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Liceul cu Program Sportiv Iași, Romania



Serymar Training – Granada, Spain



Centro di Ricerche Economiche e Sociali
(CERES) – Rome, Italy



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Education and Culture DG

Lifelong Learning Programme

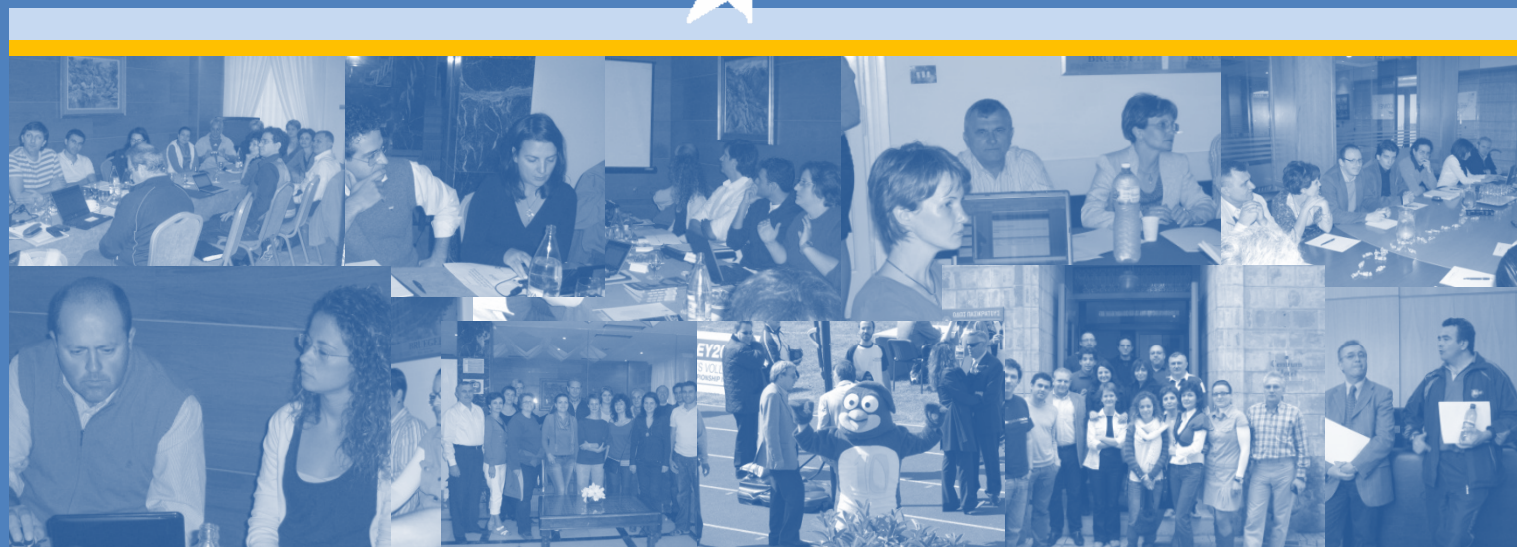
LEONARDO DA VINCI

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DEVELOPING THE PROFESSIONAL SKILLS OF
THE FUTURE SPORTS INSTRUCTORS IN
ACCORDANCE WITH THE EQF



PROJECT BROCHURE



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Introduction

In the recent years, the European labour market has experienced major transformations with the addition of new Member States, which has led, through migration, to the growing fluidity of the labour force within its borders. In response to these changes, several issues emerged, one of them being the necessity to establish a translation device for qualifications that could make them more readable and understandable across different countries and systems in Europe. Thus, April 2008 could be set as the birth date of the European Qualification Framework (EQF), a document whose aim is to address this need. Designed around eight reference levels, the EQF spans the full scale of qualifications, from the basic level (Level 1, for example school leaving certificates) to advanced (Level 8, for example Doctorates) levels. In response to the diversity of education and training systems, the eight reference levels are described in terms of *learning outcomes* – statements of what a learner knows, understands and is able to do on completion of a learning process – which fall into three categories: knowledge, skills and competences. An instrument that encourages lifelong learning, the EQF encompasses all levels of qualifications acquired in general, vocational as well as academic education and training. Additionally, the framework addresses qualifications acquired in initial and continuing education and training.

It is within this context that the Leonardo partnership project “Developing the Professional Skills of the Future Sports Instructors in Accordance with the EQF” was initiated and developed starting with 2009 by five institutions: *Liceul cu Program Sportiv* (Iași, Romania, coordinating institution), *Centro di Ricerche Economiche e Sociali* (Rome, Italy), *Zeuxis Innovations* (Nicosia, Cyprus), *Serymar Training* (Granada, Spain) and *Dimitra Institute of Training and Development* (Athens, Greece). The partners started working together in an attempt to bring together five different educational systems, while focusing on the training of the sports instructors. The occupation’s choice was motivated by the fact that, at the moment, no coherent qualification standards exist in the field. Where present, they address them evasively, for certain sports only, the professional requirements being adapted to the national qualification standards specifications.

Introduction

The **objectives** of the project are the following:

- ✓To familiarize the participants with the national qualifications framework of other EU countries in order to determine the common characteristics concerning the professional standards of the sports instructors;
- ✓To elaborate a common strategy regarding the skills of the future sports instructors so that they could meet the professional requirements on the European labour market, favouring labour mobility;
- ✓To improve the level of transnational cooperation on relating the national qualification systems to the EQF, in accordance with the recommendations made by the European Parliament on 23 April 2008 regarding the establishment of the EQF for lifelong learning;
- ✓To develop the linguistic skills of the future sports instructors in the area of technical vocabulary related to sports.

The task of reaching these objectives proved a challenging one from the onset. During the first project meeting, the partners discovered that the qualification needed a definition first, as the implications of the profession differed from one country to another, where the profession exists in the National Qualification Framework. Starting from the idea that none of the countries involved provides a clear-cut set of occupational standards for sports instructors and trying to avoid an overlap with the professional standards of trainers, the partners decided that a common professional status should be first worked on in order to allow for a coherent development of further project activities. The result of the debates and workshops carried out during the project meeting in Cyprus, was that, in terms of a status, **the sports instructor is the professional who...**

- ✓organizes and carries out training activities in a sports discipline with various categories of participants.
- ✓knows and uses a variety of instruction strategies that are specific to the sports discipline in which the activity is carried out.
- ✓communicates and collaborates with the partners involved in the educational process: students, parents, officials and other individual / juridical bodies involved in the organization of sports activities.

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- ✓ **monitors and assesses the training level in a sports discipline.**
- ✓ **carries out training sessions in accordance with the rules and regulations of the sport discipline.**
- ✓ **provides technical support and motivation to the participants in various learning situations.**
- ✓ **assesses, plans, delivers and evaluates basic exercise programs.**
- ✓ **uses, assesses, maintains and instructs on the use of the equipment.**
- ✓ **may supervise, guide and give advice to participants in the sports activities that are organized.**

Within this framework of qualification, the sports instructor does not merely work as a trainer assistant but is independent, being able to set up a training programme and provide all the necessary assistance to his/her trainees. At the same time, the sports instructor is capable of monitoring and assessing the training level while designing personalized training cycles, depending on the trainees' needs.

