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Curriculum for Green Sports in School Physical Education

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ŠPORTNA ZVEZA MARIBOR
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1. Introduction to the curriculum

1.1 Purpose and overview

The document is a practical curriculum guide for physical education teachers. It demonstrates strategies on how to build eco-friendly sports practices into ordinary PE lessons, so that students become more environmentally aware, more physically active, and more likely to feel like they belong in sport. Thus, it is a practical tool that outlines a way of running PE. Its principles of running physical education classes are focused on fewer purchased materials, more shared roles, more use of local outdoor space, mixed teams, and short reflections at the end. In addition to these principles, the curriculum also adds specific intent around the classes. The green choice and the inclusive choice get named, repeated, and connected to something the students can see.

The curriculum is one of four public outputs of the GP2P project, alongside the Research and Case Studies Compendium (D1.2), the digital Handbook "Eco-sports & Inclusion" for coaches and educators (D1.3), and the GP2P digital learning platform (D1.4). It is designed to be scalable and transferable across European schools, so nothing in it depends on a specialist facility, a dedicated budget line, or equipment the school does not already own.

Note: teachers short on time can skip ahead to Section 5 for the eight ready-to-use lesson plans; the sections below set out the reasoning behind them.

1.2 Rationale

The problem GP2P responds to has three connected strands: unequal participation, environmental cost, and a lack of structured peace-building in youth sport. The sections below set out each in turn.

1.3 Unequal participation

Across the EU, 45% of people report that they never exercise or play sport (European Commission, 2022b), and inactivity clusters by income, gender, disability, confidence and location. WHO/Europe estimates that meeting physical activity targets EU-wide could prevent over 10,000 premature deaths a year and save around EUR 8 billion in healthcare costs (WHO/Europe, 2023a; WHO/Europe, 2023b). The drop-off is steepest among adolescent girls: UNESCO reports that 49% leave sport during adolescence, and women make up only 31% of sports federation members in Europe (UNESCO, 2024b; European Commission, 2025e).

Cost is a key driver: fees, travel, kit, uniforms and increasingly private coaching put sport out of reach for young people facing the social, economic, cultural, geographical, educational, health-related or disability-related barriers that Erasmus+ inclusion guidance names explicitly (European Commission, 2021b). Once a group is underrepresented, the gap tends to widen — fewer role models, fewer peers, less sense of belonging. School PE remains one of the few settings where that cycle can be broken, because attendance is not a purchasing decision.

1.4 Environmental cost

The other part of the problem is environmental. High-cost sport runs on travel to fixtures and training, frequently replaced kit, and single-use materials at events. The European Environment Agency has documented the environmental cost of short-lived textile design (EEA, 2022), and the sport sector's own footprint — energy, waste, travel — is now a recognised policy concern (European Commission, 2021; European Commission, 2023).

Together, these two problems describe a version of sport that excludes the young people who stand to benefit most, while generating avoidable environmental harm. Designing PE around access, participation and environmental care from the outset lets students gain the health and social benefits

of movement while practising environmental citizenship — and builds the durable sense of agency that comes from believing their own choices matter.

1.5 Peace

GP2P is titled Green Paths to Peace for a reason, and this curriculum deliberately models that strand — not through conflict-resolution seminars, but through the ordinary mechanics of a well-run PE lesson: mixed teams not chosen by the most confident students, rotating roles, shared ground rules, and short debriefs on fairness and cooperation. UN reporting on sport for development treats peacebuilding and crime prevention as one of five main impact areas alongside social inclusion, gender equality and sustainable communities (UN DESA, 2024a; UN DESA, 2024b), and UNESCO's International Charter makes the same point conditional on ethical, safe delivery (UNESCO, 2015). In practice, this means a student feeling safe enough to join, working with someone they would not have chosen, and treating a shared space as common ground rather than contested territory.

1.6 Target group and scope

Primary users: PE teachers in secondary schools. Sports coaches, youth workers, and community sports organizations will also find the modules adaptable to non-school settings.

Students: ages 14 to 19. This is a wide developmental span, and the curriculum acknowledges that. A 14-year-old and an 18-year-old differ substantially in abstract reasoning and readiness to lead for instance. Discussion prompts, the depth of environmental content, and above all the amount of autonomy handed to students should be adjusted to the group being taught.

Inclusion focus: the curriculum is written on the assumption that a class following it will already include young people who face barriers to participation. Within GP2P this means refugee and asylum-seeking students, students with disabilities, students from low-income households, students in rural or poorly connected areas, and girls at the age where drop-out peaks. The Compendium makes the important point that these barriers are interrelated, namely, for a newly arrived refugee student the first barrier is often trust and language; for a student with a disability it is usually inaccessible space, unsuitable instructions, or a lack of adapted equipment rather than any lack of motivation; for rural students it may be distance; and for girls it is often timing, privacy, safety, family expectations, and the absence of role models (European Commission, 2021b; UN Women and UNESCO, 2023; Pečnikar Oblak et al., 2023; Spaaij, 2019). The curriculum addresses these.

This document contains:

1. Learning outcomes and the competence framework, mapped to GreenComp and LifeComp (Section 3)
2. A year-level curriculum map with a scaffolded progression from awareness, to practice, to student-led action (Section 4)
3. 8 teaching modules with step-by-step activity instructions, timings, equipment lists, adaptation options, and reflection prompts (Section 5)
4. Inclusion principles for working with mixed-ability, mixed-background classes (Section 6)
5. Alignment with national PE curricula, with worked examples from Bulgaria, North Macedonia and Slovenia (Section 7)
6. Assessment strategies (Section 8)

2. Rationale for Eco-sport in secondary education

2.1 Adolescence as an important developmental period

Secondary school is the right moment for approaching these issues. Adolescence brings substantial, prolonged reorganisation of the brain systems handling social processing, motivation and self-regulation, making this a period of heightened sensitivity to social and environmental input (Steinberg, 2008). Adolescents are acutely attuned to status, respect and whether an activity treats them as capable; interventions that talk down to them, or lean on distant future consequences, tend to fail, while those offering autonomy, visible competence and peer standing produce positive change (Yeager, Dahl and Dweck, 2018). A PE lesson that hands to the students real responsibility for how a session runs is therefore a strong mechanism for positive change.

The same logic applies to motivation specifically: meta-analytic evidence shows that PE environments supporting autonomy, competence and connection to others produce better engagement, effort and intention to stay active outside school (Vasconcellos et al., 2020) — the basis for this curriculum's rotating roles and student-selected micro-actions.

