

IO2. TRAINERS IN ACTION

Sharing positive values through the enhancement of
the referee's role

Partners:



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1. Determination of values

Knowing each value in depth is key to understanding where we should guide athletes and referees.


1.1. Summary and scales

The values, and their opposites, the anti-values, are not static, but modifiable. For this reason, we propose a scale that allows you to identify, through behaviors and verbalizations, to what degree each value is being developed. This scale will allow you to evaluate the behavior of the practitioners, but also to analyze whether the interventions you develop with them improve their moral behavior or not.

1.1.1. LOYALTY

Loyalty is not a written rule, but an ethically correct behavior to be adopted in the practice of the various sports disciplines. Loyalty means respecting yourself, the opponent and above all the figure of the referee. Acceptance and acknowledgment of one's mistakes are the basis of the concept of loyalty.

What do we do when conduct ourselves with loyalty? And when not?

|  | | | |
|--|--|---|-------------------|
| LOYALTY | Treat as partners all those who participate in the sport (collaborative teammates, opponent teammates, ...). Make decisions looking for the common benefit, putting the welfare of people and the development of the game before their own benefit. | They have a different treatment for teammates and opponents, and for others involved in the sport. They make decisions prioritizing their own benefit over the common benefit or the welfare of people. | DISLOYALTY |

How do I know if someone has internalized this value or not and shows it in the sports context?


| | ACTIONS | VERBALIZATIONS |
|---------------------------------------|--|---|
| LOYALTY | <ul style="list-style-type: none"> - Follow social or coexistence norms/rules. - When faced with complex situations, make decisions seeking the greatest benefit for all involved. | <ul style="list-style-type: none"> - Saying thank you, apologizing... - Express the pros and cons of different options in a complex situation, as well as implications for all parties. |
| BETWEEN LOYALTY AND DISLOYALTY | <ul style="list-style-type: none"> - Having difficulty following rules/rules when they are not beneficial or do not feel like it. - When faced with complex situations, make decisions looking for the maximum benefit for themselves, but | <ul style="list-style-type: none"> - To thank and apologize to others. Insult, despise and/or call others names. - Point out pros and cons of different options, and point out one's own benefit as a priority. |

| | | |
|-------------------|---|---|
| | without the desire to harm others. | |
| DISLOYALTY | <ul style="list-style-type: none"> - Not following social or coexistence norms/rules. - When faced with complex situations, making decisions prioritizing one's own benefit regardless of what it means for others. | <ul style="list-style-type: none"> - Insulting, belittling, name-calling, etc. - When faced with a complex situation, pointing out what is most beneficial for oneself/their team, and punishing those who express the needs or rights of others. |

1.1.2. POLITENESS

Politeness is the key to effective and satisfactory communication between the players and the referee. Knowing how to express, but also knowing how to listen.

What do we do when conduct ourselves with politeness? And when not?

|  | | | |
|--|--|---|-----------------|
| POLITENESS | They actively listen to others, give them feedback on their message. Express their ideas and needs, accept different points of view. Communicate in a clear, assertive and respectful style. | They do not really listen to what others wants to say, they do not give feedback. They neither express their ideas or needs nor accept different points of view. Communicates in an aggressive (imposing) or passive (condescending) style. | RUDENESS |

How do I know if someone has internalized this value or not and shows it in the sports context?

| | ACTIONS | VERBALIZATIONS |
|--|--|---|
| POLITENESS | <ul style="list-style-type: none"> - Actively listen to others (try to understand, ask for clarification and give signs of listening). - Accept different points of view. | <ul style="list-style-type: none"> - Express own ideas and needs. - Communicate clearly, assertively and respectfully. |
| BETWEEN POLITENESS AND RUDENESS | <ul style="list-style-type: none"> - Listening to others, although not always actively (not asking for clarification, not giving signs of listening). - Accept different points of view, with greater or lesser difficulty depending on the situation. | <ul style="list-style-type: none"> - To express one's own ideas and needs on occasions. - Communicate to a greater or lesser extent in a respectful way, although sometimes in a passive or aggressive way. |

| | | |
|-----------------|--|--|
| RUDENESS | <ul style="list-style-type: none">- Not listening to others.- Not accepting different points of view. | <ul style="list-style-type: none">- Not expressing one's own ideas and needs.- Communicating in an aggressive or passive manner.- Not giving feedback. |
|-----------------|--|--|

