4.1 Attitudinal Development

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Introduction

Over the course of this unit we will talk about attitudes and how to create a teaching-learning methodology in which the attitudinal style used favors the athletic performance of players.

In order to carry out this process, the coach must continue as a protagonist who guides the team in the same way as the conductor of an orchestra guides his musicians.

We will define attitude, and will look at which attitudes are the most **common** in a sports context and how to assess them. Using these concepts, we will come to understand how a defined and programmed attitudinal style affects athletes' interpersonal relationships, and how it encourages adherence to their given sport.

Scientific literature highlights the importance of an attitude-based teaching methodology in sports since this facilitates motivation in daily practice. Evidence is also coming to light regarding the benefits this type of methodology offers in terms of self-esteem, affective-emotional development, an athlete's interpersonal relationships, and improved team atmosphere. The attitudinal style aims to work systematically with both the individual and the team.

Attitudinal Development

Let's begin this unit by talking about attitudes. This is a topic that piques a lot of interest within scientific literature and has been studied extensively from a social psychology perspective: how attitudes are formed, and what processes are available for measuring them and/or facilitating change.

> Attitude can be defined as a lasting internal disposition that upholds the favorable or unfavorable way in which an individual responds to an object within the social world (Saz 2000). Attitude is a person's calling card, and gives details about their identity (López-Sáez 2007). According to Bolivar (1996), attitudes are mentally-articulated evaluative judgments that cause emotional reactions to objects.

> There are many definitions of attitude, but according to Alemany (2009) they all share common characteristics:
>
> - It is acquired through learning, which incorporates an emotional component,
> - It endures over time,
> - It involves a connection with cognitive, affective and behavioral elements,
> - It can be assessed (attitude can be positive, negative or neutral).
>
> The role that attitudes play: attitudes help us to manage our interactions with objects, making it easier to adapt to the changing environment in which we live (Alemany, 2009). In other words, they help us to organize prior knowledge and to know where to look for relevant information (Briñol, Falces and Becerra, 2007), and they also help a person to express their values (Gonzales, 2013, retrieved from: http://altorendimiento.com/estudio-de-la-actitud-en-un-equipo-de-futbol/)

We will now define basic competencies. Many authors have addressed this concept, but

> a skill generally refers to the type of learning that subjects are able to execute when they combine their personal resources (attitudes, values, emotions, know-how, etc.) to achieve a specific task at a given time (Morales, J. F., Moya, M., Gaviria, E. & Cuadrado, I. 2007 p. 5).

Authors Capllonch and Buscá (2008) and Lleixá (2007) use the terms “basic” or “key” when referring to the skills that young athletes need to acquire for their self-realization and development in today's world; these skills will enable them to carry out the tasks that are considered to be integrated and essential, and are oriented towards putting into practice what they have learned.

Studies have shown that an attitude-based teaching-learning methodology applied to sports can boost task motivation, resulting in increased performance. We are not just talking about sports results, but also about intellectual, affective-emotional and socio-relational development, such as working positively on self-esteem, socialization and self-satisfaction. The benefits have also been proven when it comes to motivational climate, trust and solidarity among team members. This also improves an athlete’s expectations in terms of their athletic abilities.

In sports, a coach should encourage an environment where learning about attitudes (such as knowing how to win and lose, playing fair and controlling emotions in difficult situations) is essential for an athlete's holistic development. The coach is recommended as the best person to work with the player to develop their positive mental attitude from an educational psychology perspective (González, 2013).

We will now explain the origin of **attitudinal style**. Attitudinal style has a broad base: first, it reflects on common issues within the teaching process, and reconsiders why things are done and for what reason. This means no longer doing certain things just "because they have always been done this way," without knowing whether or not they are beneficial for the athletes or the team they are working with. Let's look at an example: a coach, Rafa, has noticed that his players pay little attention during training and seem bored with the exercises given to them. He has not tried to make any changes because in the past the club "has always done it this way." One day, a new coach steps in to look after the team because Rafa is unavailable. This coach modifies the exercises and the athletes train enthusiastically with the new activities. At that point, Rafa realized that he needs to review the training tasks and break the habits that he had assumed he was not allowed to change (even though no one had said this) and had never even considered doing so.