2.2 The benefits of sport participation for young people

The benefits of participation are well documented and broader than fitness. Systematic reviews link youth sport participation to improved self-esteem, better social skills, fewer depressive symptoms and stronger social connectedness, with team- and club-based participation showing the most consistent associations (Eime et al., 2013). WHO/Europe similarly connects adolescent physical activity to cognitive development, self-esteem, academic achievement and social integration, alongside physical health outcomes, and recommends an average of 60 minutes of moderate-to-vigorous activity daily (WHO/Europe, 2021; WHO/Europe, 2024a).

Context matters: positive youth development research shows these benefits occur when the environment is deliberately built for them — through supportive adult relationships, clear expectations, opportunities for responsibility, and space to reflect (Holt et al., 2017; Lerner et al., 2005).

This turns the equity problem into a developmental one. If sport's benefits reach only students whose families can pay, the self-esteem, belonging, peer networks and mentorship it builds are unequally distributed — while adolescents who experience discrimination already show measurably poorer mental health, self-esteem and academic outcomes (Benner et al., 2018). A curriculum that widens access is therefore both fairer and a developmental resource for the students with the most to gain.

2.3 PE and Eco initiatives

Environmental education informs but rarely changes behaviour on its own; what predicts action is a sense that it is possible and effective, plus direct experience of doing it (Chawla and Cushing, 2007). PE is well placed to build that sense of agency, since it repeats weekly in and around outdoor spaces students may already care about.

There is a wellbeing dimension too. A ten-country survey of 10,000 young people found high levels of climate-related worry, strongly linked to a sense that adults and governments were failing to respond (Hickman et al., 2021); research on climate emotions finds that hope grounded in trust and action supports engagement, while hope based on denial or avoidance does not (Ojala, 2012). Framing eco-sport as another list of alarming facts therefore risks increasing distress rather than action, especially for students already carrying other worries linked to marginalised identities. Framing it

instead as concrete, achievable things students do together — and then see working — builds a greater sense of agency.

In practice this means borrowing before buying, refill points instead of single-use bottles, durable and reusable equipment, planned waste sorting, and shared travel. The standard is not perfection but small, repeatable improvements — and giving students ownership of them, for example by managing a refill station, teaches more than being told to care.

2.4 Inclusion, sustainability and peace work together

These three strands work better as one experience: The Compendium's cross-case analysis shows a venue can look sustainable on paper while still excluding people, or feel socially warm while being environmentally careless — undermining its own message either way. The conditions that make participation meaningful are the same in both cases.

In practice they reinforce each other. Low-cost, low-equipment, locally sited activity is both the greener option and the more accessible one; shared and borrowed equipment removes a waste stream and a cost barrier at once; mixed teams with rotating roles serve inclusion, peace-building and simply getting a session run by students rather than the three most confident ones.

The design rule that follows, taken directly from the Compendium's recommendations: every activity in this curriculum carries one clear inclusion aim and one clear sustainability aim, so neither stays vague or decorative.

3. Targeted competences (as outlined in the Compendium)

3.1 Green Comp, LifeComp and EntreComp

This curriculum describes learning through two established European frameworks, with principles from an optional third one also loosely implemented. This brings an advantage of the curriculum being specific on the skills students are intended to develop throughout the course of the year.

3.1.1 GreenComp, the European sustainability competence framework, sets out 12 sustainability competences across four areas (European Commission, Joint Research Centre, 2022):

1. *Embodying sustainability values* (valuing sustainability, supporting fairness, promoting nature)
2. *Embracing complexity in sustainability* (systems thinking, critical thinking, problem framing)
3. *Envisioning sustainable futures* (futures literacy, adaptability, exploratory thinking)
4. *Acting for sustainability* (political agency, collective action, individual initiative)

GreenComp is deliberately non-prescriptive about subject and setting, which makes it usable in PE without turning lessons into environmental science. In this curriculum it is applied mainly through eco-challenges, shared stewardship of the spaces the class uses, reflection on local environmental choices such as travel to venues and use of materials, and student-led micro-actions.

3.1.2 LifeComp, the European framework for personal, social and learning-to-learn competence, defines nine competences across three areas (European Commission, Joint Research Centre, 2020):

1. *Personal*: self-regulation, flexibility, wellbeing
2. *Social*: empathy, communication, collaboration
3. *Learning to learn*: growth mindset, critical thinking, managing learning

LifeComp is structured so that each of the nine competences is illustrated by three descriptors, generally following an awareness, understanding and action model, which is useful here because it lets a teacher assess a competence at the level of observable behaviour in a lesson rather than as an abstract disposition. In this curriculum it is applied through team tasks, peace-building exercises, conflict-sensitive facilitation, structured debriefs and peer support.

3.1.3 EntreComp

EntreComp (Bacigalupo et al., 2016) treats entrepreneurship as a transversal competence for all citizens, defined as acting on ideas and opportunities to create value for others, where that value may be social or cultural as much as economic. It consists of three interrelated competence areas (ideas and opportunities, resources, and action), each made up of five competences, giving fifteen in total.

- **Ideas and opportunities**: spotting opportunities, creativity, vision, valuing ideas, ethical and sustainable thinking
- **Resources**: self-awareness and self-efficacy, motivation and perseverance, mobilizing resources, financial and economic literacy, mobilizing others
- **Into action**: taking the initiative, planning and management, coping with uncertainty, ambiguity and risk, working with others, learning through experience

EntreComp is used here as an optional reference rather than a core framework, drawn on where students design or lead an action that extends beyond the PE lesson. Two of its competences do most

of the work in this curriculum: *taking the initiative* and *working with others*, with *ethical and sustainable thinking* acting as the natural bridge back to GreenComp.

This curriculum draws selectively on all three frameworks, prioritizing competences that can be developed and evidenced within a PE lesson sequence. It does not cover all the competences, rather it provides a shared vocabulary for learning outcomes, so that partners in national PE systems can describe the same competences in the same terms, and so that eco-sports can be planned as competence development rather than as awareness-raising attached to physical activity.

