

Curriculum Golden Goal

Basic Skills & Communication Training with Integrated Sport Activities







This project has been funded with support from the SOCRATES-GRUNDTVIG programme of the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use that may be made of the information contained herein.

© 2006 BEST Institut für berufsbezogene Weiterbildung und Personaltraining, Vienna, Austria

This publication was developed in the course of the SOCRATES-GRUNDTVIG project "Golden Goal -Basic Skills Training for Young Disadvantaged Adults in Combination with Sport Activities" Project number 225774-CP-1-2005-1-AT-GRUNDTVIG-G1PP

Projektpartnership:

- BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH, Vienna, Austria
- ABC Dialog , Hilleröd, Denmark
- ATHINA Institute for Research, Training and Informatic, Elefsina, Greece
- ♦ Città della Scienza S.c.p.a.-ONLUS, Napoli, Italy
- ♦ Folkuniversitetet Kristianstad, Kristianstad, Sweden
- ♦ Fundatia Romano-Germana, Timisoara, Romania
- ♦ Future Capital Foundation, Riga, Latvia
- ♦ Gabinet d'Estudis Socialis, Barcelona, Spain
- Global Reklam, Istanbul, Turkey
- ♦ IRFA Sud, Montpellier, France
- ♦ Kulturverein Doppelpass, Vienna, Austria
- ♦ KTP Association for qualification at the labour Market, Znojmo, Czech Republic
- PAPILOT Zavod za vzpodbujanje in razvijanje kvalitete življenja, Ljubljana, Slovenia
- ♦ ROC Nijmegen, Nijmegen, Netherlands
- ♦ Rogaland Kurs og Kompetansesenter, Stavanger, Norway
- University of Glasgow, Department of Adult and Continuing Education, Glasgow, United Kingdom

For non-commercial purposes, a download version of this publication will be available until 30 September 2010 at: www.golden-goal.at

Curriculum Golden Goal

Basic Skills & Communication Training with Integrated Sport Activities



PREFACE

The Golden Goal project aims at empowering young disadvantaged adults all over Europe with improved literacy, numeracy and language skills, as well as with different social and communication skills. Focusing on the specific requirements arising from their environment, the innovative approach of the Golden Goal model matches the use of the sporting interests of young disadvantaged adults with the use of sports as an underlying pedagogical method.

The project partnership developed this "Curriculum for Basic Skills Training for Young Disadvantaged Adults in Combination with Sport Activities" primarily to inform people responsible for the design of adult education measures and stakeholders in education policy on how sports activities can be introduced into basic skills training, enriching the respective learning contents.

The "Tool Box for Introducing Sport Activities into Adult Basic Skills Education", a complementary product, is designed for adult education organisations and vocational training institutions and, in addition, educational, vocational and social counsellors and tutors. The collection of materials and methods can thus be used for a wide variety of measures and interactions.



CONTENTS

Preface	4
PART 1	9
Hard to Reach – The Target Group of the Golden Goal Model	10
They don't see the advantage of training	10
The introduction of sporting activities encourages participation	11
The attraction our students feel towards sports is a precondition for the project's success	_ 11
Key Educational Principles	19
Helping learners to use their minds	19
Personalising teaching and learning	19
Respect, trust, and partnership	19
Integration of gender sensitive teaching	20
Managing diversity	21
Guidance	23
Working with the target group	23
Learning is a means to an end, not an end in itself	27
Learners need control over their learning process	29
Made-to-measure education for everybody	30
Portfolio methodology	31
Metacognition	32



Social Skills, Self-esteem and Sports	34
Enhancing self-esteem	34
What are social skills?	44
Coaching Competences	46
Interpersonal competence	46
Pedagogical competence	47
Organisational competence	47
Competence to cooperate with colleagues	47
Competence in reflection and self-development	48
Recognising reading and writing problems	48
Competences concerning the use of ICT and new media	52
PART 2	53
Introduction	54
Module 1 - Literacy	57
Speaking and listening	58
Reading	61
Writing	64
The sporty leap into learning	66
MODULE 2 - Numeracy	69
Interpreting information	70
Carrying out calculations	71
Describing results	72



Valuable sources on figures and facts in sporting disciplines	74
MODULE 3 – Social skills	75
Learning objectives	76
Framework	77
Assessment	77
Examples of assignments in a sporting venue	78
MODULE 4 - ICT	81
Finding and developing information	82
Searching for and selecting information	83
Presenting information	84
Assessing learners' work	85
MODULE 5 - Foreign languages	87
Speaking and listening	88
Writing	90
Reading	91
Mapping language skills and sporting interests	92



This project has been funded with support from the SOCRATES-GRUNDTVIG programme of the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use that may be made of the information contained herein.