Secondly, as coaches, we must pursue positive experiences for our athletes when they train, because this increases the motivational component. We have to help them experience success and increase their self-esteem. It makes no difference which sports level we are working with, because using our expectations to make the athlete feel confident in their abilities will always have a direct and positive effect. For example, during a difficult exercise, if the coach encourages an athlete not to give up and to keep trying, makes specific and relevant corrections and pushes team members to encourage each other – even if the athlete does not meet the original goal during their first try – their experience will be more positive and will give them confidence for the next time. On the other hand, if they see frustration and mistrust from their teammates and the coach, this will create the opposite effect.

Thirdly, attitudinal styles result from situations that are more leisurely and educational, but they can also be applied and adapted to higher-level environments.

Finally, coaches should provide a good level of feedback in order to achieve the desired motor pattern, action or technique. They must enable continuous learning, and should value their players and continuously develop their skills. Feedback will allow athletes to reflect on how they played and immediately correct any errors.

Rather than working one-on-one with the athlete, the goal of attitudinal style is to promote group work so the players can learn through helping each other.

Keep in mind that in sports there are two concepts that are closely related: pedagogy and teaching method (Fernández Balboa, 2004). One of the main objectives of pedagogy is to educate by communicating society's values. Teaching method, on the other hand, focuses on the procedures that are implemented during the teaching process. It could be said that both concepts are dependent on one another: pedagogy encompasses teaching methods when implementing the teaching-learning process within a sports context, which is a good starting point in terms of promoting any kind of teaching within an educational context.

We would now like to show you how to implement a teaching method proposal during the teaching-learning process and generate an attitudinal style (Pérez Pueyo, 2005) that aims to increase motivation by creating attitudes related to self-esteem, satisfaction, socialization and conflict resolution. This way you can work on increasing not only athletic performance, but also cognitive, personal and social performance (Ruiz Llamas and Cabrera Suárez, 2004), not only on an individual level, but by promoting attitudinal development among all team members.

Take a moment to think about: What attitudes would you like the athletes on your team to have or to develop? As coaches, we can create and build work and teaching-learning methodologies that provide athletes with positive learning experiences and encourage group cohesion by addressing each and every member individually (Pérez Pueyo, 2005, 2010).

In order to use an attitudinal style, you must first determine which attitudes are important to include in your work with the athletes, for example: respect, caring for others and the environment, cooperation, involvement, effort and perseverance, among others. Once these attitudes have been defined, we need to move on to the second phase: developing activities that promote the attitudes we have chosen.

During the learning process, every aspect of these attitudes and values must be worked on continuously. Because of this, we suggest testing whether the knowledge provided has been adequate enough to build the athlete's skills by using a skills and/or ability assessment with certain activities.

Table 1 gives a sample list a coach can use to collect and summarize the information they will gather throughout the season. This table allows you to see the attitudes that have been identified as objectives (e.g. autonomy and responsibility), the actions that can be implemented to develop the chosen attitude (e.g. justifying or criticizing), the resources that can be used to improve the attitude (these could be case studies or challenging situations), and any specific activities to accompany it (e.g. reflection, a set of rules).

This tool will be more effective if it is shared and worked on by all a club's professionals, since the number of resources and activities will increase and more solutions can be found for possible handicaps that may arise during the season. This more consistent approach will also result in more action protocols that will give the institution a stronger identity.

Table 1: Learning attitudes and values

Attitudes and values	
Description	Attitudes and values necessary for professional practice: responsibility, autonomy, initiative when facing complex situations, organization, etc.
Related abilities	Justification, criticism, counseling, assessing, defending, etc.
Types of related resources	Case study, difficult situations, workshops, recreation, dramatizations, etc.
Types of activities	Reflection, rules, results comparisons, etc.

Source: Morales Morgado, García Peñalvo, Campos Ortuño and Astroza Hidalgo, 2012, p. 5.

We will now provide some examples of how to implement activities that encourage teamwork, enhance dialogue and promote respect (Pérez Pueyo, et al., 2008).

Simply designing appropriate activities is not enough for creating an effective learning experience, since you have to remember that these tasks must be adapted to the environmental characteristics and the athletes that you are dealing with.

- **Giant shapes game**: gets the athletes to create a shape or shapes using their own bodies. One example of this would be acrosport, where the whole team participates. Although they do not all necessarily need to be part of the same shape, the final result must be a well-balanced image.
  The person directing this activity does not give any guidelines as to the number of subgroups or the number of participants in each group; they simply let the athletes discuss this amongst themselves, make decisions and implement their choices based on their own criteria.