3.2 Activities associated with the competences

Framework	Competence areas drawn on	How it is Evidenced in Activities	Where (Lessons)
GreenComp	Embodying sustainability values; embracing complexity; envisioning sustainable futures; acting for sustainability	Completed eco-challenge log or session card showing which green routines the group chose and applied (travel, waste, reusables, care of the space)	1, 4, 8
		Teacher observation against criterion in the unit rubric, e.g. student applies agreed green routines without prompting	2, 3, 5
		Short reflection response (2 to 3 sentences or an exit ticket) in which the student justifies one local environmental choice made during the unit	7, 8
LifeComp	Empathy, communication, collaboration, growth mindset, self-regulation	Peer and self-assessment sheet from team tasks, rating cooperation, listening and role-sharing	6, 7, 8
		Structured debrief record where the student names one thing they changed to help the group succeed	6, 7
		Teacher observation of conflict-sensitive behaviour during a task	6, 7
EntreComp *(optional)*	Initiative, creativity, mobilizing resources, working with others	Student-designed micro-action plan (aim, resources, roles, timeline)	7, 8
		Students are able to come up with their own games using the resources they have available	6, 8

4. Curriculum structure and progression

4.1 Design logic

This section is the overview of the curriculum. Section 5 provides the ground-level lessons. The curriculum is built as one eco-PE lesson roughly every four to five teaching weeks across a standard school year, giving eight lessons in total. Each lesson fits a regular 45-to-50-minute PE period, requires no purchased equipment, and can be delivered by one PE teacher with an ordinary class of 14- to 19-year-olds.

Three consistent design principles appear through the whole sequence:

- **Dual aim in every lesson:** one inclusion or peace-building aim and one sustainability aim, following Recommendation 1 of the Compendium (D1.2).
- **Spiral progression:** green routines introduced in Unit A are practiced inside sport in Unit B and handed over to students to lead in Unit C.
- **Low-threshold participation:** every lesson offers intensity choices and role variety, so students of mixed ability, newly arrived students and students returning from inactivity can take part from the first minute.

4.2 Overview of the three units

Unit A: Foundations (autumn term). Students experience green routines as part of normal PE and establish two starting points for the class. The environmental component, looking at what an average lesson actually uses (equipment, water, single-use items) and what ends up in the bin afterwards. Additionally, every student gets a specific role from the first lesson, so full involvement becomes the class norm. Physical emphasis: general fitness, running and games. Eco emphasis: Generating knowledge.

Unit B: Application (winter and early spring). Green practice moves inside the sport content itself. The students start conditioning and playing with upcycled equipment, orienteering that maps the local environment, and participating in cooperative games with an explicit fair-play and intercultural dimension. Physical emphasis: strength and endurance, spatial skills, cooperative play.

Unit C: Leadership (late spring). Students plan and run green sports action themselves, first a clean-space event, then a station-based sports day for peers or younger students. Physical emphasis: applied organization of physical activity, and sustained participation.

4.3 Year overview

#	Timing	Unit	Lesson (Handbook activity)	Physical focus	Green / inclusion focus
1	Sept	A	Waste-Sorting Relay	Shuttle runs, agility	Waste streams; rotating decision roles
2	Oct	A	Bottle Goal tournament	Target handball, passing	Reused kit, rebuilt by players; all-touch rule
3	Nov	A	Human Compass + Team Pledge	Guided movement, trust work	Trust across pairs; class pledge signed
4	Jan	B	Reuse and Create	Construction, handling	Building the class kit from waste
5	Feb	B	Green Circuit Training	Strength, conditioning	Training on class-built kit; intensity choice

#	Timing	Unit	Lesson (Handbook activity)	Physical focus	Green / inclusion focus
6	Mar	B	Eco-Orienteering	Map skills, running	Mapping hotspots and assets; mixed pairs
7	Apr	C	Clean Space Challenge	Plogging-style activity	Student-led clean-up of mapped hotspots
8	May	C	Sustainable Sports Day	Station design and delivery	Zero-waste event run by students

4.4 Flexibility and adaptation of the sequence

- Condensed six-lesson version: schools with less room in the timetable deliver Lessons 1, 2, 4, 6, 7 and 8. The progression logic works because each unit keeps at least two lessons (A: 1, 2; B: 4, 6; C: 7, 8).
- Seasonal swaps: Lessons 3 and 6 are outdoor lessons and can exchange places, or move to any dry month, without breaking the spiral; Lesson 5 is the designated indoor lesson for winter.
- Double periods: any lesson extends to 90 minutes using the extension option in its plan; the Sustainable Sports Day (Lesson 8) benefits most from a double period.
- Link to GP2P community events: Lessons 7 and 8 can be aligned with the community-based eco-sports events, giving students an audience.

***Tip**: With older students, use the clean-up to open a wider conversation about who gets clean public space and who does not. Useful questions: which parts of our town or city are kept cleanest, and who lives there? Who pays for that, and who is expected to do the cleaning? Why do some neighbourhoods get attention from the council or from volunteers while others are left? Who ends up avoiding a park or a pitch because of the state it is in? This connects the physical work students have just done to the bigger point that access to clean, safe space for sport is not shared equally, and that keeping a space usable is part of keeping it open to everyone.

5. Lesson framework and model lessons

5.1 The lesson template

Every model lesson uses the same one-page format so that a PE teacher can read it in two minutes and teach it the same day. The fields are:

- GOAL: two aims, one sustainability and one inclusion or peace-building, phrased as what students do.
- DURATION: 45 to 50 minutes, with a short extension option for double periods.
- EQUIPMENT: standard school PE stock plus reused or upcycled items.
- WARM-UP: 5 to 10 minutes, always inclusive by design (pair or group based, choice of intensity).
- MAIN ACTIVITY and ECO-ACTION MOMENT: 30 to 35 minutes. The eco-action moment is a short, visible green practice embedded in the activity flow, as per the Compendium's pilot activity blueprint
- REFLECTION: about 5 minutes, one focused question in a closing circle. Students are also handed their own self reflections at the start and end of the school year (8.3)
- ASSESSMENT CUE: what the teacher observes or collects in the lesson. Full grading rubrics are in Section 8.
- ADAPTATION: one line on making the lesson accessible for mixed abilities and newly arrived students.