Each of the partner countries works on a sport, thus: Romania will be in charge with athletics, Cyprus with football, Spain with handball, Greece with outdoor sports and the Italian partner will develop a sports instructors' curriculum for fitness.

It is here that another debatable arose, that of the EQF level the sports curriculum will be based on. The initial discussion revolved around the 3rd EQF level, as the need to separate the professional responsibilities of a sports instructor from those of a trainer was evident. Within this framework trainees should possess knowledge of facts, principles, processes and general concepts, they should have a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information, while the competences involved range from taking responsibility for completion of tasks to adapting their behaviour to circumstances in solving problems. As the partners' work progressed, however, the results of their research proved that the tasks a sports instructor should be able to perform are far more complex in terms of knowledge, skills and competence than initially thought, although, as the working documents show, these do not interfere with those a coach holds. Carrying out successfully a training cycle involves a broad knowledge of methods, techniques, tools and assessment procedures, which is more than the "basic" the 3rd level involves.

Later in the development of the project the partners therefore decided that the sports curriculum will submit to the 4th EQF level specifications in terms of knowledge, skills and competence. As stated in the official document, these are as follows:

Knowledge	Skills	Competence
<ul style="list-style-type: none"> factual and theoretical knowledge in broad contexts within a field of work or study 	<ul style="list-style-type: none"> a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study 	<ul style="list-style-type: none"> exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

Source: The European Qualifications Framework for Lifelong Learning (EQF), European Commission, 2008, pp. 12-13

What makes it difficult to decide which level of qualification a professional can be provided with is that, on an overall analysis, the EQF framework is rather general in the range of specific qualifications a trainee should acquire and the dividing line between these levels can be, at times, elusive and interpreted differently from one context to another. Nevertheless, it makes it clear that, starting with Level 4, trainees gain independence and are consequently able to carry out complex professional work autonomously.

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In this view, the training curriculum has attempted to create, through its contents, a broad range of learning situations while making sure that specialized knowledge is acquired, and that trainees develop the skills and competences that are necessary in order to make them work efficiently as independent professionals.

A certain degree of generality has been retained in the knowledge “area” of the document, however, in order to allow for flexibility across the various sports involved. At the same time, the learning units are accompanied by information on the knowledge, skills and abilities the trainees will achieve once the contents is assimilated, being circumscribed to the following structure:

1. Concepts of sports and training
2. Organization and management of the training session
3. Elements of physiology
4. Promoting a healthy lifestyle
5. Psycho-pedagogic basis of training
6. Methods and techniques used in the practice of the sports involved
7. Monitoring and assessment of the training level
8. The training environment
9. Environmental protection.

Every learning unit will be developed in this manner for each of the five sports by every partner. Furthermore, a number of training hours will be allocated to each learning unit, as well as an evaluation procedure that will monitor the trainees’ progress.

Another concern of the project is the professional vocabulary development of the future sports instructors, a segment of the project being dedicated to creating a database of specific terms that will be placed on the project website (<http://www.eqf-sports.eu>). The sports-related terms will be translated into the five partnership languages (Italian, Spanish, Greek, Romanian and English) and will hopefully be a useful tool for those wanting to develop their professional vocabulary.

The Leonardo project “Developing the professional skills of the future sports instructors in accordance with the EQF” is somewhat ahead of its time, since a training procedure that is unique would also require a larger joining of forces and a certification process that is the same for all the E.U. countries. The project has only made a small step in this direction, proving that it is possible to develop an educational process that would allow sports instructors mobility and easier access on the E.U. labour market.

Sports curricula



Athletics

Liceul cu Program Sportiv Iași, Romania



The occupation list in Romania includes **sports instructors** (No. 347502).

The professional status of the sports instructors is not defined by an official document, but the professional attributes are described by five units of competence issued by the Ministry of Education, Research, Youth and Sports:

1. **Communication and collaboration** with the partners involved in the educational process: students, parents, officials and other individual / juridical bodies involved in the organization of sports activities.
2. **Organization, development and monitoring of out-of-class activities:** festivals, contests and school sports championships that take place within schools, or on a local, regional, national and international level.
3. Setting up structures with attributes in the organization and development of out-of-class activities.
4. Issuing the norms regarding the organization and development of sports activities, in accordance with national rules that are established by officials.
5. The correct use of the evaluation criteria, in accordance with the exigencies of the norms established by the officials.

LEARNING UNITS	COMPETENCES	KNOWLEDGE	SKILLS/ABILITIES
Concepts and principles of athletics	<ul style="list-style-type: none"> ➤ Defines sports-related concepts ➤ Identifies general and particular aspects in athletics-related terminology ➤ Analyzes the features of the athletics-related terminology ➤ Identifies terminological confusions related to athletics in both oral and written communication ➤ Recognizes the athletics-related documents ➤ States the elements of the athletics-related documents ➤ Explains the content features of a specialized document ➤ Identifies writing techniques of specialized documents 	<ol style="list-style-type: none"> 1. Sports – a social phenomenon <ol style="list-style-type: none"> a) The functions of sports b) The objectives of sports 2. Basic notions of athletics <ol style="list-style-type: none"> a) Somatic-functional indices b) Movement skills c) Movement qualities 3. Athletics – related specific procedures <ol style="list-style-type: none"> a) Running: speed running, resistance running, hurdle running b) Jumping: long jump, high jump, triple jump, pole vault jump c) Throwing: rounders, weight throw, javelin throw, discus throw 4. Frequent confusions and mistakes <ol style="list-style-type: none"> a) Physical training – physical condition; b) Technical element – technical procedure; c) Physical development – physical training; d) Sports discipline – sports branch. 5. Regulations of athletics competitions ; 6. Planning documents <ol style="list-style-type: none"> a) The annual plan b) The stage plan c) The week cycle; the training plan 	<ul style="list-style-type: none"> ➤ Interprets a technical text using specialized language ➤ Communicates efficiently with the activity partners, using specialized terms in a flexible manner ➤ Writes athletics-related documents, using specialized language