  The shape's final set-up is the responsibility of every team member, and failure does not mean that the least-qualified individual is eliminated. Instead, everyone works together to provide a role for this person and to help them to fulfill it and feel more confident (for example, the strongest athlete with the least flexibility could make up the "base" of the figure, allowing the rest of the team to climb on top).

We should allow as many trial runs as possible, since it is not usual to be successful on the first try. The coach should provide an encouraging atmosphere for this activity, and should push the athletes to do the same with their teammates in order to build an optimal motivational climate within the group.

This type of exercise promotes cooperation, acceptance of individual characteristics, attention to a task and the personal achievement of meeting a common goal. The reward is creating the shape with the entire team through cooperation and collaboration.

Figure 1: Acrosport figures in groups of three

Source: Martínez, M. (u.d.) https://proyectosef.wordpress.com/tag/piramides-acrosport/

- **Human Parcheesi:**
  The coaches will suggest this game to the team, and the group is divided into equal parts (subgroups can be chosen by the athletes themselves or determined by the coach if they have a particular arrangement they are interested in, for example, bringing together athletes who do not interact often, putting all the leaders in the same group, etc.).

  Once the groups have been formed, the members need to be separated by color (this could be done using a bib, a belt, a cone or a piece of paper stuck on the forehead with a specific color). Start the game (a makeshift Parcheesi board can be painted on the floor or made out of masking tape).

The objective of this activity is for each group to communicate, make joint decisions, collaborate and respect decisions that are made. An encouraging environment and respect for the rules should also be fostered among team members. As well as observing how players behave and the attitudes they show, the coach must also be the referee, ensuring that everyone follows the rules.

Figure 2: Boys and girls playing "Human Parcheesi"

Source: [Untitled image about Parcheesi] (2013). Retrieved from http://adrnororma.blogspot.com/2013/06/parchis-humano-para-priomocionar-la.html

Assessing attitudinal style

So far, we have talked about competencies, attitudes, and the activities that can improve them. At this point, we would like to talk about how to assess these attitudes. To us this means identifying the activities, tests and/or tasks that can be used to verify that the knowledge, abilities and competencies that the athlete needs to learn are actually being acquired.

Let's begin with the triadic assessment, which involves self-assessment and assessing others who are involved in the learning process, which in this case means the coach, the player and the team (Gale, Martin and McQueen, 2002). This perspective allows the assessment results to be seen from different points of view, and enables coaches to familiarize themselves with their players' thought processes and to learn why they act the way they do in specific situations. It also facilitates communication between the protagonists in the sports practice. This assessment can be carried out verbally or, if you want it to be more reflective, you can use scoring rubrics that specify the tasks or actions on which to focus and then score them according to structured criteria, as seen in figure 3.

Figure 3: Assessment scale

Assessment scale for implementing plays designed by students	
Aspects to assess	**Score**
Organization	45
Everything is organized quickly (they know where to start and where they need to go when changing positions).	45
In general, the group is organized quickly; they know where to start and where to go when they change positions, but there are a few moments of doubt.	35
Although they know where each person starts, the organization is not entirely correct in relation to what was prepared, and they take a long time changing positions.	25
Many group members do not know where they start, and there are moments of confusion when the time comes to change positions, resulting in it taking longer than normal for activity to resume.	15
No one knows where they start, the organization is incorrect and they take a long time both at the beginning and when changing positions.	0
Knowledge of the play	35
Everyone knows the play (development and roles of each position) without needing to look at the page or ask anyone.	35
Some members have doubts or do not properly understand the play (development and roles of each position) and need to look at the page or ask someone.	25
Many members have doubts or do not properly understand the play (development and roles of each position) and need to ask questions.	15
No one knows the play (development and roles of each position) and everyone needs to look at the page before starting.	0
Execution	20
Execution is fluid and it feels like a real game situation.	20
Execution is not very fluid, although this is due to a lack of technical elements.	12
Execution is not very fluid and seems overly artificial due to an absence of technical elements, but mainly because of lack of enthusiasm.	0

Source: Pérez Pueyo, 2016, p. 212.

After the athletes and the coach have finished the assessment, everyone can discuss any differences in option that arose, and why. This type of assessment allows each participant to reflect on their performance (self-assessment) while also allowing them to think about their teammates' performance (assessment), and the coach can evaluate everyone (**team assessment**) and offer feedback at both a group and an individual level.