1.1.3. COMMITMENT

Goals are achieved through progressive improvements. There is no situation in which you go from “I don't know how to do it” - “I try” - “I know how to do it”. When children perceive themselves as improving, they grow, and as they grow up they will not find it difficult to commit themselves to more and more goals to achieve.

What do we do when conduct ourselves with commitment? And when not?

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| | | | |
| COMMITMENT | <p>They evaluate their own sportive behavior. They set and pursue own goals and identify self-improvements. They enjoy their achievements over victory over others.</p> | <p>They focus their attention on victory over others and the external factors that facilitate/prevent it. They enjoy comparison with others. They do not give importance to self-improvement, and do not evaluate their own sporting behavior.</p> | UNCOMMITTED |

How do I know if someone has internalized this value or not and shows it in the sports context?


| | ACTIONS | VERBALIZATIONS |
|-------------------|---|--|
| COMMITMENT | <ul style="list-style-type: none"> - Formulate objectives to be achieved. - Self-criticize one's own performance. - Enjoy achieving goals. | <ul style="list-style-type: none"> - "I will/want to do/intend/attempt/achieve..." - Express aspects well done and to be improved. - Reflect after each session/workout on the relationship between what has been worked on and the objectives set. |

| | | |
|---|--|--|
| <p style="text-align: center;">BETWEEN COMMITMENT AND UNCOMMITMENT</p> | <ul style="list-style-type: none"> - Occasionally set or ask others to set goals for us. - To make self-criticism from time to time, when we are told to do so. - Enjoy self-development and victory equally. - To compare oneself occasionally with others. | <ul style="list-style-type: none"> - "It may be interesting to do/attempt/achieve..." - When I remember or I am forced, after the session/training, reflect on the relationship between what was worked on and the objectives set. |
| <p style="text-align: center;">UNCOMMITMENT</p> | <ul style="list-style-type: none"> - Do not set personal goals. - To enjoy only the victory. - Continually comparing oneself with others to see who is better. | <ul style="list-style-type: none"> - "I can't, I don't know, I won't be able to." - Affirming that nothing needs to be improved. - "I am the worst of all, so I will never win" |

1.1.4. AWARENESS OF THE EXISTENCE OF RULES

Children need not only to learn the technical gestures of the sport they are practicing, but also to know and be aware of the existence of rules. These two aspects are present both in the sport and in everyday life.

What do we do when conduct ourselves with awareness of the existence of rules? And when not?

|  | | | |
|--|--|---|--------------------------------------|
| AWARENESS OF THE EXISTENCE OF THE RULES | <p>They know and follow the rules of their sport and oppose unsportsmanlike behaviour.</p> <p>They know and comply with the cohabitation rules of their context and oppose antisocial behaviour.</p> | <p>They do not know and/or comply with the rules of their sport and allow/encourage unsportsmanlike behaviour.</p> <p>They do not know and/or comply with the cohabitation rules of their context and allow/favour antisocial behaviours.</p> | IGNORE THE EXISTENCE OF RULES |

How do I know if someone has internalized this value or not and shows it in the sports context?


| | ACTIONS | VERBALIZATIONS |
|--|---|---|
| AWARENESS OF THE EXISTENCE OF THE RULES | <ul style="list-style-type: none"> - Comply with the rules of their sport for their category. - Comply and facilitate compliance with the social rules of their sport (shake hands at the start of the final, go to the third time...). - Punish non-compliance with the rules or social norms of the sport. | <ul style="list-style-type: none"> - Explaining the rules and inviting people to follow them. - Express displeasure or sanction non-compliance with the rules or social norms of the sport. - Congratulate or thank for compliance with the rules or social norms. |
| BETWEEN AWARENESS AND IGNORE | <ul style="list-style-type: none"> - Comply with the rules of their sport for their category, but only when it is convenient or | <ul style="list-style-type: none"> - Invite to break the rules when it is convenient. |