<p>The organization and management of the training session</p>	<ul style="list-style-type: none"> ➤ Knows the physical characteristics associated to various age and sex groups; ➤ Identifies the individual potential and the level or stage of an individual’s training; ➤ Knows the components of a training session; ➤ Identifies the aims and the most efficient methods to achieve them; ➤ Knows the principles and the requirements of a training session. 	<ol style="list-style-type: none"> 1. The biological and movement potential of children and teenagers 2. Individual training characteristics of beginning, advanced and performance trainee groups 3. The training session structure: the introductive part, the fundamental part, the closing part 4. The training objectives according to age categories 5. Training methods 6. The principles of athletics training 7. Methodology requirements 	<ul style="list-style-type: none"> ➤ Adapts the techniques to the physical characteristics of a group of trainees; ➤ Conceives programmes that influence the locomotive apparatus selectively. ➤ Plans a training session in accordance with the theory and methodology of sports training; ➤ Uses the most efficient methods and means in order to reach the training session aims, ensuring a proper rationing and dynamics of the effort.
<p>Elements of physiology</p>	<ul style="list-style-type: none"> ➤ Defines notions related to the normal functioning of the apparatuses and systems in the human body; ➤ Describes the effects of the physical exercise on the human body; ➤ Summarizes information regarding the integrity and functionality of the human body. 	<ol style="list-style-type: none"> 1. Notions of physiology <ol style="list-style-type: none"> a) The hearing system b) The circulatory system c) The digestive system d) The muscle system e) The nervous system f) The bone system g) The respiratory system 2. Elements of the training exercise <ol style="list-style-type: none"> a) Classification of physical exercises b) The role of the physical exercise in body development 3. The human body – a comprising whole 4. Notions regarding the functioning of the human body 	<ul style="list-style-type: none"> ➤ Demonstrates the effects of a range of physical exercises on the main apparatuses and systems in the human body ➤ Uses information related to the integrity and functionality of the human body while planning a training session ➤ Assesses the effects of physical exercise on the human body; ➤ Adapts the means of training to the physiological characteristics of an individual.

<p>Health and safety</p>	<ul style="list-style-type: none"> ➤ Defines the concept of nutrition ➤ Identifies the caloric needs and their relationship with nutrition; ➤ Recognizes the energy use per hour for different types of effort. 	<ol style="list-style-type: none"> 1. The energy use <ol style="list-style-type: none"> a) Principles of nutrition b) Rational nutrition c) Effort sustainers 2. The caloric needs of a normal/daily activity 3. The caloric needs / hour for athletic events <ol style="list-style-type: none"> a) Speed race events b) Middle distance race events c) Jumping events d) Throwing events 4. Work safety and work safety measures <ol style="list-style-type: none"> a) The athletics instructor’s responsibilities b) The trainee’s responsibilities 5. Measures and actions to prevent injuries 6. Methodological and organization measures 7. First aid measures 8. Measures and actions regarding the maintenance and functioning of the training facility for athletics 9. Sports training equipment requirements for training sessions and athletics competitions when they take place indoors or outdoors 	<ul style="list-style-type: none"> ➤ Presents the elements of a diet that can ensure the biological support that is indispensable to health maintenance, training efficiency and metabolic recovery after training. ➤ Proposes an individual diet that covers the energetic needs of a person who undergoes a training programme.
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<p>Psycho-pedagogic bases of training</p>	<ul style="list-style-type: none"> ➤ Identifies the factors that influence the evolution of personality; ➤ Describes the psychological factors of training. 	<ol style="list-style-type: none"> 1. The role of the personality features in achieving performance in athletics 2. The role of heredity factors 3. The role of somatic and functional features 4. The role of the social factors 5. Role models in athletics 6. Psychological assistance in training <ol style="list-style-type: none"> a) Definition b) Characteristic features of psychological assistance c) Psychological assistance specific procedures and methods 	<ul style="list-style-type: none"> ➤ Develops superior psychological capacities according to the sport's requirements (emotional balance, creativity, will, motivation, overcoming oneself etc.) ➤ Builds self-education and self control capacities.
<p>Methods and techniques used in the practice of the sports discipline</p>	<ul style="list-style-type: none"> ➤ Defines and classifies methods and techniques used in athletics; ➤ Identifies types of exercises; ➤ Recognizes the basic movement skills (speed, skilfulness, resistance and strength); ➤ Identifies methods and procedures that are necessary in order to develop movement skills. 	<ol style="list-style-type: none"> 1. Athletics-related methods and procedures <ol style="list-style-type: none"> a) Explanation b) Demonstration c) Exercising 2. Exercises used in order to learn /consolidate / improve the running, jumping and throwing events. 3. Basic movement qualities: definitions, influencing factors. 4. Operating methods and systems for developing: <ul style="list-style-type: none"> ➤ speed ➤ strength ➤ endurance ➤ skill ➤ mobility and versatility. 	<ul style="list-style-type: none"> ➤ Organizes team games in order to reinforce basic movement skills. ➤ Uses the most efficient exercises in order to teach the basic movement skills correctly.

<p>Monitoring and assessment of the training level in athletics</p>	<ul style="list-style-type: none"> ➤ Identifies the quantitative and qualitative landmarks of objective assessment; ➤ Identifies the main assessment criteria; ➤ Explains the assessment methods system. 	<ol style="list-style-type: none"> 1. The role and importance of assessment in athletics <ol style="list-style-type: none"> a) Assessment requirements b) Forms of assessment 2. Assessment methods and techniques used in athletics <ol style="list-style-type: none"> a) Assessment criteria b) Testing c) Athletic events d) Machines, devices, tools 	<ul style="list-style-type: none"> ➤ Decides on the most efficient tasks in order to assess the training level. ➤ Assesses the level of movement and psychological skills development during high-intensity, volume and complexity technical and tactical training.
<p>The training environment</p>	<ul style="list-style-type: none"> ➤ Describes the influence of the pathogenic factors of pollution on the open air exercises; ➤ Identifies the effects of the natural factors on the human body during training. 	<ol style="list-style-type: none"> 1. The pathogenic factors of pollution and their influence on the body while practicing sports 2. Natural factors and their influence on the body: water, air, sun 3. The features of the indoors training session 4. The features of the outdoors training session (high-altitude training sessions, at the seaside, on the running track) 	<ul style="list-style-type: none"> ➤ Chooses the environment where the training sessions are carried out in order for the environment to contribute to an improvement of the general health of the organism. ➤ Carries out a training session in an environment that is optimal for health improvement and maintenance.
<p>Environment protection</p>	<ul style="list-style-type: none"> ➤ Carries out a training session in an environment that is optimal for health improvement and maintenance. 	<p>Environment-friendly approaches to the training session</p> <ol style="list-style-type: none"> 1. Saving energy 2. Saving water 3. Recycling 	<ul style="list-style-type: none"> ➤ Present solutions that can ensure quality training without affecting the environment. ➤ Plans a training session that complies with the rules of environmental protection.

COMPETENCE	KNOWLEDGE	SKILLS/ABILITIES
<ul style="list-style-type: none"> ➤ Uses information, specific and non-specific means and methods in order to develop general movement qualities and those specific to athletics, according to age, gender and level of training 	<ol style="list-style-type: none"> 1. The methodology of learning athletics-related exercises: Running Jumping Throwing 2. Subordinating relationships 3. The characteristics of the team leader and referee roles 4. Competition behaviour 5. Critical situations during competitions 6. Assessment criteria of refereeing and competition organization 7. The competition rules in athletics 8. Refereeing and organization errors 	<ul style="list-style-type: none"> ➤ Chooses the most effective means to develop athletics-related specific physical abilities; ➤ Carries out specific training and competition tasks while collaborating with the members involved; ➤ Applies specific norms and regulations regarding the organization and development of athletics competitions

Football

The occupation list in Cyprus does not include the sports instructor occupation. However, five professional levels exist within the occupational framework of the football coach.