Another more widely used assessment tool is oral exchanges, i.e. communication, both among the athletes themselves and between an athlete and the coach. This is a flexible resource that encourages interpersonal relationships and improves social skills, as long as it is carried out in a correct, instructive way; if not, it could be a source of conflict. One handicap of oral exchanges is that their value for future use decreases since they are not standardized, for example when a coach makes several corrections to the same exercise.

Conclusions

To end this unit, we would like to highlight the importance of a teaching-learning methodology in sports based on attitudinal style; it is fundamental for players' psychosocial growth, which in turn is intimately linked to athletic performance. This type of methodology improves an athlete's development on emotional, motivational, interpersonal relationship and social inclusion levels (keeping in mind the current cultural diversity, Boixadós and Cruz, 2000), and also encourages positive attitudes towards self-esteem, autonomous thinking and satisfaction. All of this contributes to an environment of trust and teamwork.

In order to improve attitudes, we cannot ignore how important it is for the athlete to want to make this change, because no matter how hard the coach tries, without willingness there can be no real change.

The work invested in activities that improve attitudinal style must be continuous and carried out on a daily basis, and the activities themselves must not be exaggerated and/or isolated. Implementing activities that develop attitudes and including them during training hours will result in an "attitudinal style" that is both specific and planned. This should be implemented little by little, gradually increasing the level of complexity of the activities to encourage the athletes to learn and become involved.

In order to develop players' abilities and competencies, it is essential that coaches have access to a network of resources and bibliographies that can help them to address the learning requirements of the athletes that are under their care; this way they will be able to respond decisively and efficiently to any concerns.

One thing to keep in mind is that within scientific literature, in both the education and sports fields, a large number of texts focus only on high performance. However, over the past 15 years there has been an increase in literature centered on other athletic levels (initiation, refinement, amateur). Many professionals and athletes engage in physical activity at a lower level and are concerned about how much of an impact a trained professional can have on an athlete as a person.

This shows us that we need to be able to discern the audience and the type of coach that the texts **we are reading** are written for, since high-performance assumptions are irrelevant when it comes to teaching physical education or training a few players on a child's basketball team.

"Only when we are able to understand why we think the way we think and act the way we act, will the practice of physical education begin to take on all of its meaning and allow us to act consistently" (López, Monjas and Perez, 2003, p. 83). This same quote can be applied to sports practice at any level.

4.2 Values and Sport

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Introduction

Over the course of this unit, we will be talking about the role that values play in sports practice for a player's personal and social development. The starting point is to choose those values that represent the institution and to think of them as the cover letter for coaches, athletes, family and society.

In this unit we will look at the importance of working not only with the athletes, but also with their families, their coaches and the other people within their environment. To ensure that the values we want to instill will last over time and will allow for better integration into society, it is vital to consider the athlete from a holistic perspective, rather than simply taking into account their role as a sportsperson.

We will also provide activities that can be helpful for working on values in daily training and for integrating them into the team's day-to-day life.

Values

Sports strengthen positive attitudes and values. In this sense, coaches not only teach technical, tactical and physical aspects, but also encourage their athletes to work on intrinsic values in their day-to-day activities. We are not talking about a direct relationship between sports and values, but rather about working on promoting and developing these values in our athletes and offering them a more holistic preparation as individuals. In other words, the coach provides both knowledge-based training (techniques, personal fundamentals, tactics, etc.) and a skills-based education that makes up the general framework of a child's personality and helps them to grow as a person, far beyond the beliefs, ideas and ideologies in which the child may have been immersed (Seirul·lo, 1995).

Milton Rokeach (1973), a pioneer in the study of values, says: "The concept of value, more than any other, should occupy a central position, since it is able to unify the apparently diverse interests of all the sciences concerned with human behavior" (p. 3). Schwartz (1996) defines values as: "Desirable, trans-situational goals, varying in importance, that serve as guiding principles in the life of a person" (p. 2).

When used correctly, sports will teach not only strength, endurance, specific plays, and quick decision-making, etc., but will also encourage respect for rules and for teammates, fair play, effort and commitment (Gutiérrez, 1998).

Sports psychologists have begun to study values as defined by Cruz (1997) and Torregrosa (1997, 1998), who reference studies by Lee and Cook (1990) and have researched the relationship between sportsmanship and professional sports in Spain, as well as the values that are most evident at this level.