5.2 Lesson models

Lesson 1: Waste-sorting relay

Unit A: Foundations | Timing: September | Handbook source: Activity 1

GOAL	Sustainability: students identify what a normal PE lesson consumes and discards and think about how to make the lesson eco-friendlier. Students sort common sports-related waste into the correct streams accurately under time pressure. Inclusion: every student performs a named role in a mixed-ability relay team, with the possibility of other roles (e.g. time keeper)
DURATION	45 to 50 min. Extension: quiz round between relays (handbook variation), or teams invent one trick item to test the opposing team.
EQUIPMENT	Four coloured or labelled bins or boxes, a bag of clean, safe waste items (e.g. bottles, paper, drink cartons, old shin pads, a broken shuttlecock); cones for lanes. Visual labels on each bin. *Preparation tip: ask the class to bring in three clean items each the week before. The bag then contains their own waste*
WARM-UP	8 min. Dynamic mobility in pairs. Opening question to the group: what does sport throw away?
MAIN + ECO-ACTION	30 min. Teams of four to five line up behind a cone, 15 to 20 m from the bin station. Round structure: the runner sprints to the item pile, takes ONE item, carries it back, and shows it to the team caller. The caller (not the runner) decides the bin. The runner delivers it, then tags the next runner. Two minutes per round, then the caller role rotates and a new round starts.
REFLECTION	*5 min standing circle* "Which item did your team disagree about most?" "Name one thing you have thrown in the wrong bin this week."
ASSESSMENT CUE	Baseline for the year. Record each team's sorting accuracy as a percentage
ADAPTATION	Picture labels on every bin; shorter lane for any student who wants it; For students new to the language of instruction, pair the caller role with a partner for the first round.

Lesson 2: Green team games: Bottle goal

Unit A: Foundations | Timing: October | Handbook source: Activity 4

GOAL	Sustainability: students play a full tournament using only reused and existing equipment, and reset and repair the kit themselves as part of the rules of play. Inclusion: no shot counts until every player on the team has touched the ball, so involving every teammate is the way to win.
DURATION	45 to 50 min. Extension: fifth round with two balls in play, or a knockout final between the top two teams.
EQUIPMENT	Per pitch: one soft ball, four to six empty plastic bottles or one cardboard box as the target, four cones for the pitch and one cone to mark the shooting line. Bibs or bands in two colours. *Set up two or three pitches side by side, roughly 15 x 10 m. Weight the bottles slightly so they do not blow over, but keep them light enough to topple from a soft throw. Ask the class to bring in clean bottles the week before.*
WARM-UP	8 min. Whole-class ball-passing against the clock: how many consecutive passes with nobody receiving twice in a row? Run it twice and beat the first score. Then shoulder and wrist mobility.
MAIN + ECO-ACTION	HOW BOTTLE GOAL WORKS. Four against four (or five a side) on a small pitch. The target (a couple bottles) stands at each end behind a shooting line that nobody may cross. The teams split up into attackers and defenders. Rule 1: the ball is moved by passing only. A player holding the ball may take up to three steps, then must pass or shoot. Rule 2: a shot only counts if every player on the team has touched the ball since the last restart. The referee tracks this out loud. Rule 3: a goal is scored when a bottle is knocked over. Whoever scored rebuilds the target, and play does not restart until the target is standing. TOURNAMENT FORMAT. Four rounds of five minutes with two minutes between rounds. Officiating: one student per pitch referees each round, taken from the team sitting out or rotated on the pitch. Eco-action moment (5 min, between rounds two and three): Two quick questions per team while they recover, drawn from Lesson 1: which bin does [this piece of trash] go in? Optional: Correct answers are worth one goal each, added to the team's tournament total.
REFLECTION	5 min. "Rule 2 forced you to pass to everyone. Did your team get better at it by round four? What does that tell us about working together over time" Then: "Every piece of equipment here was rubbish two weeks ago. What else in this hall could be replaced that way?"
ASSESSMENT CUE	Observation against two criteria: Communication between students, patience, ideas for recyclable equipment.
ADAPTATION	Speed does not decide this game: the ball travels by passing and the shot is a target throw. Use a box target or a closer shooting line where needed. The referee role suits non-verbal students, since counting on fingers works as well as calling out.

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Lesson 3: Human compass and the team pledge

Unit A: Foundations | Timing: November (swappable with any dry month) | Handbook source: Activity 6 and 7

GOAL	Inclusion and peace-building: students guide and are guided by a partner they did not choose, using clear, calm instructions, and experience what it is like to depend entirely on someone else. Sustainability: students map the features of the space around them (tree, water, shade, clean ground, litter) by moving to them, and end the lesson by committing to green habits in writing.
DURATION	45 to 50 min. Best outdoors or in a large hall.
EQUIPMENT	Simple signs or verbal cues; scarves or soft blindfolds (optional, only with consent); paper and markers for the pledge; cones to mark boundaries.
WARM-UP	8 min. Mirror walking in pairs: one leads with slow movement, the other copies exactly, then swap. No talking.
MAIN + ECO-ACTION	Part 1, Human Compass (12 min). The teacher calls out environmental cues and the whole class moves to them at once: "Move to the tree." "Step toward the water." "Find the cleanest ground." "Go to where you would sit if it was 35 degrees." Speed up the calls; add movement styles (side-step, jog, low crouch). Part 2, Guided path (18 min). Pairs are assigned. One partner closes their eyes or wears a blindfold, the other guides them along a short path using only voice, then only touch on the shoulder, then only a countdown of steps. Swap after each variation. Rule: the guide is responsible for their partner's safety, and any pair may stop at any time. Eco-action moment (8 min): still in pairs, each pair walks the space one last time and finds one thing worth protecting and one thing that needs fixing. Pairs report to the group, and the group writes a Team Pledge of three to five lines (respect others, reduce waste, care for the space). It is signed by everyone and displayed in the gym for the rest of the year.
REFLECTION	5 min circle. "What made a guide easy to trust today?" Then: "Which line of our pledge will be the hardest to keep?
ASSESSMENT CUE	Observation of guiding behaviour against three criteria: gives clear instruction, checks on their partner, adjusts when the partner is uncertain. The signed pledge as a class artefact.
ADAPTATION	Blindfolds are optional, eyes closed or eyes down works equally well. Seated or slow-walk versions of the guided path. For students with hearing differences, the touch-guidance variation becomes the main one rather than the third variation. Pair students across language and friendship groups deliberately.

Lesson 4: Reuse and create: Build the kit

Unit B: Application | Timing: January | Handbook source: Activity 5

GOAL	Sustainability: students build usable sports equipment from waste materials and justify why their design works, giving materials a second life. Inclusion: the task rewards different strengths (design, construction, testing, explaining) so students who do not usually lead in PE can lead here.
DURATION	45 to 50 min. This lesson supplies the equipment used in Lesson 5, which is the point of it.
EQUIPMENT	Cardboard, clean plastic bottles (with sand, water or rice for weight), fabric scraps, old newspaper, tape, string, scissors. Collected by the class in the two weeks before. *Teacher note: brief the class the previous lesson on options for what to bring*
WARM-UP	8 min. Junk relay: teams race carrying one reused object each (a taped bundle of newspaper, a filled bottle) without dropping it.
MAIN + ECO-ACTION	30 min. Groups of three or four each receive one object and build in 18 minutes: Object A: a set of weights for a strength station (bottles, sand, tape). Object B: throwing targets that stand up and can be scored (cardboard, string). Object C: soft balls or bean bags (fabric, newspaper, rice) safe for indoor use. Test phase (12 min): every group demonstrates their equipment in use and takes one round of feedback from another group. Eco-action moment: before building, each group states out loud where their material came from and where it would have gone otherwise. After testing, the class agrees a storage and repair plan so the object survives the year
REFLECTION	5 min. "What issues did you run into and how did the group solve them?" Then: "Which piece of school PE equipment could be replaced by something we made today, and which could not?"
ASSESSMENT CUE	Group's equipment plus a two-sentence written justification: what it is made from, why the material suits the job.
ADAPTATION	Non-competitive and hands-on by design (handbook note). Roles within the group can be design, cutting, assembly, testing or explaining, so students with limited fine motor control or limited mobility have full roles. Pre-cut materials available for groups that need them.