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| | <p>when they feel they are being watched.</p> <ul style="list-style-type: none"> - Comply and facilitate compliance with the social rules of their sport only when the situation is favorable. | <ul style="list-style-type: none"> - Warn of a non-supervisory situation for not complying with the rules. |
| <p>IGNORE THE EXISTENCE OF RULES</p> | <ul style="list-style-type: none"> - Not complying with the rules of their sport for their category. - Not complying with and/or making it difficult to comply with the social rules of their sport (shaking hands at the start of the final, going to the third period...). | <ul style="list-style-type: none"> - Inviting to break the rules. - Insulting or belittling those who comply with the rules or social norms. |

1.1.5. UNDERSTANDING

The figure of the referee is often criticized, without knowledge of the facts or valid reasons. Making the figure of the referee known in more depth, showing his most human part, the commitment and dedication that lead to his professional growth, understanding could be the first step towards the elimination of many prejudices, which have always been linked to this role.

What do we do when conduce ourselves with understanding? And when not?

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| UNDERSTANDING | <p>They are able to identify different factors (personal and contextual) that affect the referee's decision making: fatigue, distance from the game situation, etcetera. They show interest and empathy with him/her.</p> | <p>They are unaware of and/or deliberately ignore the factors that affect refereeing decision making. They dehumanize the referee by ignoring from him/her everything that is not related to the game.</p> | MISUNDERSTANDING |

How do I know if someone has internalized this value or not and shows it in the sports context?

| | ACTIONS | VERBALIZATIONS |
|----------------------|--|---|
| UNDERSTANDING | <ul style="list-style-type: none"> - Provide the referee with time and space to do his or her job. - Include the referee in the program/social situations around the game. | <ul style="list-style-type: none"> - Greet and say goodbye to the referee. Thank the referee for his/her work. - Encourage the referee in complex competitions/situations. - Explain reasons/situations that may affect the referee's performance. |

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| <p style="text-align: center;">BETWEEN UNDERSTANDING AND MISUNDERSTANDING</p> | <ul style="list-style-type: none"> - Include the referee in the program/social situations around the game only on some occasions. | <ul style="list-style-type: none"> - Greet and say goodbye to the referee in some circumstances yes and no in others, or only when the referee explicitly addresses us. |
| <p style="text-align: center;">MISUNDERSTANDING</p> | <ul style="list-style-type: none"> - Turn your back on the referee upon arrival/departure. - Exclude the referee from the program/social situations around the game. | <ul style="list-style-type: none"> - Do not greet or say goodbye to the referee. - Explaining personal characteristics of the referee as a cause of poor performance on his part |

1.1.6. RESPECT FOR THE REFEREE ROLE

This chapter aims to raise awareness among new generations of sports education, respect not only for the rules and for the opponent but also and above all for the referee.

What do we do when conduct ourselves with respect? And when not?

| ←—————→ | | | |
|----------------|--|--|------------------|
| RESPECT | <p>They understand that without the referee, the game is not possible.</p> <p>They realize that the referee made a mistake, understand that it is normal throughout a competition, and attribute it to circumstances of the situation.</p> | <p>Claim that the referee hinders the game rather than helps.</p> <p>They realize that the referee has made a mistake and attribute it to the characteristics of the person judging, considering the mistake a personal offense, insulting or acting violently against the referee</p> | DISREGARD |

How do I know if someone has internalized this value or not and shows it in the sports context?