Largely speaking, the professional skills they have to attain are the following:

- knowledge of the skills, rules, techniques and psychology of the game or sport they coach
- training and teaching skills
- knowledge of fitness techniques and diet
- the ability to use and care for sports equipment
- knowledge of first aid
- planning skills
- the ability to demonstrate their sport
- skill in evaluating the sporting ability of individual players and teams
- management skills
- the ability to communicate well with sports players and other sports officials.
- teach the rules and demonstrate the skills of a sport
- organise and control practise sessions
- manage coaching staff such as the assistant coach
- plan fitness programmes
- ensure sports players use appropriate training and playing equipment
- work out the tactics and psychology of the game
- study the skills of players' opponents
- organise courses to help improve players' skills
- select players for teams
- seek out and encourage talented players.

THEORETICAL TRAINING PROPOSED LEARNING UNITS	COMPETENCES	KNOWLEDGE	SKILLS /ABILITIES
<p>Concepts and principles</p>	<ul style="list-style-type: none"> ➤ Identify aims and objectives of the programme ➤ Ensure that aims are consistent with accepted good practice ➤ Agree the aims of the coaching programme with those that are involved 	<ul style="list-style-type: none"> ➤ Define football related concepts and analyze the features of football related terminology ➤ Implement a coaching programme ➤ Introduce and initiate planned activities ➤ Explain the content features ➤ Maintain an environment that will assist participant progression ➤ Evaluate a coaching programme and continuously develop own practice 	<ul style="list-style-type: none"> ➤ Interpret a technical text using a specialized language ➤ Communicate efficiently with other activity partners, using always specialized terms in a flexible manner ➤ Make sure that explanations and demonstrations are technically correct and appropriate to the participants' needs and goals ➤ Check the participants' understanding of instructions and give them the opportunity to ask questions ➤ Be able to write football related documents, using specialized language

<p>The organization and management of the training session</p>	<p>Plan detailed sessions that are consistent with the aims and objectives</p>	<ul style="list-style-type: none"> ➤ Plan and implement a series of sessions that support the achievement of short term objectives and contribute to achieving the design aims of the overall programme ➤ The analysis must reflect the participant’s level of development, performance and goals ➤ The aims must balance the needs of individual participants and the group as a whole ➤ Resources needed for each planned session ➤ Negotiate and agree the aims with the participants and others in a way that is fair and ethical and takes account of their needs 	<ul style="list-style-type: none"> ➤ Plan sessions that progressively link your activities to help participants achieve agreed aims ➤ Analyze and evaluate current performance and potential ➤ Plan realistic timings, sequences, intensity and duration for each session ➤ Share your analysis and evaluation with the participants and others ➤ Enable constructive feedback that meets the needs of the participants and take account of their feedback
<p>Elements of physiology</p>		<p style="text-align: center;">Anatomy and Physiology</p> <p>Cardiovascular system – compositions and functions of blood, structure and function of cardiovascular system</p> <p>Respiratory system – structure and function, mechanics of breathing</p> <p>Cardio respiratory adaptations to training – endurance, metabolic adaptations, factors affecting the response to aerobic training</p> <p>Muscular-skeletal system – human skeleton, bones, articulations, body movement</p> <p style="text-align: center;">Exercise Physiology</p> <p>Components of fitness: strength; speed; flexibility; endurance, agility; power</p> <p>Principles of training: overload – frequency, intensity, duration; adaptation; progression; specificity; maintenance and peaking and volume</p> <p>Training methods: Endurance methods, interval; continuous. Strength and power methods; machine and free weights</p> <p>Testing methods: field and lab testing methods</p> <p>Performance assessment; screening players; principles of testing – validity, reliability; identify strengths/weaknesses, monitoring, evaluation, measuring and recording equipment</p>	<ul style="list-style-type: none"> ➤ Assess and evaluate components of fitness: strength, speed, flexibility, endurance ➤ Apply knowledge of fitness according to the demands of the game (full time / overtime)

<p>Health and Safety</p>	<ul style="list-style-type: none"> ➤ Identify health and safety hazards and risks ➤ Deal with risk assessments of health and safety 	<p style="text-align: center;">Manage risk during coaching programme</p> <ul style="list-style-type: none"> ➤ Participants and others must have the necessary information about health and safety requirements for the programme and relevant emergency procedures ➤ Ensure all equipment and facilities meet health and safety requirements ➤ Identify and assess new risks during the programme and take action to manage these in line with national guidelines ➤ Monitor the work of others and identify and deal correctly with breaches in health and safety requirements 	<ul style="list-style-type: none"> ➤ Participants and others must have the necessary information about health and safety based on guidelines by the instructor for the particular session ➤ Responsibilities of the coach when managing the competitive environment ➤ Appropriate warm up and cool down activities for a variety of football practice and match situations
<p>Psycho-pedagogic bases of training</p>	<ul style="list-style-type: none"> ➤ Identify factors that impact the player's performance and progress 	<ul style="list-style-type: none"> ➤ A plan for the player's current performance and potential ➤ Work with players to evaluate their progress ➤ Monitor and refine the programme as it develops, using contingency plans where appropriate ➤ Factors effecting skill development including: environmental, physiological and psychological constraints ➤ Influence of training and competition on the stages of development and the role of coaching techniques in player development 	<ul style="list-style-type: none"> ➤ Adapt coaching and motivational style to the needs of the participants ➤ Prompt participants to reflect on their own performance and methods of improving it ➤ Educate terms and implications of developing self esteem, social affiliation, confidence, commitment, composure and concentration

<p>Methods and techniques used in football</p>	<ul style="list-style-type: none"> ➤ Identify relevant sources of information and materials that can help you to plan activities ➤ Research and identify activities that are consistent with your evaluation of performance factors, levels of development and the agreed aims ➤ Decide the appropriate mix of delivery styles and coaching styles to suit the needs of the participants, task and environment 	<ul style="list-style-type: none"> ➤ Improve physical ability, mental ability, skills and techniques, tactics, lifestyle, fun and enjoyment ➤ Functional Practices – principles of attacking, principles in defending, attacking from crosses, shooting, play in the attacking third, shooting, goalkeeping, counter attacking, central attacking play ➤ Demonstrations, type of demonstrations, use and purpose of demonstrations, which encourage learning ➤ Instruction, type of instructions, use and purpose of instructions that encourage learning – How to structure instruction and how to choose from a range of instruction techniques ➤ Which coaching opportunities are appropriate for group work activities 	<ul style="list-style-type: none"> ➤ How to structure demonstrations and how to choose from a range of demonstration techniques ➤ How to structure instructions and how to choose from a range of instruction techniques ➤ How the principles and practice of stages of player development affect what and how the coach plans and coaches during the session/programme
<p>Monitoring and assessment of the training level in football</p>	<ul style="list-style-type: none"> ➤ Identify appropriate types of initial assessment of player performance 	<ul style="list-style-type: none"> ➤ The types of evaluation processes available including sport specific designed performance testing, use of questioning, observation, and physical resources including video and notational analysis ➤ How and when to evaluate and the procedures/criteria to follow that will meet the individuals aims and goals and maintain consistency throughout the analysis ➤ Systematic analysis of performance; individual player and team analysis; match analysis ➤ How to encourage the player to use self-evaluation when appropriate 	<ul style="list-style-type: none"> ➤ Evaluate and review progress with the participants at agreed points in the programme ➤ Review and refine the programme

Handball

There are two levels of professional training the sports instructors hold in Spain.

