis and what the repercussions of their emotions are.
- Analyse emotions in all learning situations and in response to all materials: books, videos, phrases, news, anecdotes.
- Use surprise as a key emotion for holding their attention.
- Encourage aesthetic emotions, independently of the material that you are teaching.
   Works of art, beautiful landscapes, enjoyable music, all are resources that can be used daily to give students a positive disposition.
- Encourage camaraderie and happiness in class.
- Use "therapeutic phrases" regularly that have been negotiated with the students. Decorate the classroom, do presentations, explanations, etc.
- Use music, colours and movement, independently of the subject that is being taught.
- Use games as a strategy for exciting learning.
- Work on the students' self-awareness: ask about their strengths (and provide feedback), encourage them to reflect on their weaknesses and work on them.



- Propose clear and straightforward challenges that can be converted into short-term objectives.
- Use coloured cards related to emotions to know how they feel when you need to ask them.
- Practice deep breathing, mindfulness or yoga with them.
- Ask them to identify the emotions they are feeling at certain times: during tasks, explanations, debates, tests, videos, etc.
- ...

#### 2.- Instil enthusiasm

Knowledge is important because it adds up, skills are important because they add up. Attitude, in terms of enthusiasm and positive emotions, is much more important because it multiplies.

EXAMPLES AND IDEAS for instilling enthusiasm:

- Smile
- Show enthusiasm for teaching, for the group that you are working with, for the subject that you are teaching, etc.
- Allow your face and gestures to be as expressive as possible.
- Be dynamic and open with your body language.
- Make eye contact when explaining something, keeping all the students within your field of vision.
- Consider your tone of voice. Avoid communication that is flat or too tense. Communicate in tones that demonstrate joy, peace, affection, satisfaction, empathy, etc.

- .

#### 3.- Emotional regulation

In terms of intelligently managing emotions, this could be considered the "star" skill for emotional intelligence. Once again, the key is the example we set as teachers. Students seeing how we resolve conflict for themselves has more impact than us telling them how to do it. Teachers have another challenge to face before this step: reducing conflict by creating a collaborative emotional environment.

EXAMPLES AND IDEAS for improving emotional regulation:



- Generate positive emotions through humour, affection, calm and/or enjoying feeling aesthetic emotions.
- Create a climate of trust, boost students' strengths and get them to consider their weaknesses and propose challenges for improvement.
- Set an example by transforming negativity into positivity: show enthusiasm instead of boredom, calmness instead of stress and well-being instead of anxiety.
- Practice introspection regularly through breathing, mindfulness, yoga, etc.
- Practice and teach calmly and patiently.
- Make students aware of the importance of frustration tolerance. Work on both avoiding it and facing up to it.
- Teach resilience and emotional autonomy.
- Explain the consequences of anger. Work on both avoiding it and managing it intelligently.
- Take advantage of conflicts as an opportunity for learning emotional skills.
- When conflict arises, the primary objective is to calm all of those involved, including the teacher.
- First ask questions that are emotional rather than rational.
- When emotions get overheated, conflict is resolved by compensating the responsibility of each person involved.
- Use humour whenever the situation allows for it.
- Use original strategies, such as traffic lights, the eraser, "take 2", offering a choice instead of dictating, etc.
- Rationalise the causes and consequences of impulsive behaviour when things are calm.

- ...

#### 4.- Social skills

The teacher should adopt the role of emotional leader. Gaining trust and commitment from the students is a key challenge for all teachers. The key to achieving this is communication, for which we are going to focus on three aspects: ability to inspire enthusiasm, assertive language and active listening.

EXAMPLES AND IDEAS for teaching social skills:

- Communicate with passion.



- Use examples, anecdotes, expressions, jokes, stories, news, videos, photos, etc., to get an emotional response from the students.
- Employ assertive language.
- Encourage productive communication and avoid obstacles.
- Practice active listening by focusing all your attention on communication when speaking with a student. It is important that they see you are interested in what they are saying.
- Use powerful questions.
- Practice assertiveness, responsibility and being available to help.
- ...

#### 5.- Conscious well-being and life skills

This emotional skill proposed by Bisquerra (2007) refers to the ability to effectively handle the daily challenges of life. If we learn how to organise our lives in a healthy and balanced way, it will help to produce experiences of well-being and satisfaction. The challenge is for the teacher to apply these skills to their work. The first step is for the teacher to express the well-being that they feel at any particular moment and share it with the students to stimulate their ability to recognise their own well-being. By doing this you will transform the standard neutral emotional states in the classroom into shared awareness of well-being.