| | ACTIONS | VERBALIZATIONS |
|--------------------------------------|---|--|
| RESPECT FOR THE REFEREE ROLE | <ul style="list-style-type: none"> - Attend to the referee's explanations and/or requests. - Support the referee's work as much as possible (space to watch, water if it is hot...). - Accept the referee's decisions, even when you do not agree with them. | <ul style="list-style-type: none"> - Ask about the referee's decision making when you don't understand. - When faced with clashes, blows, disagreements, etc., ask for the welfare of the referee. - Reward the referee's execution/decision making when it is correct. |
| BETWEEN RESPECT AND DISREGARD | <ul style="list-style-type: none"> - Disregard the referee's decisions/explanations in the middle of their development. | <ul style="list-style-type: none"> - Ask the referee for changes in his/her refereeing decision. |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> - Showing gestures of disagreement with refereeing decisions. | <ul style="list-style-type: none"> - Accusing the referee of making biased decisions in ambiguous situations. - Verbally pressuring the referee in a situation that is interpreted as decisive. |
| <p style="text-align: center;">DISREGARD FOR THE REFEREE ROLE</p> | <ul style="list-style-type: none"> - Making gestures of contempt in the face of refereeing decisions. - Hindering the referee's work (impeding movement, refusing access, etc.). - Physically attacking the referee. - Putting pressure on the referee in complex competitions/situations (narrowing the interpersonal space, making pressing gestures...). | <ul style="list-style-type: none"> - Criticizing the referee's decision making. - When faced with clashes, blows, disagreements, etc., reproach the referee. - Insulting the referee. - Accuse the referee of negatively affecting the development of the game. - Verbally pressuring the referee in complex competitions/situations (urging to decide, raising the voice...). |

1.1.7. TOLERANCE

Learning to understand and accept own mistakes in sports is the first step to accept even mistakes committed by the referee figure. A player can make a mistake in the execution of a technical gesture just as a referee can make a mistake in making a decision during a match.

What do we do when conduct ourselves with tolerance? And when not?

| TOLERANCE | They identify their own and others' mistakes. They work on them as part of the learning process. They try again and seek help to fix them. | They deny their own mistakes and/or punish others' mistakes. They criticize the error believing that it is the end of the performance. They avoid trying again and reject help to solve it. | INTOLERANCE |
|------------------|--|---|--------------------|

How do I know if someone has internalized this value or not and shows it in the sports context?

| | ACTIONS | VERBALIZATIONS |
|------------------|---|---|
| TOLERANCE | <ul style="list-style-type: none"> - Identify errors (own and others) and try again/help to try again. - Analyze the origin of the errors. - Seek/implement successive approximations to proper execution. | <ul style="list-style-type: none"> - Explain mistakes (own and others) and propose/request solution strategies. - Give feedback to colleagues to help them improve. - Reward successes (own and others) and encourage mistakes. - Explain improvements with respect to previous performances (regardless of whether they are perfect or not). |

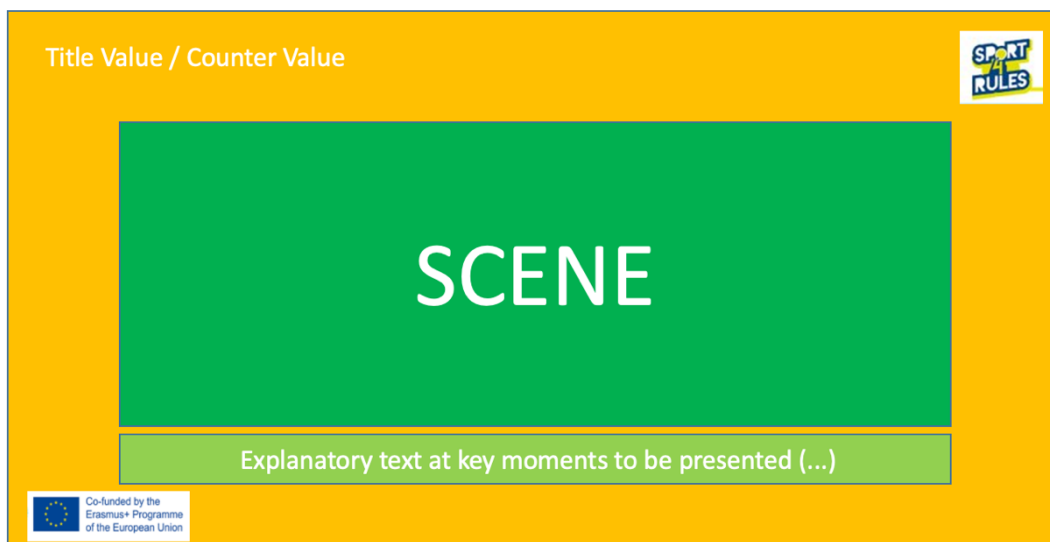
| | | |
|---|--|---|
| <p>BETWEEN TOLERANCE AND INTOLERANCE</p> | <ul style="list-style-type: none"> - Ignore the commission of errors. - Trying to solve an error with perfect execution. | <ul style="list-style-type: none"> - Explain mistakes (own and others) but do not propose/request solution strategies. |
| <p>INTOLERANCE</p> | <ul style="list-style-type: none"> - Make gestures of anger/harassment/hopelessness in the face of errors. - After an error, not trying again or not letting others try. | <ul style="list-style-type: none"> - Pointing out others as responsible for one's own mistakes. - Punish the commission of errors. - Explaining the negative and irresolvable consequences of the error. |