LEVEL 1, that involves the following professional abilities:

- To familiarize athletes with the fundamental elements of handball and make the understanding of play easier.
- To teach handball according to the objectives, contents, methodological and evaluation guidelines set out in the general program for the teaching of handball.
- To develop technical skills and basic strategies in athletes in the context of playing handball, by using the appropriate equipment, materials and didactic means.
- To evaluate the learning progression, identify mistakes in the technique and tactic execution of athletes, their causes and apply the necessary means and methods to correct them, in order to prepare them for further and more advanced learning and techniques as well.
- To teach how to use specific facilities and handball fields.
- To carry out the required steps to organize and participate in competitions.
- To conduct the participation of athletes in lower level competitions, by giving technical and tactical instructions as well as coexistence and sports practices rules.
- To inform about the suitable clothing for playing handball.
- To select, prepare and supervise the learning material.
- To control the team by integrating and bond the athletes and dynamize the activity.
- To teach and enforce the Basic rules of handball regulations.
- To motivate athletes in the technical progression and improve their physical condition.
- To transmit ethical rules, values and contents of handball playing to the athletes.
- To prevent the most frequent injuries in Handball.
- To perform first aid if needed according to the established guidelines.
- To control the availability of the existing medical care.
- To organise the transport to hospital of the injured, in an emergency in safety conditions and using the most appropriate system according to the injury and seriousness.
- To collaborate with the medical care services of the Sports facilities.
- To look after a continuous training, keeping knowledge up-to-date in order to improve his professional activity performance.

Handball

LEVEL 2

- To plan Handball's teaching and the evaluation of the learning process
- To teach and train Handball for the purpose of mastering the strategies and techniques in handball players and evaluate the learning process
- To identify mistakes in the technique and tactic execution by athletes, detect their causes and apply the necessary means and methods to correct them, in order to prepare them for further and more advanced learning and techniques as well.
- To carry out the specific and operative planning for long-term and short-term planning
- To train athletes and teams according to the Sports goals by ensuring their safety and security.
- To keep the physical condition of the athletes fit for the Sports performance
- To conduct the participation of athletes and teams in handball competitions, and enforce the competitions rules.
- To lead and plan the tactical approach for the sports competition.
- To conduct and give advice to handball players about strategy and technique during their performance in the competition.
- To organise activities related to handball's practice.
- To evaluate the athlete or team performance after the competition.
- To control the availability of medical care in the handball field.
- To collaborate in the detection of players that stand out due to their physical and psychological characteristics and that could be able to enter in high sports performance.
- To establish the action plan to develop and achieve the Sports aim proposed, always by ensuring the safety conditions of the participants physical condition and interests.
- To detect and interpret technical information related to their work, so as to being able to incorporate new techniques or trends and use new materials and equipment.
- To detect and interpret technological, economical, social and organizational changes that may affect the professional activity.
- To have a global vision of the process and understanding of the facilities and equipment use, and the pedagogical and techniques, human, economical dimensions of their work.

THEORETICAL TRAINING PROPOSED LEARNING UNITS	COMPETENCES	KNOWLEDGE	SKILLS /ABILITIES
<p>Concepts and principles</p>	<ul style="list-style-type: none"> ➤ Identify and agree goals with the client; ➤ Select and agree appropriate components of fitness and activities with the client; ➤ Integrate exercise science to the design of the programme; ➤ Design physical activity programmes for weight management; ➤ Design physical activity programmes for weight management. 	<ul style="list-style-type: none"> ➤ Defines and describes sports-related concepts ➤ Identifies the general and particular terminology of Handball ➤ Understands the specific language of Handball, the training methodology and resources ➤ Recognizes Handball-related documents 	<ul style="list-style-type: none"> ➤ States the elements of Handball-related documents ➤ Explains the content features of a specialized document ➤ Interprets a technical text using specialized language ➤ Communicates efficiently with the activity partners and trainees, using specialized terms in a flexible manner ➤ Writes Handball-related documents, using specialized language
<p>The organization and management of the training session</p>	<ul style="list-style-type: none"> ➤ Plan and prepare for an exercise session; ➤ Prepare Clients for the session; ➤ Teach clients planned activities for the session; ➤ Evaluate the session and personal performance. 	<ul style="list-style-type: none"> ➤ Knows the physical characteristics that determine the quality of the trainee and how they develop according to age ➤ Knows the perceptual and motor qualities and how they develop according to age ➤ Knows the statutory characteristics of the elements that are involved in the development of the Handball game 	<ul style="list-style-type: none"> ➤ Knows how to develop the qualities of the trainees ➤ Knows how to teach the rules of Handball and to perform a correct training session ➤ Applies basic methods to develop physical, perceptual and motor qualities ➤ Applies basic concepts when executing a correct warming up ➤ Uses basic terminology of the sports training theory ➤ Teaches basic rules of Handball regulations

<p>Elements of physiology</p>		<ul style="list-style-type: none"> ➤ Describes the general characteristics of the bones of the human body ➤ Identifies the joints and classifies them according to their characteristics and function ➤ Identify the anatomical regions of the human body together with their structure and function 	<ul style="list-style-type: none"> ➤ Interprets the basic concepts of biomechanic which are related to physical activity ➤ Determines the most significant characteristics of the muscles ➤ Determine the role of the cardiorespiratory system components ➤ Determine the energetic metabolism Fundamentals ➤ Explain the hydration and nutrition fundamentals ➤ Applies the basic terminology of biological sciences ➤ Predict and operate with the role and characteristics of the muscles and cardiorespiratory system
<p>Health and safety</p>	<ul style="list-style-type: none"> ➤ Assess and minimise risk within the exercise setting; ➤ Deal with accidents and emergencies; ➤ Ensure compliance with appropriate legislative requirements. 	<ul style="list-style-type: none"> ➤ Knows the laws and regulations that limits the intervention of the sports instructor in the field of first aids. ➤ Identifies injuries and wounds and assesses the seriousness of them ➤ Knows the effects of the main drug additions on the the human body 	<ul style="list-style-type: none"> ➤ Explains the general principles of hygiene in sports ➤ - Describes recovering techniques to get the strength back after physical exercise ➤ Identifies the factors that lead to alcoholism and nicotine poisoning and defines the effects produced on the human body in young sports men and woman ➤ Applies first aid methods and techniques ➤ Applies evacuation protocols for the injured or wounded. ➤
<p>The training equipment (preparation and maintenance)</p>	<ul style="list-style-type: none"> ➤ Teach the appropriate use of machines ➤ Prepare clients training workout sheet ➤ Guarantee a correct use of machines 	<ul style="list-style-type: none"> ➤ Knows about the range of equipment and materials available to carry out a successful training and the characteristics of them ➤ Knows how to deal with and maintain the equipment and other sport materials in order to implement good training and keep the equipment in good state 	<ul style="list-style-type: none"> ➤ Informs the trainees of the most suitable equipment and materials that should be used for each purpose ➤ Explains how to use the different materials and what they are for ➤ Choose and justify the equipment and type of materials used when training and in order to develop the quality of the trainees ➤