Lesson 5: Green circuit training

Unit B: Application | Timing: February | Handbook source: Activity 9

GOAL	Sustainability: students train a full-body circuit using only the equipment the class built in Lesson 4, and complete an eco-task at each station. Inclusion: every station offers three intensity levels that the student chooses for themselves, plus a rest station that is part of the circuit.
DURATION	45 to 50 min.
EQUIPMENT	The class-built kit from Lesson 4, benches, mats, station cards on reused paper, bins for the sorting station, a watering can and any plants near the school.
WARM-UP	8 min. Pulse raiser plus mobility, with the teacher demonstrating a low, medium and high option for every exercise and naming all three as equally acceptable choices.
MAIN + ECO-ACTION	32 min. Six stations, 45 s work, 30 s change, two rounds: 1 Push (press-ups on floor, bench or wall) 2 Pull or carry (bottle weights) 3 Squat (bodyweight or loaded) 4 Core (plank variations) 5 Cardio (step-ups or shuttle) 6 Recovery and mobility. Each station card names the exercise, the three intensity options, the muscle group, and the eco-task attached to that station. Eco-action moment (running throughout): three of the six stations carry an eco-task. Station 2 finishes with sorting one item into the right bin. Station 5 finishes with watering or checking a plant on the school grounds. Station 6 includes checking the class-built equipment for the next group.
REFLECTION	5 min. "How did you support your group to complete the circuit?" And “You have now trained on equipment that cost nothing. What does that tell you about what you need to stay physically active? "
ASSESSMENT CUE	Technique observed communication between students. Observations if they formed new connections or friendships. Observing also the willingness and enthusiasm to use to self-created equipment
ADAPTATION	Seated or supported variant printed on every station card; adjustable work-to-rest ratio per student; rest station is timetabled into the rotation for everyone

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Lesson 6: Eco-orienteering

Unit B: Application | Timing: March (Can substitute with another activity from the handbook if weather doesn't permit) | Handbook source: Activity 8

GOAL	Sustainability: students navigate the school grounds or a nearby area and produce a class map of its environmental condition, identifying the worst litter hotspots and the assets worth protecting. Inclusion: mixed pairs with two defined roles, navigator and recorder, that swap at the halfway point; non-running routes score the same as running routes.
DURATION	45 to 50 min. Extension: indoor or school-grounds version in poor weather (handbook variation), or a full course in a nearby park in a double period.
EQUIPMENT	Simple printed maps or clue cards on reused paper, reusable checkpoint markers, pencils, one bag per pair for litter, phones optional for photo evidence.
WARM-UP	6 min. Map orientation game: pairs turn the map to match the terrain, then jog together to one practice checkpoint and back. Confirms every pair can read the map before they leave.
MAIN + ECO-ACTION	30 min. Score orienteering. Ten to twelve checkpoints are set with different point values; pairs choose their own route within a fixed time limit and must be back at the finish before it expires. At each checkpoint the pair does three things: mark the card, record one eco-fact or observation from the clue, and annotate the map with a symbol: green asset, litter hotspot, or neutral. Eco-action moment: pairs collect litter along the route as they go and, at the finish, transfer their annotations onto one large shared class map. The class identifies the two worst hotspots. These become the target of Lesson 7, and the map goes to school management with a short note.
REFLECTION	5 min. "Which part of our own school grounds surprised you?" Then: "Of everything on this map, what should the school fix first, and why that one?" broader societal reflections: "Who should be responsible to keep shared spaces clean"
ASSESSMENT CUE	Course completed within the time limit, checkpoint card complete, and map annotations accurate and legible.
ADAPTATION	A shorter compulsory course with high-value checkpoints close, so a walking pair can still win on points; accessible checkpoint placement. Pair students so that nobody navigates alone in a second language.

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Lesson 7: Clean space challenge

Unit C: Leadership | Timing: April | Handbook source: Activity 2 and 12

GOAL	Sustainability: students plan and run an active clean-up of the two hotspots their own class mapped in Lesson 6, and document the change with before-and-after evidence. Inclusion: the students, not the teacher, design the role plan, and it must give every classmate a real task.
DURATION	45 to 50 min. Extension: community version with local residents or a partner organization.
EQUIPMENT	Gloves (one pair per student), reused collection bags, the sorting bins from Lesson 1, the class hotspot map from Lesson 6.
WARM-UP	6 min. Student-led. A rotating pair from the class leads the warm-up. The teacher does not step in unless there is a safety issue.
MAIN + ECO-ACTION	30 min. Teams move between the mapped hotspots at jogging or brisk-walking pace, clean and organize each zone, and sort on the move into the streams learned in Lesson 1. Each zone gets a before photo on arrival and an after photo on departure (handbook variation). Student roles, assigned by the students in their own plan: zone leaders, timekeeper, sorting station team, safety checkers. The teacher moves to supervision and safety only, and says as little as possible. Safety brief before starting, delivered by the teacher and non-negotiable: gloves on at all times, nothing sharp or unidentifiable is touched (flag it for an adult), no roads, hands washed at the end. Eco-action moment: this lesson is the eco-action. It ends with a weigh-in or count per stream and a sort check
REFLECTION	5 min, with (optional) before-and-after photos. "What did 30 minutes do?" Then: "What would keep it this way, and is that something we can do or something the school has to do?". And “How do we think cleaner spaces support more activity and belonging?”
ASSESSMENT CUE	Three pieces: the student-written role and route plan, the participation log, and reflections and community belonging
ADAPTATION	Zone size and pace set by each team for itself; logging, photography, sorting-station and safety roles carry the same weight as collecting; work in pairs where that helps