1.2. Video template design

In order to develop the work with these values and anti-values, we request your collaboration for the creation of audiovisual material. We propose a video per member to exemplify each of the values.

We propose technical characteristics and recording requirements that ensure the homogeneity of the final result in the project.

The template should be as shown in the next figure:



It is available at:

https://uses0-my.sharepoint.com/:p:/g/personal/rociobohorquez_us_es/ERku1rn68X5HlrvJnHuShAsBhsSHrCLdwbUWnVMP1PL_Jw?e=ZOdf3M

1.2.1. FEATURES

2. The recording will be made in horizontal position.
3. Unified wardrobe of the models.
4. Maximum duration: 40" (20 seconds for the value and 20 seconds for the counter-value).
5. Resolution: FullHD 1080P.
6. Color.

7. Stereo Sound.
8. Language: English audio and subtitles.
9. The explanatory text of the scene may be in photo-fixed, pause mode (sequences-Explanation [paused]-sequences).

2. General cross-cutting activities and resources

For each value, we propose an example activity below to show possible ways of working.

LOYALTY AND EMPATHY

THE LIFEBOAT

We must make groups of 10 students who will stay together all the time. Next to them, we will draw a boat on continuous paper with 9 places to travel. We will explain to them that they are adrift at sea and they have to save themselves by getting into the lifeboat.

The children will have to decide who will be saved and which person will be left out within the stipulated time. They must give reasons and motives explaining on what basis they want to save themselves. If at the end of the time they have not reached an agreement, they will all sink.

Afterwards, we will talk with them and reflect on the decisions that have been made.

- Retrieved from: <https://www.parabebes.com/actividades-para-trabajar-valores-en-primaria-4833.html>

TOLERANCE AND EMPATHY

VIDEOFORUM. THE ROPE

In this case we will work with the video "The rope". Viewing of the video and sharing of opinions, feelings and emotions of all participants under the supervision of the adult.

- https://www.youtube.com/watch?v=4INwx_tmTKw&t=66s

SLOGAN

The teacher will assign a behavior typical of a player of a sport that is tolerant and another intolerant with his teammate / opponent. From there the large group will invent a SLOGAN to be known by all. They start playing a reduced game situation of the sport modality they want to work on. When a player recognizes a tolerance conduct, he/she says out loud the slogan.

EDUCATION (GOOD MANNERS)

THE CRAZY STORY.

Cloth dolls are made to represent two teams facing each other, as well as a playing field, and the referee himself will also appear, made for the occasion. The idea is to radiate a crazy game in which everything is good manners. For example:

- Excuse me Mr. goalkeeper would you mind stepping aside I would like to score a goal.
- Oops, the referee has blown the whistle, let's sit down and listen to him.

Each participant assumes the role of one or more participants.