<p>Psycho-pedagogic basis of training</p>		<ul style="list-style-type: none"> ➤ Describes the main psychological characteristics of children and youngsters and their influence in the beginning of sport practice ➤ Identifies the factors that improve the acquisition process of sports techniques ➤ Describes the teaching methods and systems of sports skills 	<ul style="list-style-type: none"> ➤ Uses the basic terminology of teaching theory ➤ Determines the role of the sports instructor in the acquisition of sports skills ➤ Applies basic techniques in order to motivate young sportsmen and women ➤
<p>Methods and techniques used in the practice of the sports discipline</p>	<ul style="list-style-type: none"> ➤ Identify participants incentives and barriers to participate in exercise; ➤ Develop and apply strategies to motivate participants to join and adhere to and exercise programme; ➤ Inform participants of the benefits of a healthy lifestyle 	<ul style="list-style-type: none"> ➤ Describes the basic elements of Handball strategy and techniques ➤ Determines the basic technical actions of Handball in the initiation phase 	<ul style="list-style-type: none"> ➤ Detects the most common mistakes in the execution of an specific basic technical action in Handball ➤ Is able to inform about the difficulties in executing an specific Handball exercise and knows the way to prevent mistakes or correct them ➤ Shows the basic technical actions of Handball ➤ Uses the basic terminology of Handball technique and strategy
<p>Monitoring and assessment of the training level in a sports discipline</p>	<ul style="list-style-type: none"> ➤ Review and modify the programme as appropriate to client progress; ➤ Monitor, evaluate and adjust programmes for individuals and groups. 	<ul style="list-style-type: none"> ➤ Knows the labour regulations applicable to certified level 1 sports instructors ➤ Specifies the competences, functions, tasks and responsibilities for the certification of level 1 sports instructor in Handball ➤ Determines the basic system of Handball territorial organisation ➤ Describes the historical evolution of Handball in Spain 	<ul style="list-style-type: none"> ➤ Describes the legal requirements to carry out the profession ➤ Describes the learning process structure for Handball sports instructors in Spain ➤ Implements the pertinent competences, functions, tasks and responsibilities for the certification of level 1 sports instructor in Handball in order to carry out the profession successfully

Environmental awareness	➤ Carries out a training session in an environment that is optimal for health improvement and maintenance.	➤ Identifies social and cultural values that can be transmitted through sport	➤ Depicts the intervention models of sports instructors in the transmission of social values through sport ➤ Is able to transmit principles about the protection of the environment by promoting an environmentally friendly practice of Handball ➤ Raises awareness about the responsibility of sports instructors in the transmission of social values and the respect for the environmentally friendly execution of sports
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Fitness

In the Italian market, fitness instructors often have limited past work experience and a simple certificate of attendance to short basic courses. This happens because the Italian legislation does not provide a specific discipline for fitness instructors and the Fitness Federation is not recognised by CONI.

In the Fitness sector there are 2 kinds of instructors

- Basic level instructor
- Advanced level instructor

The basic level instructor is located at level 3 on the former EQSF. At this level, the instructor possess a basic level of core competencies, skills and knowledge to enable him or her to deliver exercise sessions and to assess, plan, deliver and evaluate basic exercise programmes for apparently healthy, adult members of the general public in a safe and effective manner.

For the purposes of the project, we preferred to analyse level 4/5, considering it more appropriate and in line with the specific features of the other sports instructors analysed within the project itself.

This work represents an initial attempt at developing an outline qualification structure that can develop the standard of industry professionals.

At this level students learn elements of physiology, elementary notions about the cardio-vascular system and the correct nutrition, basic principles of training and the different aerobic training modes as well as elements of anatomy, necessary to plan a training program on strength, muscular endurance and joint flexibility and mobility.

The health and fitness instructor competence framework is a framework that specifies the minimum skills and competencies required by the instructor to safely carry out the range of job roles that they might be required to undertake at different levels within the European Health and Fitness Industry.

The competence framework is accompanied by the knowledge frameworks which outline the underpinning knowledge necessary to meet the minimum standards for these skills and competencies.

Source: Competences, knowledge and skills produced by the project 'Setting The Standards For The European Health and Fitness Sector' (Eurofit-QST UK/03/B/F/PP-162_017 – Italian partner FIAF.). Learning units arranged in agreement with the EQF – Sports European partners.

THEORETICAL TRAINING PROPOSED LEARNING UNITS	COMPETENCES	KNOWLEDGE	SKILLS /ABILITIES
<p>Concepts and principles</p>	<ul style="list-style-type: none"> ➤ Identify and agree goals with the client; ➤ Select and agree appropriate components of fitness and activities with the client; ➤ Integrate exercise science to the design of the programme; ➤ Design physical activity programmes for weight management; ➤ Design physical activity programmes for weight management. 	<p style="text-align: center;">Professionalism, Code of Practice, Ethics, National Standards and Guidelines</p> <p>The ethical requirements that are intrinsic to the teacher role as stated in the national Health Fitness Code of Ethics, and identify opportunities for practical application when marketing, planning or providing teaching services.</p> <p style="text-align: center;">Customer Service:</p> <p>The definition of the exercise customer; The basic principles of customer care to include perceived benefits; The methods and practices, which contribute to effective customer care; The skills of effective customer care: <i>Communication, Body language, Negotiation.</i></p> <p style="text-align: center;">Components of Fitness:</p> <p>Components of health related fitness; Components of physical fitness; Factors that affect physical fitness; The relationship between physical fitness, health related exercise, sports specific exercise and health.</p> <p style="text-align: center;">Principles of Training:</p> <p>Definitions & overview of the principles of training; How the principles of training apply to each of the health related components of fitness.</p> <p style="text-align: center;">Promoting Activity for Health:</p> <p>The cardiorespiratory, muscular and flexibility related benefits of physical activity and the significance of these benefits in reducing risk of disease; Appropriate exercise activity required for health benefits and fitness benefits - <i>e.g. health = 30mins per day (accumulative) 5 times per week, moderate intensity fitness = 20 mins per day (non stop) 3 times per week, vigorous intensity;</i> The barriers and motivators to exercise participation; The exercise prescription for health, well being and physical fitness and define the exercise prescription continuum for different levels of physical activity to include relative benefits; The agencies involved in promoting activity for health in your home country. ·How to promote a healthy lifestyle: <i>nutrition, other opportunities for physical activity in everyday life, smoking.</i></p>	<ul style="list-style-type: none"> ➤ Identification of client goals and of the barriers to their achievement; ➤ Application of fitness background to selecting appropriate activities in consideration of medical or injury problems providing participants with accurate information; ➤ Apply the knowledge of the cardio-respiratory system, energy systems, musculo-skeletal system, biomechanical concepts and physiological concepts to programme design; ➤ Apply the knowledge of principles of training, components of health related fitness and advanced exercise science to the design of a weight management programme; ➤ Apply the knowledge of principles of training, components of health related fitness and advanced exercise science to the design of a weight management programme.