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Lesson 8: Sustainable sports day stations

Unit C: Leadership | Indicative timing: May or June (capstone; double period recommended) | Handbook source: Activity 14

GOAL	Sustainability: student teams design and run a zero-waste sports station for their peers or for a younger class, using only equipment that already exists or that the class built. Inclusion: every station must be playable by any participant who arrives at it. Each team proves this with a built-in adaptation
DURATION	45 to 50 min minimum, 90 min double period strongly recommended. Planning happens across the two preceding lessons.
EQUIPMENT	Only reused, class-built or existing school equipment (handbook: reusable items from the other activities); station design sheets; zero-waste checklist; refill point; sorting point; the Team Pledge from Lesson 3 on display.
WARM-UP	6 min. One student team runs the whole-group warm-up as the opening act of the day. State some shared goals: E.g. talk to at least one person you didn't know before
MAIN + ECO-ACTION	35 min (or 75 in a double period). Each team runs one station while the other groups rotate through as participants. A station must draw on the year: a relay, a sorting element, a circuit station, a navigation or trust element. Running a station means four jobs the team divides: explain the rules in under a minute, demonstrate, officiate fairly, and adapt on the spot when a participant needs a different version. Teams swap into participant mode for the final rotation so everyone plays. Eco-action moment: the zero-waste checklist is run live and ticked by the team responsible: no single-use items anywhere, refill point staffed, sorting point staffed, all equipment returned and stored for next year, space left cleaner than found. The Team Pledge from Lesson 3 governs conduct for the whole day.
REFLECTION	5 min, whole group. "We wrote that in November. Did we keep it?", "What changes have you noticed in your own life across the school year?", "What are you going to take with you?"
ASSESSMENT CUE	Capstone. Station design sheet (aim, resources, roles, timing, adaptation), observed delivery against the Section 8 rubric, and a short individual self-reflection on feelings of belonging and eco action.
ADAPTATION	Multiple flexible timing across stations. every design sheet must name one modification for mixed ability and one for beginners

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6. Inclusion principles for ages 14–19

6.1 Challenge by choice

Having set out the year's structure and lesson plans, this chapter turns to the inclusion principles that run underneath all of them.

Every activity in this curriculum should offer more than one way to take part. Challenge by choice means participants decide their own level of intensity, visibility and risk — a student can choose to lead a drill, support from the side, or simply observe before joining — rather than being assigned a single expected way of participating. This is not a lowering of expectations; it is a design principle that keeps the door open for a student who is not yet confident, not yet fit, or not yet sure they belong.

The Compendium's cross-case analysis supports this directly: the strongest models reviewed for GP2P kept "entry easy," offered "multiple ways of participating," and treated flexible roles as "core inclusion mechanisms," not administrative details. In a school PE setting with students aged 14 to 19, challenge by choice is what allows a single lesson plan to work for a confident 18-year-old team captain and a 14-year-old joining a new school, in the same session, without a separate track for either.

6.2 Evidence-based strategies for inclusion

Three findings from the Compendium's needs analysis translate directly into classroom practice. First, low-threshold participation: cost, unclear instructions and performance pressure are named as concrete barriers, not abstract ones, so this curriculum avoids activities that require purchased equipment, prior skill, or being picked by peers. Second, facilitator preparation matters more than activity complexity — the Compendium notes that "a strong session usually depends less on complexity and more on calm, prepared delivery," which is why every lesson unit in Chapter 5 includes a short facilitator note rather than assuming intuition will fill the gap. Third, learning should be built into the activity flow through short, repeated reflection rather than separate theory blocks — consistent with the eco-action moment and reflection step already built into the lesson framework.

These strategies also fit what is known about this specific age group. As set out in Chapter 2, adolescents respond to autonomy, visible competence and peer standing, and disengage from interventions that talk down to them or rely on distant consequences (Steinberg, 2008; Yeager, Dahl and Dweck, 2018). PE environments that support autonomy and competence produce better engagement and a stronger intention to stay active (Vasconcellos et al., 2020). Handing real responsibility for how a session runs — managing a rotation, leading a warm-up, tracking the eco-checklist — is therefore not only an inclusion strategy but a developmentally appropriate one for this age range.

Because 14 and 19 are not the same student, the amount of autonomy and the complexity of reflection prompts should scale across the curriculum's progression (see Chapter 4): younger groups benefit from more structure and shorter, concrete prompts, while older groups can take on facilitation and leadership roles within the session itself.

6.3 Adapting for marginalized populations

GP2P is written on the assumption that a class already includes young people facing barriers to participation. The Compendium is explicit that these barriers are not interchangeable — each group needs a targeted response, not a general inclusive tone.

Group	Primary barrier (D1.2)	Adaptation in this curriculum
Refugee / asylum-seeking students	Trust, language, uncertainty about whether the activity is "meant for them"	Simple, visual instructions; peer or buddy pairing rather than open self-selection; multilingual key terms on session cards; low-stakes first sessions with no performance expectation
Students with disabilities	Inaccessible space, unsuitable instructions, lack of adapted equipment — rarely lack of motivation	Accessibility checks before each lesson (see Handbook Ch. 9); adapted roles built into the lesson plan by default, not improvised on the day; staff briefed on equipment adaptations in advance
Economically disadvantaged students	Cost of kit, transport, replacement uniforms	No lesson in this curriculum requires purchased or specialist equipment; borrowed, shared or improvised materials only
Rural / poorly connected students	Distance, lack of nearby opportunity	Activities designed to run in an ordinary schoolyard or gym, not a specialist facility
Girls (drop-out risk peaks in adolescence)	Safety, privacy, timing, family expectations, lack of role models (49% of girls leave sport in adolescence — UNESCO, 2024b)	Mixed-team structures with rotating, not self-selected, roles; attention to changing/privacy arrangements; visible female leadership roles within sessions where possible

The design rule carried over from the Compendium's recommendations applies here as it does throughout the curriculum: every lesson should carry one clear inclusion aim alongside its sustainability aim, named explicitly rather than left implicit.

7. Alignment with national PE curricula

Rather than a generic international comparison, this chapter presents a profile for each partner country's national PE curriculum for ages 14–19, covering the curriculum's structure and weekly time allocation; its main objective areas; whether sustainability content is already present; and where GP2P's inclusion and eco-sport learning outcomes fit most naturally within that existing structure. This keeps the deliverable's replicability requirement genuine — schools in each partner country can see exactly how GP2P slots into what they already teach — while giving other adopting countries a template to produce their own page.