THE CONTAGION

The teacher will read a paragraph focused on the behaviors related to the value of education in a sport modality, giving examples of well-known and high performance players of that modality. At the end of the paragraph, the students have to express this situation through movement, as if they had been infected by the teacher's reading.

COMMITMENT

THE MOTHER TREE

It is explained to the team, that this is like a tree and that all the people are necessary for the same and if one does not contribute the tree dies, that each one has to think of something that can contribute to the group as a commitment, for example, to be more cheerful, to pass the ball more..., these commitments will be stuck on a foam tree stuck on a cardboard using mini stickers that will be placed in the form of fruits of the tree in a representative place of the headquarters where the team meets. These commitments will be revised when necessary, or at the end of each session, or at the end of the week...

THE CHAIN

The teacher explains a situation related to the commitment of a player to his team, the sport, the sport institution,... The game is played as a chain. The teacher touches a student and the student starts the chain, expressing only with his body (without speaking) a behavior that reflects that value. The student will touch a partner who increases the intensity and so on.

ACCEPTANCE OF MISTAKES

THE WINNER IS THE LOSER

Select a topic to work on and make a test in the form of short questions. Select two players.

- Explain the dynamics of the game: "This is a competition in which there are two players who will gradually form teams, I will ask a question to each of you, the one who gets it right, moves on to the next question, the one who does not get it right has the right to select a new member for his team and try to reach the correct answer".

- This dynamic works exactly the opposite of what we are used to, i.e., the one who makes the most mistakes is more likely not to make mistakes in the future because he builds a group that can support him.
- It is a dynamic that helps us to understand that in order to learn we often have to make mistakes first and then come out "winners".
- We recommend that you then do a dynamic reflecting on the activity.
 - o Who had more members in your team?
 - o Who won?
 - o Why?

RESPECT FOR AUTHORITY

EXCHANGE OF ROLES

It is about role playing assuming the different roles taken to the extreme that occur during a match in teams of three, in which two are players of opposing teams and another is a referee, and the following situation is the promotion match, they are tied and in the last two minutes there is a foul. Every minute and with a whistle they change the role they play. At the end of three minutes, they reflect on the attitude of each player and the importance of the referee.

2.1. Session structure

The session structure allows to organize the session, establishing both a starting and a finishing point for the participants during the session. It also helps to enhance personal and group reflection and participants' and teachers' evaluation.

The proposed session structure is based on Teaching Personal and Social Responsibility program (Hellison, 2011), and consists of: 1. Relational time; 2. Awareness talk; 3. Activity plan; 4. Group meeting; 5. Reflection time.

RELATIONAL TIME

Relational time refers to the welcoming moment of participants by the teacher. In this part of the session, teachers interact with their students to know how they are or how their day has been, in order to reinforce interpersonal relationships between them. This interaction can be carried out just by talking to the students or by any ice-breaker activity. This part of the session corresponds to a 3-5% of the whole time.

AWARENESS TALK

In this part, the teacher explains briefly what the goals of the session are, what they are going to do and what he/she expects of the students, asking questions to ensure the pupils have understood everything. This part of the session corresponds to a 4-5% of the whole time.

ACTIVITY PLAN

It is the main part of the session, where the sportive activities are put into practice. It is important when designing the session to integrate values teaching within sportive activities. This part of the session corresponds to an 80% of the whole time.

GROUP MEETING

The group meeting allows the participants to build their own learning from their lived experiences during the session. When the activity plan is finished, everyone gathers together and talk about what happened during the session, how they behaved, how they

have solved the problems that arose during tasks and how they felt, expressing their opinion about the session itself. This part of the session corresponds to a 5-10% of the whole time.