Table 2: Value structures in a sample of male and female football players

Male/female football players
Fun
Personal achievement
Self-realization
Improvement/refinement
Emotion/excitement
Obedience
Commitment
Sportsmanship
Health and physical fitness
Keeping a contract
Camaraderie
Help
Enjoyment
Fairness
Team cohesion
Conformity
Acceptance

Source: Torregrosa and Lee, 2000 p. 79.

It is interesting to note that the most important values for players noted by Cruz et al. (1999) include having fun, self-realization and improvement; these values are related to self-promotion and an openness to change. Winning and conformity are in the last position, and are more related to conservative structures. These results could be explained by the age of the sample (youth) and the nature of the sport (football).

The following is a proposal that can serve as a guide for addressing an education in values:

1. Promote athletes' self-awareness and work on their self-esteem.
2. Strengthen assertive communication for conflict resolution.

3. Work on the autonomy and empowerment of everyone involved.
4. Encourage the participation of all team members in decision-making.
5. Encourage team knowledge and the respect and acceptance of individual differences.
6. Know how to win and lose.
7. Offer role models that athletes can use to examine themselves.

Working on values

Gutiérrez (1995) categorizes values that can be developed in and through sports, and differentiates between social and personal values (Table 3).

Table 3: Classification of social and personal values according to Gutiérrez (1995)

Social values	Personal values
• Respect • Cooperation • Social interaction • Friendship • Competitiveness • Teamwork • Participation from all group members • Expressing emotions • Coexistence • Fight for equality • Social responsibility • Fairness • Concern for others • Camaraderie	• Ability (physical and mental) • Creativity • Fun • Personal challenge • Self-discipline • Self-knowledge • Maintaining or improving health • Self-expression • Achievement (success-triumph) • Self-realization • Rewards • Acknowledgment • Adventure and risk • Impartiality • Sportsmanship and fair play • Sacrificial spirit • Leisurely participation • Perseverance • Humility • Self-control • Obedience

Source: Prepared by the author based on Gutiérrez, 1995, p. 53.

In order to begin working on values, the most important priority is to select and agree upon the values with which the club would like to identify. In Table 3 you will find some examples of values that teams can work on.

In the case of FC Barcelona, the values that represent the club's identity are:

RESPECT

Respect for others is one of the fundamental pillars for democratic life and the ability to live together in society. In other words, respect affects people individually and also has a social or group dimension. Respect is fundamental in sports, since tense situations often occur and need to be resolved almost instantaneously. So although rules and norms are important, it is also necessary to have respect, since this ensures that interpersonal relationships are cordial and correct. In sport, respect is needed in similar situations to those where it is demanded in society as a whole, but the intensity of the moment implies that the presence or absence of respect can be very obvious and can affect the unfolding of the situation or event. Respect is not just on the field; it also refers to respect for the facilities, professionals within the environment, teachers, parents, etc.

EFFORT

Many models leave out effort and focus more on luck, opportunism and instant success. However, effort is a value that allows us to go to unimaginable places or reach goals and objectives that have at times seemed distant or unattainable. Dedication, thoroughness, consistency and the ability to sacrifice and persevere will bear fruit, while luck or immediate success are often elusive or fleeting. It should be noted that in the academic world, teachers and professors have long since claimed that the culture of effort is a means to academic development and self-improvement, and can help to build new social models. This involves effort and consistency in all daily activities, such as helping with chores around the house, studying every day without excuses even when you are tired, and so on.

AMBITION

Ambition is the desire to achieve maximum performance and do things not just well, but as well as is feasibly possible, and to improve every day. This value is applicable both to individuals and to groups. Choosing ambition sets a diverse network of values in motion such as excellence, patience, discipline, order, motivation and responsibility. In fact, ambition calls for a broad system of values and is also related to a job being done well, as well as to effort and rigor. When it comes to goals, ambition is probably the surest way of achieving them, since it is the impulse to grow; to aspire to continuous improvement at school, in sports, in getting along with those around you, and so on.

TEAMWORK

Teamwork implies that the subject forms part of a group and that, as such, they become an active participant working on behalf of the whole team (at times even at the expense of their own individuality). The benefits of knowing that you are part of a team – and understanding that this requires learning and improving many other values – are undeniable. This involves putting cooperation and collaboration into practice in the locker room, at school and as a family. We are part of a broader system in which we need to work in an organized and respectful way.