EXAMPLES AND IDEAS for achieving conscious well-being and life skills:

- Humour in the classroom.
- Propose daily, weekly, monthly and yearly challenges, and achieve them.
- Grant the students autonomy in all areas.
- Give students the responsibility to make their own decisions.
- Democratise the classroom to achieve conscious social well-being. Get students to actively participate in their rights and responsibilities.
- Teach them to use their own resources. On the one hand, to enjoy every moment, and on the other, to use their "emotional first-aid kit" when they need it.
- Educate students on the concept of flow. Promote positive and rewarding experiences for them to enjoy.
- Be alert to toxic emotions.
- ...



#### 6.- Enable learning from emotion and motivation

Being a teacher is about much more than just teaching content. Being a teacher involves stimulating curiosity, surprising, encouraging and motivating students and creating the right environment.

EXAMPLES AND IDEAS. Enable learning from emotion and motivation:

- Create a climate of positive communication.
- Teach the children to ask questions instead of teaching them to answer.
- Promote curiosity as a door to meaningful learning: provoke questions, ask powerful questions, organise debates.
- Begin the class with some object, photo, drawing, phrase, video, news item, everyday problem, etc., that will surprise the students and generate curiosity.
- Get them to learn through doing, through experience.
- From time to time bring parents, friends or students from other courses to class who might have something to offer.
- Propose some innovative aspect to surprise the students.
- Use games as a learning resource.
- Propose the learning of new skills that challenge the mind.
- Encourage positive emotions every day: satisfaction, calmness, pleasure, love and aesthetic emotions.
- Satisfy their need to feel capable through attainable goals and positive feedback for achievements.
- Satisfy their need for relationships through group work with sufficient variation, effective conflict management, empathy, etc.
- Satisfy their need for autonomy by allowing them to make decisions, proposing investigative tasks, developing creativity, etc.
- Teaching is the best way to learn. Get the students to teach.
- Learn by repeating. Find fun and unique ways to bring together all the key topics to be learned.

- ...





### **10. EVALUATION**

**Evaluation** should be viewed as a means of reflecting on the factors involved in the teaching/learning process, to determine what the results are.

To do this, there are a number of factors to consider:

#### What to evaluate?

First of all, it is important to bear in mind that, in addition to the students' learning, we also need to evaluate the teacher themselves and the teaching/learning process.

#### Students

In addition to motor skills, it is also important to consider cognitive and social-emotional skills, as they all play a part in the personal development process. All objectives that have been proposed need to be evaluated.

#### Instructor/teacher

All teachers should undergo an evaluation, not as a control measure but as a form of guidance that is essential for their ongoing training.



#### **Teaching/learning process**

It is a good idea to consider all the variables involved in the process, such as the context in which it is going to take place (facilities, equipment, expectations, etc.), the schedule (if the objectives and content are achievable, etc.), the teaching method (activities, teaching style, spaces, time, etc.) and the results obtained (if they correspond with those proposed initially).

#### How to evaluate?

The evaluation should thus be personalised and focused on the progress of each teacher and be compared with the results of the initial evaluation. The resources and instruments chosen to carry out the students' evaluation are mostly **qualitative and based on direct observation**.

Observation will be used to consider criteria such as the students' ability to move around autonomously in the aquatic environment, their respect and care for the environment, and finally, how well they have acquired educational values such as teamwork and respect for instructors and classmates.

You can use short questionnaires at the end of the activity to evaluate the teacher and the programme, which will assess student satisfaction.

#### When to evaluate?

Evaluation should be done as a continual process throughout the entire programme.

The **initial evaluation** should check the initial level of each student, their potential, skill level and proficiency in all the content to be covered.

The **formative evaluation** should be done to obtain a clear picture of the students' progress in the teaching-learning process, and to determine if the objectives are being achieved. This helps to improve teaching methods.

Then a **final evaluation** takes place to confirm that the initial plans have been completed and whether the students have managed to achieve the established objectives.

It is a good idea for all of these sections to be included in a **final report**, so that the most important aspects of the project are recorded and confirmed.



# **11. CONCLUSIONS AND RECOMMENDATIONS**

This guide aims to produce a manual that enables water sports to be used from an educational perspective, as, for a variety of reasons (lack of knowledge, time, etc.), they are not a commonly used resource in schools.

Among the many key arguments that justify their use, the most relevant are that they are highly motivating, they develop a variety of benefits, such as physiological, psychological and social, and they teach a series of values such as equality, inclusion and respect for the environment.