<p>The organization and management of the training session</p>	<p>Plan and prepare for an exercise session; Prepare Clients for the session; Teach clients planned activities for the session; Evaluate the session and personal performance.</p>	<p>Information Gathering, Screening and Informed Consent: The importance of gathering information prior, to the start of the session in relation to participants and their needs. To include: <i>Reasons for screening, The advantages and disadvantages of verbal and written screening, Purpose of the PAR Q and Informed Consent as a Health and Safety requirement, Participant expectations and motivation, Level of previous exercise participation and current level of ability.</i> The “ EHFA Health Fitness Code of Ethics” or national standards and guidelines with reference to: <i>Competence, Confidentiality, Safety – this is specific to each country or adopt EHFA code of ethics.</i></p> <p>Planning a Gym Session: The national legal responsibilities of the fitness instructor; How to identify status of participants relative to screening information; How to identify any changes required (alternatives/ adaptations) to planned class activity; Health & Safety checks to be made, relevant to the exercise Environment; The information needed to respond appropriately to a medical; Emergency; How to provide an appropriate lesson plan for the planned class activity.</p> <p>The Teaching Process: The structure of a gym session, to include: <i>Warm up, Main activity, Cool down;</i> The skills of an effective and qualified gym instructor.</p> <p>Body Awareness and Exercise Technique The importance of the trainee teacher being an influential role model in exercise performance; A range of activities that illustrate an awareness of: <i>Posture, Alignment, Control of static and dynamic movement, Exploring the potential for full range movement, Spatial awareness.</i></p>	<p>Collect, record and analyse accurate information about the facility and the participant(s). Design the exercise session in order to meet its aims and objectives for the in line with the needs of the client(s) and the overall programme. Assess and minimise risks before the session; Check participant’s experience and conduct a pre-activity screening. Prepare the participants physically for the session using safe and effective warm ups and explain the and demands of the session; Utilise appropriate teaching methods and skills, observing and monitoring participants in the session, correcting and improving their performance; Evaluate the session, amend and improve future session plans and own performance based on evaluation and feedback.</p>
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<p>Elements of physiology</p>		<p>Body Composition: Composition of the human body; Factors affecting body composition; The types of basic body composition measurement.</p> <p>Bones and Joints: The major bones and joints; The structure & function of the skeleton; The structure & function of the spine & recognise normal movement possible at the three main curves; The stages of bone growth and the effects of exercise on bones & joints; Basic types of bones & joints; Basic structure of synovial joints and the short term effects of exercise on them;</p> <p>Muscles and muscle actions: Voluntary, involuntary and cardiac muscle; The basic structure of muscles including: <i>Muscle fibres, Actin & Myosin, their role in muscle contraction, Connective tissue;</i> Muscle fibre types (red, white, slow, fast, intermediate, fast, oxidative, glycolitic); How fibres are recruited in muscle contraction (all or none theory); The principles of muscle contraction, for example: <i>Muscles cross joints; Muscles only pull, Contraction along the line of fibres, Working in pairs;</i> Basic muscle contraction e.g.: <i>Concentric/Eccentric/Isometric (Static), Prime mover, Antagonist and Fixators;</i> The major muscle groups of the body; Joints crossed by muscle groups; The principles of paired muscle actions; Joint actions brought about by specific muscle group contractions.</p>	
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<p>Elements of physiology</p>		<p style="text-align: center;">Heart, Lungs, & Circulation</p> <p>The passage of Oxygen through nose, mouth, windpipe and air sacs; How Oxygen & Carbon Dioxide change places & how oxygen travels to the muscles via the blood; The action of the diaphragm and the basic mechanics of breathing; The basic structure of the heart and how blood is pumped and collected; The link between the heart, the lungs and the muscles; The structure and function of Arteries, Veins, Capillaries and Mitochondria; Blood pressure and the effects of exercise; Short and long term effects of exercise on the heart, lungs and circulatory system.</p> <p style="text-align: center;">Energy Systems</p> <p>The need for energy for muscular contraction; Immediate energy- the atp-cp system, short-term energy- the lactic acid system, long term energy- the aerobic system; The role of Adenosine diphosphate, Adenosine Tri Phosphate (ATP) and creatine phosphate in energy production for muscular contraction; The aerobic/anaerobic pathways to reform ATP (lactic acid and oxygen); The waste products of various forms of physical activity; The operation of the energy systems in physical activity; Oxygen debt, oxygen deficit, steady state, VO2 Max; Food fuels used to provide different types of energy; The role of intensity and time and individual fitness levels in determining which energy system is used predominantly during exercise; The ability of the body to burn fat throughout a range of intensities; The muscle fibre types used in relation to aerobic and anaerobic work.</p>	
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<p>Elements of physiology</p>		<p>Muscular Strength & Endurance: The Muscular Strength and Endurance (MSE) continuum; The benefits of MSE training in relation to health related fitness and factors affecting individuals ability to achieve MSE gains; The physiological changes that occur as a result of MSE training; The difference between isotonic and isometric work and their relationship to health related fitness; The overload principle i.e. F.I.T.T.A (Frequency, Intensity, Time, Type, Adherence) applied to muscular strength; Application of other principles of training to muscular strength & muscular endurance; The need for the whole body approach in health related fitness; Other activities that will achieve MSE training effect.</p>	
<p>Health and safety</p>	<p>Assess and minimise risk within the exercise setting; Deal with accidents and emergencies; Ensure compliance with appropriate legislative requirements</p>	<p>Safe and Effective Exercise The following and their relationship to safe exercise: <i>Individual fitness levels, Individual range of movement, Body type, Comfort of position, Temperature, Speed of activity, Stability of position, Skeletal alignment, Previous injury;</i> Movements for safety and effectiveness applying the above conditions; Ways of reducing the risks associated with unsafe exercise. Cardio-Pulmonary Resuscitation (CPR) and First Aid The CPR and First Aid requirements for their employer and country. Health and Safety/ Dealing with Accidents and Emergencies: National H&S procedures in the working environment/Risk assessment /Identifying procedure; Ways and methods for dealing with emergencies and calling outside services.</p>	<p>Demonstrate a duty of care to clients identifying likely hazards and minimising the risk within the exercise setting; Deal effectively with injuries and signs of illness being able to follow appropriate emergency procedures efficiently; Ensure compliance with appropriate insurance Guidelines.</p>