7.1 Bulgaria

In Bulgaria, the national curriculum for learners aged approximately 14–19 covers two stages of upper-secondary education: the first upper-secondary stage (Grades 8–10) and the second upper-secondary stage (Grades 11–12). The subject is officially entitled Physical Education and Sport. It is generally taught for two compulsory lessons per week — 72 lessons annually in Grades 8–11 and 62 lessons in Grade 12. In addition, schools provide one separate weekly lesson for organised sports activities, bringing the overall provision to approximately three periods per week.

The curriculum focuses on the development of movement competence, sport-specific technical and tactical skills, physical fitness, health knowledge and lifelong participation in physical activity. It also addresses safety, risk management, self-control, psychological resilience, teamwork, fair play, social responsibility and the inclusion of learners with special educational needs. Sustainability is already present, although mainly in an indirect and fragmented form: the curriculum refers to sustainable development and healthy lifestyles, environmental pollution, risks in natural environments, and outdoor activities such as tourism, orienteering and winter sports. It does not yet contain a clearly defined eco-sport component.

Given these specifics, GP2P's inclusion outcomes fit most naturally within adapted physical education, team activities, Olympic values, and social and civic competences. Its eco-sport outcomes can be incorporated into the existing sustainability competence and outdoor-activity areas, supported by cross-curricular links with biology, geography and environmental education, and delivered through practical projects in regular PE lessons and the additional weekly sports-activity period.

7.2 North Macedonia

Students aged 14–19 in North Macedonia move across two curricula, both set by the Bureau for Development of Education. The third cycle of primary education (grades 6–9, roughly ages 11–15) delivers Physical and Health Education (Fizičko i zdravstveno obrazovanie), three 40-minute lessons per week (120 minutes weekly). Secondary education, which starts at around 14 years and 5 months and lasts three or four years (covering roughly ages 14.5–19), delivers Sport and Sports Activities (Sport i sportski aktivnosti): two 45-minute lessons per week in vocational programmes (72 hours per year, 66 in the final year), and generally two lessons per week in gymnasium programmes for the first two years (72 lessons annually), rising to three lessons per week in years three and four (108 and 99 lessons respectively). A newer gymnasium concept structures the subject around physical development and motor-functional abilities, team sports, and elective areas such as fitness and health, rhythmic dance, and outdoor activities.

Both curricula are built around motor and movement competence, health and physical development, and social and personal development (cooperation, fair play, responsibility, safety) as recurring objective areas, with the long-term aim of building habits for lifelong participation in physical activity.

Sustainability is not a separate, named objective area in either curriculum — it sits, at most, within broader educational goals and key competences rather than as a defined PE strand. GP2P's inclusion outcomes fit most naturally within the curricula's existing social and personal development and teamwork/respect objectives, while its eco-sport outcomes add an explicit green dimension the curricula do not yet name — closely connected to the existing outdoor-activities strand in the newer gymnasium programme, which offers a natural entry point for integration.

7.3 Slovenia

Students aged 14–19 in Slovenia move across two curricula: the subject Sport (Šport) in the final years of primary school (osnovna šola, age 13–15 years), and Physical Education (Športna vzgoja) in gymnasia and other secondary school vocational programmes (age 15–19 years). Both are built around motor/movement competence, health and physical development, and social and personal development (cooperation, fair play, responsibility, safety) as recurring objective areas across the school years.

Sustainability is currently not an explicit, named objective area in the Slovenian PE curriculum, while social and personal development objectives overlap directly with LifeComp. GP2P's eco-sport strand therefore adds a dimension not yet named in the national curriculum, while its inclusion and LifeComp-aligned outcomes can be framed as delivering existing curriculum objectives rather than as an add-on.

7.4 Cross-country reading

A consistent pattern emerges across all three partner curricula: physical/movement competence, health and social-personal development are already core, named objective areas, and GP2P's inclusion outcomes map onto these directly and without friction. Sustainability, by contrast, is present at most indirectly — through outdoor activities, tourism or general references to sustainable development — in every country reviewed here, but nowhere as a defined, assessed component of school PE. This is precisely the gap GP2P's eco-sport strand is designed to fill, which is also why the curriculum can credibly claim to be adaptable across different European PE systems rather than specific to one national context.

8. Assessment, learning evidence and printable materials

8.1 Assessment principles

Assessment in this curriculum is formative and observational. Teachers are not asked to grade students' values, and no student receives a mark for being “green enough” or “inclusive enough.” Instead, the curriculum collects a small set of evidence that shows whether the class as a whole is improving. A teacher can complete rubrics across the year, the students complete self-assessment at two time points (the start and the end of the school year), and the artefacts the lessons produce (the sorting accuracy score from Lesson 1, the Team Pledge from Lesson 3, the class map from Lesson 6, the station design sheets from Lesson 8).

This follows the principle in the Compendium that monitoring should stay proportionate: short observation notes, brief reflections and existing artefacts, rather than a parallel testing system. Everything a teacher needs to print for the year is contained in this section. Each tool fits on one A4 page.

The printable materials are:

- **Printable A: Teacher rubric (one sheet for the whole year)**
- **Printable B: Student self-assessment, Time Point 1 and Time Point 2**
- **Printable C: Reflection prompts by unit (teacher's pocket sheet)**
- **Printable D: Checklists (zero-waste event, clean-up safety, equipment)**

8.2 Teacher rubric (Printable A)

One rubric covers the whole year. It is completed at class level, not per student, and takes about three minutes at the end of a lesson. Each of the six criteria is scored on a scale of 1 to 5, and the same criteria are scored across all eight lessons on a single sheet, so the sheet itself becomes the record of progression. A teacher can see and keep track of whether the class has improved over the course of the year with additional notes for reference if they would like. The six criteria pair the curriculum's two aims: three for sustainability and three for inclusion and belonging.

PRINTABLE A: TEACHER RUBRIC, WHOLE-CLASS PROGRESSION

Class: _____ School year: _____ Teacher: _____

Criterion (scored 1 to 5, whole class)	L1	L2	L3	L4	L5	L6	L7	L8
E1. Eco-knowledge in action Students sort waste and answer eco-questions accurately.								
E2. Care for equipment and space Students reset, repair, store and reuse kit; spaces are left cleaner than found.								
E3. Eco-initiative Students carry out green tasks without prompting and propose their own.								
I1. Everyone plays a real role All students hold named roles; participation rules are met without teacher enforcement.								
I2. Communication and support Instructions are clear and calm; students check on partners and adjust when someone is uncertain.								
I3. Belonging and new connections Students work willingly across friendship and language groups; new pairings form.								