A series of strategies have been developed that propose a selection of objectives and content to be covered through practicing water sports, such as teaching this content from a cross-cutting and interdisciplinary perspective, methodological aspects to take into account in the teaching/learning process, aspects related to safety and how to do evaluations correctly.





#### **Final recommendations**

- The use of water sports is appropriate content for teaching to Primary and Secondary School children.
- It is important to work with companies who specialise in water sports, due to the benefits this will provide (cost of equipment, transporting vessels to the water, etc.).
- One of the most notable benefits is the change in students' attitudes towards the environment.
- It is content that can be taught in an interdisciplinary way between the various departments.
- The correct ratio for practicing these activities correctly is 8 to 12 students per instructor.
- Complying with regulations and using safety equipment, such as life jackets, is of vital importance.
- Work on motivation and emotions should be used correctly.
- Funding

The cost of water sports for schools is often determined in two different ways:

- The cost of the session.
- The cost of transport to the activity location (the class may have to take a bus to get to the water sports centre).

The cost of the session may be determined per student (then multiplied by the number of students), or for the whole class.

The service provider will calculate the cost of the session by combining various different costs, including:

- The cost of supervision staff (a qualified instructor usually works for half a day per session and supervises a group of 8 to 10 students).
- The cost of vessel depreciation (sailboats, kayaks, surfboards, etc.).
- The cost of the motor vessel depreciation (these vessels are designed for teaching and safety. In France, all instructors have their own vessels and there is another person responsible for the general safety of the group, who also has their own vessel).
- The cost of equipment, such as wetsuits, helmets, life jackets, etc.
- · The cost of equipment maintenance.
- The cost of fuel used during the session.
- They sometimes include the cost of facilities (technical rooms, changing rooms, etc.), their equipment (chairs, tables, tanks, etc.) and their maintenance.



#### How is it funded?

The activities and transport may be funded entirely by one single stakeholder or shared among several stakeholders.

- Funders may be:
- The school.
- The regional or national educational authority.
- The municipality.
- A local authority (region, department, etc.).
- Parents of students (individually through an association event, draw, lottery, etc.)
- A private company that sponsors the activity.

Bear in mind that in Brittany the majority of costs for this activity are covered by the local public authorities, as part of their project to develop maritime culture in young people.

#### Development process for the educational project: connecting companies

It is the teacher who will decide whether to include water sports as a practical activity in the school syllabus. They remain the cornerstone, the project manager and the leading authority.

It is obviously ideal that the teacher have some skills so they can help to supervise the activities, but this is not essential. If they cannot teach water sports techniques, it is still helpful if the teacher can get in the water, ideally to actively participate and accompany the group and the instructors. This will be beneficial for the quality of the educational project, for the supervision of the session and the students, and it will help to set a good example for the children.

It is also possible that the teacher may contribute towards guaranteeing the safety of the group. For example, the teacher may complete a training course for driving a motorboat designed for safety purposes and for carrying out simple activities to help the instructors during the session. But even their mere presence as an observer, as close to the activity as possible, will always be beneficial.

The teacher should work upstream on their project:

- · What are the educational objectives?
- · What knowledge, skills and behaviour do should you expect the students to improve?
- Do you want the content to be learned timely and simply? Or would you prefer a series of sessions that aim to provide the students with real technical progress? Or just to provide students with a series of unsolicited, non-demanding sessions, in terms of education, intended rather as a relaxing activity?



- What is the expected impact of the project on students who experience difficulties?
- How will the teacher use the class sessions once they've been completed? With collective evaluations that assess the group's performance as a whole, or evaluations that assess the development of each student? Will you use the students' experience in the activity to progress in other subjects?

This preliminary work should be enhanced by prior discussion with the water sports provider (a club, water sports centre, private company, etc.).

The main teacher should ensure that the provider has all the necessary authorisations to provide this service to schools. Once this has been done, they should learn about the service provider, visit the facilities, check the equipment, etc.

After meeting and speaking with the instructors, the teacher will have a better understanding of what the water sports centre has to offer. It would be a good idea to explain the substance of their project to the provider, as well as their objectives and concerns, to ask questions and request that the provider adapt their teaching to the class project.

The teacher should consider the students' swimming ability, and particularly make sure that they are not afraid of water. If they cannot swim, you should do "panic" exercises where the child moves in the water with a life jacket and you can make sure that they will not be in danger. Knowing how to swim is not an absolute guarantee against fear or anxiety that may arise in some children before they start practicing water sports. As such, children who know how to swim in a pool may become stressed in an outdoor aquatic environment as it is a completely different environment, with waves, wind or a water vessel that may be difficult to control. The child's imagination may get the better of them and make them afraid. The teacher should make sure they are calm and avoid any situations that could generate too much stress.