REFLECTION TIME

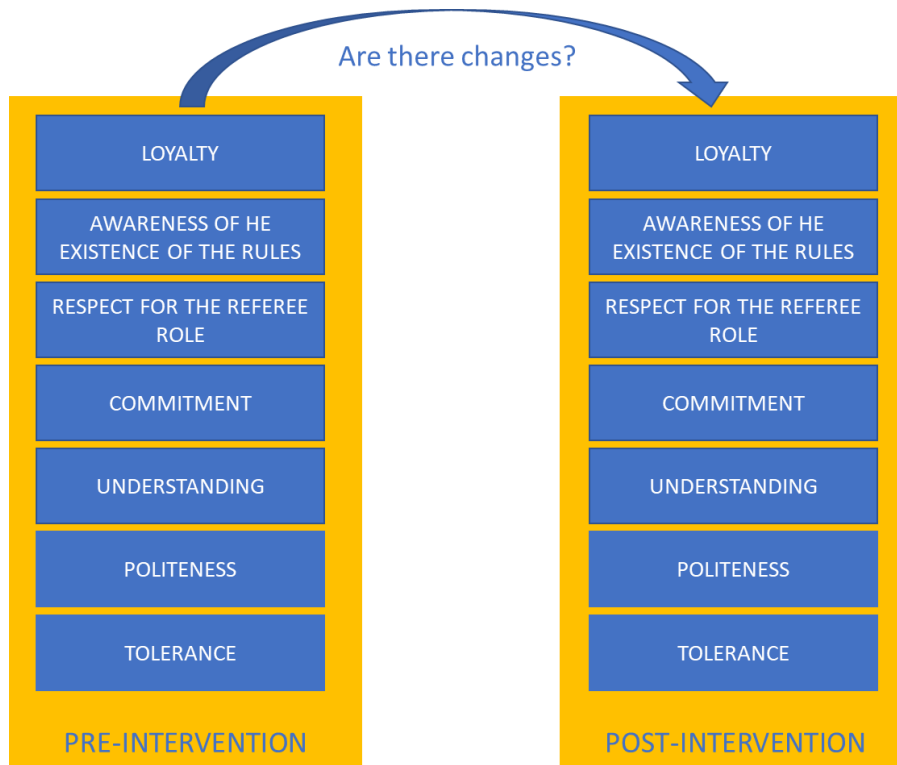
The last part of the session is the reflection time, which is a continuation of the group meeting. It consists of a self-evaluation of the students, focused on how they think they behaved during the session, their participation and effort during the tasks, how they helped their peers... This self-reflection can be done through simple yes/no questions or more complex questions that require an argument or explanation about their behavior or performance. This part of the session corresponds to a 3-5% of the whole time.

3. Program assessment

We propose two types of evaluation for the program, results and process ones.

3.1. Evaluation of results

This evaluation will allow to know if the actions developed have generated a change in the values of those involved or not. We will use the scales of behaviours and verbalizations offered for each value in its three levels (value, in the process of reaching the value, anti-value) at two moments: before and after the intervention. It is recommended to carry out these observations in an ordinary competitive activity in which there is no external intervention in order to be able to evaluate what really happens naturally.



3.2. Process evaluation.

This evaluation will allow obtaining information about how the intervention has been developed, in this way, it will be possible to improve it continuously. We propose two checklists to help you monitor the whole process and propose improvements when necessary. The first focuses on program design and implementation. The second will help analyze each session.

For the whole program:

| | Yes | More or less | No | Observations |
|---|-----|--------------|----|--------------|
| Specific sessions were designed for each value. | | | | |
| The Sport4rules value-antivalue definitions were used in the design | | | | |
| Activities were adapted to the size of the group. | | | | |
| Activities were adapted to the age of the participants. | | | | |
| The collaboration of all involved was ensured. | | | | |
| Significant adaptations to the program were necessary as the program developed. | | | | |

For each session:

| | Yes | More or less | No | Observations |
|---|-----|--------------|----|--------------|
| The objectives of the session were explained. | | | | |
| The complete activities were developed. | | | | |
| The activities were carried out as designed. | | | | |
| The scheduled time was used. | | | | |
| All participants were included in the work dynamics. | | | | |
| Final reflections were made on what happened and its implications | | | | |
| Significant adaptations to the session were necessary as the program developed. | | | | |

4. References

Hellison, D. (2011). Teaching responsibility through physical activity (3er.ed.).
Champaign, IL: Human Kinetics.