HUMILITY

Often when athletes, and people in general, achieve the goals they have set themselves, they start feeling superior to other people (physically, morally and economically), which causes them to forget certain values that have in all probability helped them achieve this success: effort, perseverance, self-control, etc. We are all aware of how FC Barcelona has managed the success it has achieved in recent years, and how it has won the respect of its field, its adversaries and the world because of its humility (as well as its effort, thoroughness, responsibility, etc.). Humility probably consists of knowing how to have clear values and how to maintain and defend those values even when you are clearly superior and more successful (FC Barcelona, (u.d.), https://www.fcbarcelona.es/es/club/identidad#).

In order to promote and encourage working on values, we suggest that coaches should carry out a daily evaluation of the actions that normally take place during training, competition, travel, in the locker room, and so on.

These assessments are useful for becoming more aware of the athletes' behavior, and will help coaches to know what aspects to focus on during sports practice.

Table 4 contains examples of factors to consider during these assessments.

Table 4: Values and indicators to assess

Table of values and indicators for assessment	
Fun	Participates and has fun regardless of the result
Effort	Values effort as a means for improving their motor and technical skills.
	Contributes their efforts and skills to help the group.
	Values the participation and effort of their peers.
	Values and respects when an opponent is better than they are, without giving up.
	Shows willingness and effort to improve themselves and reach an optimal level of achievement, regardless of the result.
Social interactions	Views competition and the game as a way of making friends.
	Has an aggressive attitude towards their peers and opponents.
	Makes fun of those who are not as good as he is.
	Takes advantage of their physical and leadership abilities to negatively impact the performance of their peers.
	Helps peers when they have difficulty performing tasks.
	Keeps peace and order within the group regardless of the result.
	Supports and encourages their peers when they make a mistake.
	Discriminates against their peers due to their motor skills, race or sex.
	Values their opponent's skill level.
	Respects an opponent's disadvantage without belittling them.
	Values and respects when an opponent is better than they are, without giving up.
	Encourages and supports their peers in both positive and negative game situations.
	Accepts the group that they belong to.
	Accepts the role they play within the group.
	Sees the result as a group effort.
	Mocks opponents after a positive result.
Fair play	Believes that playing dirty has advantages.
	Commits fouls.
	Commits fouls in order to benefit.
	Accepts referee errors as part of the game, and not due to bias.
	Mocks opponents after a positive result.
	Congratulates the winners after the game.
	Prioritizes the well-being of their opponents rather than personal benefit after an accident.
	Takes responsibility for an infraction they committed without trying to influence the referee's decision.
Emotional control	Gets angry frequently
	Controls their reactions to unfavorable situations.
	Commits fouls out of frustration because of a mistake.
	Commits fouls after responding poorly to an adverse outcome and when it is unnecessary to do so (i.e., when there is nothing at stake).
	Keeps peace and order within the group regardless of the result.
	Recognizes their own mistakes without blaming others for their failures.
	Has an aggressive attitude towards their peers.
	Trusts in the group's potential.
	Trusts in their own potential.
Respect for rules	Values and accepts the rules as part of the game.
	Builds their technical skills according to the rules.
	Modifies their physical development according to rule requirements.
	Does not try to break the rules for their own benefit.
	Considers the possible consequences of misusing material or doing things that could cause danger.
	Typically uses clothing and shoes that are appropriate for physical activity.
	Takes care of and uses materials well.

Source: Gil Madrona, 2016, p. 122.

Once the team's strengths and weaknesses have been established, the aspects to be worked on can be developed either through individual interventions with each athlete, or with the team as a whole.

Table 5 shows an example of an activity log with the most important information that could be collected, systematized and shared with a team of professionals. This will result in the creation of a record of the activities that were carried out with the different teams at the institution over the course of the season.

Table 5: Data records for different teams during the season

Record	Details
Activity name	What the activity is called
Objective	The value(s) to be worked on
Age of the participants	Specify the age range the activity was designed for
Materials used	Pens, balls, facilities, etc.
Duration	The time helps when it comes to session planning
Number of participants	Explain restrictions, if any
Description and development	Explanation of the activity
End of the activity	Questions and conclusions arising from the activity

Source: FC Barcelona Department of Sports Psychology, (u.d.).

As an example, we have suggested a set of team activities below that will help you identify or promote values, depending on your objectives for each of these values. We are using Table 5 as a model for this.