The teacher should themselves be motivated by the project. This is essential for inspiring the students. In fact, it is preferable that they are able to inspire the entire class to practice the activity.

While many students generally welcome the idea of sailing, others, for a variety of reasons, may get scared and will often be too afraid to express their concerns. Upstream, the teacher should explain the fun qualities of these activities, the benefits they offer in terms of physical and mental well-being, the individual empowerment and the strengthening and enhancement of the relationships between the students. They should encourage solidarity, thinking of others and kindness in the group. While students should remain alert to the risks, the teacher should also try to minimise fear of them, and also explain the safety equipment. They should pay more attention to students that seem worried, due to either a lack of self-confidence or previous difficult experiences, than to the others.

After each session, it is always useful for the teacher to do a quick evaluation with the centre's instructors, so they can better evaluate the activity and the effect on the students and the group. You can then discuss future sessions with them.



Doing an evaluation with the students is always a good idea, either as a group or individually. This can be done in class, on the bus on the way back, etc.

School water sports activities have shown that teachers improve the use of water sports in service of their educational projects and make them more worthwhile when they do the activity again with their classes over the following years to come.







## **12. PROGRAMMES FOR GOOD PRACTICES IN OCEAN LITERACY**

Below are three programmes for maritime education and the practice of water sports at an educational level.

#### The Schools and Public Communities project

This project was developed by Finisterre (France) and is included in the school programmes. Its objective is to educate all the young people in the territory on water sports and the sea.

It was developed with close cooperation between schools, water sports centres and maritime class centres (with accommodation), and the local public authorities that fund these activities with the aim of developing a maritime culture amongst young people in the area.

It involves two types of activities:

#### 1.- Water sports activities outside of the school

In 2013, approximately 20% of primary (8-11 years old) and secondary (11-15 years old) school students in Finisterre benefited from at least one session of water sports (sailing, kayaking, surfing, etc.) as part of their schooling.

#### 2.- Sea classes

In 2013, 14.600 students benefited from five days at a sea class centre (with accommodation) as part of a maritime education programme, where they learned about the environment, natural phenomena and maritime heritage and culture, maritime businesses and water sports.

#### **Explorers Education**

This is a Marine Educational Programme in Ireland that was established over 13 years ago. It distributes modules to schools on the coast of Ireland related to the sea, which reach 13,000 students throughout Ireland.

Its objective is to encourage teachers and students to develop their interest in, knowledge of and commitment to the ocean. The programme's website provides lesson plans, resources and activities.

The Explorers programme provides specialists who visit classes on the Irish coast to help teachers introduce maritime themes into their classroom activities. It also provides teachers with training and continual professional development courses approved by the Ministry for Education and Skills.

#### Its main objectives are to:

- EDUCATE primary school children, teachers and educators in Ireland, so they understand the ocean's influence on us and our influence on the ocean, through the use of activities and awareness centres.



- **COORDINATE** training and professional development workshops for teachers and students to develop their ocean literacy skills and promote the use of water sports.
- DEVELOP educational materials and resources to help teachers in Ireland with marine education.
- PROMOTE ocean literacy and marine awareness activities among local communities, educators and influential people through events and the media, to create dialogue and commitment to our oceans.

#### **Blue School**

This project is an educational programme from the Portuguese Ministry of Sea that has now, in 2020, been implemented in 173 schools within the two and a half years since it was launched.

The objective of this programme is to improve knowledge about the sea within the Portuguese population. In schools, this work is structured as a continual, interdisciplinary and vertical process. These projects should not be limited to just the classroom, but also be reflected at a social level, with the commitment of local communities and the various figures and interested parties connected to the sea.

That is why Blue School seeks to develop an educational project that promotes a better understanding of the ocean and its influence on our lives, without forgetting our own impact on the ocean as well.

There are several different blue schools:

The blue school in Santa María Maior (Viana de Castelo), which is developing its maritime programme, the Mar Maior project, with the involvement of 900 students from three different schools.

The Antonio Gedeão Blue School (Almada), which has organised a number of activities, including a sports event for the protection of the ocean, which was held on 2 October 2019. The objective was to contribute towards educating people about the oceans, raise awareness about their protection and the dangers of marine debris, and contribute to developing responsible and active citizens who get involved.





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