Scoring guide: 1 = Poor, only with teacher support | 3 = most students, most of the time | 5 = unprompted, students correct and encourage each other

Lesson	Notes and reflections on how the lesson went
Lesson 1	
Lesson 2	
Lesson 3	
Lesson 4	
Lesson 5	
Lesson 6	
Lesson 7	
Lesson 8	

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8.3 Student self-assessment (Printable B)

Students complete the same short self-assessment at two time points: Time Point 1 at the start of the year (in or immediately after Lesson 1) and Time Point 2 at the end of the year (after Lesson 8). The sheets focus on values and attitudes towards eco-activity and belonging, not on concrete knowledge. Concrete learning is already captured in the lesson reflections and the teacher rubric. Time Point 2 ends with what the student will carry forward into the next year.

Procedure: After completing Time Point 1, the teacher collects the sheets to get a good grasp of the baseline that their students are starting at in terms of values both for the environment and belonging. At the end of the year, students complete Time Point 2. The teacher can then compare time Point 1 and Time Point 2, to see the students growth. *Optional*: If students wish, they can get their Time Point 1 sheets back and have a discussion on what they noticed improve.

PRINTABLE B1: SELF-ASSESSMENT, TIME POINT 1 (start of the school year)

This sheet is yours. Nobody will read it during the year. Answer honestly, there are no right answers.

Name: _____ Class: _____ Date: _____

Part 1. Circle the number that fits you best.

1 = not true for me 5 = very true for me

1. Looking after the environment is important to me.

1 2 3 4 5

2. I want the sport I do to be good for the environment

1 2 3 4 5

3. I feel like I belong in this PE class.

1 2 3 4 5

4. I am comfortable working and playing with classmates I do not know well.

1 2 3 4 5

5. Being active is important to me.

1 2 3 4 5

Part 2. Finish the sentences in your own words.

6. Do you think taking care of the environment is important? Why?

7. Is it important that everyone gets to take part in sport? Why?

PRINTABLE B2: SELF-ASSESSMENT, TIME POINT 2 (end of the school year)

Do not look at your sheet from the start of the year yet. Answer first, compare after.

Name: _____ Class: _____ Date: _____

Part 1. Circle the number that fits you best.

1 = not true for me 5 = very true for me

1. Looking after the environment is important to me.

1 2 3 4 5

2. I want the sport I do to be good for the environment

1 2 3 4 5

3. I feel like I belong in this PE class.

1 2 3 4 5

4. I am comfortable working and playing with classmates I do not know well.

1 2 3 4 5

5. Being active is important to me.

1 2 3 4 5

Part 2. Looking back, and carrying forward.

6. One thing about working with others that I will carry forward:

_____

_____

7. One green habit I will carry with me into next year:

_____

_____

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8.4 Reflection prompts by unit (Printable C)

The closing-circle questions are already embedded in each lesson plan in Section 5; printable collects them on one sheet per unit for the teacher's pocket. The first prompts under each unit are taken directly from the lesson plans and are marked with their lesson number. The additional prompts are optional extras for days when the discussion is flowing and the class is chatty, or as follow-up questions when a first answer deserves to be pushed further.

Unit A: Foundations

From the lesson plans:

- Which item did your team disagree about most? (Lesson 1)
- Name one thing you have thrown in the wrong bin this week. (Lesson 1)
- Rule 2 asked you to pass to everyone. Did your team get better at it by round four? What does that tell us about working together over time? (Lesson 2)
- Every piece of equipment here was rubbish two weeks ago. What else in this hall could be replaced that way? (Lesson 2)
- What made a guide easy to trust today? (Lesson 3)
- Which line of our pledge will be the hardest to keep? (Lesson 3)

Additional prompts:

- Is it easier to trust someone after playing with them? Why?
- What would this class throw away in a whole school year?

Unit B: Application

From the lesson plans:

- What issues did you run into and how did the group solve them? (Lesson 4)
- Which piece of school PE equipment could be replaced by something we made today, and which could not? (Lesson 4)
- How did you support your group to complete the circuit? (Lesson 5)
- You have now trained on equipment that cost nothing. What does that tell you about what you need to stay physically active? Additional prompt: Not all sport can rely on homemade equipment. What does that tell you about access to sport? (Lesson 5)
- Which part of our own school grounds surprised you? (Lesson 6)
- Of everything on this map, what should the school fix first, and why that one? (Lesson 6)
- Who should be responsible to keep shared spaces clean? (Lesson 6)

Additional prompts:

- If our class map went to the town council instead of the school, what would happen?
- Give shoutouts to a person in the group. What did they do noticeably well today?

Unit C: Leadership

From the lesson plans:

- What did 30 minutes do? (Lesson 7)
- What would keep it this way, and is that something we can do or something the school has to do? (Lesson 7)
- How do we think cleaner spaces support more activity and belonging? (Lesson 7)
- Which parts of our town or city are kept cleanest, and who lives there? (Lesson 7 tip)
- Who ends up avoiding a park or a pitch because of the state it is in? (Lesson 7 tip)
- We wrote that in November. Did we keep it? (Lesson 8, on the Team Pledge)
- What changes have you noticed in your own life across the school year? (Lesson 8)
- What are you going to take with you? (Lesson 8)

8.5 Checklists (Printable D)

Three checklists, each referenced from the lesson where it is used. They are formatted to be printed and ticked on the day.

D1: Zero-waste event checklist (Lesson 8)

Run live during the Sustainable Sports Day and ticked by the responsible student team.

- ☐ No single-use items anywhere on site
- ☐ Refill point set up and staffed
- ☐ Sorting point set up and staffed
- ☐ All equipment is reused, class-built or existing school stock
- ☐ All equipment returned and stored for next year
- ☐ Space left cleaner than we found it
- ☐ Team Pledge on display

D2: Clean-up safety checklist (Lesson 7)

Read aloud by the teacher before starting. Non-negotiable.

- ☐ Gloves on before anything is touched, and kept on
- ☐ Nothing sharp or unidentifiable is handled: flag it for an adult
- ☐ No roads and no water edges
- ☐ Zones and boundaries walked and understood before starting
- ☐ First-aid point known to all zone leaders
- ☐ Hands washed at the end

D3: Equipment life checklist (Lessons 4 and 5)

Checked by the responsible student team at Station 6 of every circuit lesson.

- ☐ Every class-built object has a named storage place
- ☐ Repair kit (tape, string, spare bottles) stored with the equipment
- ☐ Condition of each object checked and noted
- ☐ Damaged items repaired, or their materials recycled: never binned whole

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