Table 6: Activity example

Activity name	Our team's values
Objective	To become aware of the team's own values.
Age of the participants	9-11 years old.
Materials used	Magazines, newspapers, cardboard, glue, whiteboard and markers.
Duration	30 minutes.
Number of participants	15.
Description and development	Reflect individually on the values that each player believes the team has. Share these values with others (write each value mentioned on the whiteboard). Agree as a group on the five main values. Divide the participants into five groups, with each group representing a value, and look through newspapers or magazines for an image that represents that value. Share the image with the other groups and glue the five images onto the cardboard. Describe specific actions that represent that value in everyday life.
End of the activity	Conclusion with the five chosen values. Reminder of why these have been chosen. Make a commitment to perform the smallest actions. Hang the cardboard in the locker room as a reminder.

Source: Prepared by the author.

Table 7: Activity example (2)

Activity name	The circle
Objective	To encourage individual self-awareness.
Age of the participants	All ages.
Materials used	Paper and pens.
Duration	30 minutes.
Number of participants	Appropriate for any age.
Description and development	Explain to the players that they should think individually of three positive traits that their teammates have. The team then forms a circle, and each participant should write their name on the page they have been given and then pass it to the teammate on their right. They then write a positive trait for that teammate and add it to the page. Once they have finished, they pass it to the teammate on their right who will add the three traits they came up with to the list and so on, until the page gets back to its owner. Each participant should read out 2-3 traits that they liked the most out of those listed by their teammates, and explain whether there were any adjectives that surprised them.
End of the activity.	Reflection: how did I feel when my teammates said these positive things about me? See things through a positive lens.

Source: Prepared by the author.

Table 8: Activity example (3)

Activity name	Tangled up
Objective	To be assertive in conflict resolution.
Age of the participants	All ages.
Materials used	Elastic.
Duration	20-30 minutes.
Number of participants	The whole team, in pairs, threes or groups.
Description and development	Cut 1.2 m strips of elastic, with the ends tied into loops so you can put your hands through them. Form groups of 4 or 5 people (in large teams) and tangle up the elastic. The participants should untangle the elastic, respecting the instructions and without taking their hands out of the loops.
End of the activity	Reflect on how the activity went and what communication was like during the activity. Were they more efficient when they used active listening and teamwork than if they had worked individually? How did they solve the difficulties? What was their attitude like when an attempt failed? Ask if this type of situation could happen on the field or track, and discuss together what actions could be taken to solve these difficulties.

Source: Prepared by the author

We recommend that the coach and coaching staff actively participate in implementing these activities, since they can add substance to the session, and can encourage the athletes to transfer the concepts that were worked on to other areas of their life, and put these values into practice in their everyday tasks.

Another alternative that could be implemented within the club is the sharing and exchange of experiences with other associations and social foundations that are close to the institution. For example, FC Barcelona works constantly throughout the season to promote values with the more than 600 athletes that are part of the club's training teams through various social causes to give them first-hand experience of working with these values. This program is called *Masia Solidària*, and it is a way in which the club has developed a sports, human and academic training model in Masia,

to encourage social commitment through the Barça Foundation. The idea is that playing sports is so much more than just competing; it's also about training players with a Barça attitude. This is a specific way of being, a specific way of acting, both on the field and as our athletes make their way through life beyond sports.

> "The goal of the *Masia Solidària* project is that a player who joins FC Barcelona at the age of 8 will experience various social causes as they get older, and will mature as an athlete inside the club. Understanding the reality of nursing homes, of life in open centers, of centers where people have physical, intellectual and mental disabilities, of centers where people have neurological disorders, and so on, will make FC Barcelona athletes sensitive to social causes as well as different and little-known realities, and will broaden them as individuals."
> https://www.fcbarcelona.es/es/noticias/733181/el-barca-impulsa-el-proyecto-masia-solidaria

The ages of the participants are taken into account when considering which social cause is most suitable for them. Planning specific activities and maintaining them throughout the season is another way of working on solidarity, cooperation and empathy for other people in our society.

Our goal of shaping individuals through sports is one of the characteristics that makes up an institution like FC Barcelona.

To conclude this unit, we would like to stress that the work carried out by coaches in teaching values with their given sport is essential in order for those values to last over time. It is also important to highlight the importance of consistency, and of providing a broad range of situations where these values are put into practice, such as the locker room, while traveling, at school and in relationships with peers. Remember that sport is the best venue for shaping individuals and passing on values that will enable them to function well in society.

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