<p>The training equipment (preparation and maintenance)</p>	<p>1)Teach the appropriate use of machines 2)Prepare clients training workout sheet 3) Guarantee a correct use of machines</p>	<p style="text-align: center;">Resistance machine lifts:</p> <p>Resistance Training terms and definitions; Correct lifting technique for resistance machines to include: Leg press: Bench press: Leg extension: Leg curl: Seated shoulder press: Seated pulley row: Biceps curl: Upright row: Triceps pushdown: Pulldown to the chest; Pec dec: Total Hip: Seated abduction: Seated adduction; The variables appropriate to each machine [seat height, point of pivot]; The primary and secondary (where relevant) muscle groups involved in each of the above exercises; Whether exercise is a multiple joint exercise and the suitability of each for beginner clients; The various types of warm up relevant to resistance training; The pros and cons for including CV Machines or Body Weight to effectively warm up. Cardio Vascular (CV) Machines: Correct technique for using CV machines, to include: Treadmill: Rower: Stepper: Upright bike: Recumbent bike: Elliptical Trainer. The variables appropriate to each machine and the various adaptations that may be required to allow for individual differences.</p> <p style="text-align: center;">Free Weights (Standing):</p> <p>Correct lifting technique for standing free weight lifts, to include: <i>Dead lift, Upright row (Narrow Grip & Wide Grip) , Bicep curl, Dumbbell lateral raise, Back squat, Front Squat, Leg Lunge, Shoulder press: Dumbbell curl;</i> Correct body alignment and weight distribution through the concentric (positive) and eccentric (negative) phase of each exercise;</p>	<p>Demonstrate the use of machines; Utilise appropriate teaching methods and skills, observing and monitoring participants in the use of machines, correcting and improving their performance; Guarantee a correct preparation and maintenance of training equipment, during and after the training session.</p>
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<p>The training equipment (preparation and maintenance)</p>		<p>The primary and secondary (where relevant) muscle groups involved in each of the above exercises; Whether exercise is a multiple joint exercise and the suitability of each for beginners; The various adaptations that may be required to allow for individual differences.</p> <p>Free Weights (Bench) Including Spotting: Correct lifting technique for bench free weight lifts, to include: <i>Bench press (Flat/Incline,; Lying triceps extension, Single arm row, Bent arm pull over, Supine dumbbell flyes (Flat/Incline), Dumbbell chest press, Dumbbell prone flyes or Prone row.</i> Safe and effective spotting techniques; The various adaptations they may be required to allow for individual differences.</p>	
<p>Methods and techniques used in the practice of the sports discipline</p>	<ul style="list-style-type: none"> ➤ Identify participants incentives and barriers to participate in exercise; ➤ Develop and apply strategies to motivate participants to join and adhere to and exercise programme; ➤ Inform participants of the benefits of a healthy lifestyle; 	<p>Methods of Resistance Training: A variety of resistance training methods/systems. E.G. pyramid, circuit, super setting; The value of these according to individual participants.</p> <p>Practical Guidelines for Teaching Resistance Training How to demonstrate and practice the resistance training programs: <i>Name the exercise,</i> <i>Name the general area of the body,</i> <i>Name the muscle (prime mover),</i> <i>Perform a silent demonstration of the exercise,</i> <i>Explain the demonstration,</i> <i>Teach into position giving key teaching points,</i> <i>This should include change of teaching position; individual feedback /questioning, individual correction / adaptation.</i></p>	<ul style="list-style-type: none"> ➤ Recognize factors that encourage clients to participate in exercise and barriers to exercise; ➤ Integrate appropriate motivational strategies to encourage long term adherence to the programme and to positive lifestyle practices; ➤ Educate participants on the components of a healthy lifestyle, providing them with accurate information about recommended amount of physical activity, on principles of nutrition and weight and stress management;

<p style="text-align: center;">Methods and techniques used in the practice of the sports discipline</p>	<p style="text-align: center;">Methods of Cardio Respiratory Training:</p> <p>A variety of cardio respiratory training methods and discuss their value according to participant needs. E.G. interval, fartlek.</p> <p style="text-align: center;">Aerobic Theory:</p> <p>The aerobic/anaerobic continuum; The physiological and health related changes that occur as a result of aerobic training; The benefits of aerobic training; Characteristics of aerobic and anaerobic activities i.e. running, walking, sprinting, jumping; The Overload principle i.e. F.I.T.T.A (Frequency, Intensity, Time, Type,Adherence) applied to aerobic training; Application of all other principles of training to aerobic strength Different methods of intensity monitoring to include: <i>Heart Rate Monitoring, Rate of Perceived Exertion, Talk test</i>; Factors affecting an individuals’ ability to achieve an aerobic training effect; Structure of the aerobic component within a health related exercise session to include: <i>Re-warm, Peak and Warm Down</i>.</p> <p style="text-align: center;">Stretch Theory:</p> <p>The range of movement continuum; The physiological and health related changes that occur as a result of stretching; The different types of stretching (dynamic and static); The different methods of stretching (active & passive) Stretch Reflex, Desensitisation and Lengthening of muscle tissue (muscle creep); The overload principle F.I.T.T.A. (Frequency, Intensity, Time, Type, Adherence) applied to stretching; Application of all other principles of training to flexibility; The need for a whole body approach; Factors affecting an individual’s potential range of movement; Activities that improve range of movement.</p>	
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<p style="text-align: center;">Monitoring and assessment of the training level in a sports discipline</p>	<p>Review and modify the programme as appropriate to client progress; Monitor, evaluate and adjust programmes for individuals and groups.</p>	<p style="text-align: center;">Monitoring Exercise Intensity</p> <p>Different ways of monitoring exercise intensity, to include: <i>Taking own pulse, Rate of Perceived Exertion (RPE). (advantages & disadvantages of both);</i> Personal maximum heart rate and training zones; Class content, structure and teaching; The four Heart Rate Training Zones; How the heart rate training zones relate to Rate of Perceived Exertion and Heart Rate monitoring.</p> <p style="text-align: center;">Safe Progressive Exercise Planning</p> <p>The relevance of physiological changes occurring in the body and how to progress exercises over a period of time; The progressive changes that can be made in terms of overload to include: <i>Frequency, Intensity, Time, Type, Adherence</i> <i>Principles of training such as specificity, progressive overload, reversibility etc.</i></p> <p style="text-align: center;">Warm Up</p> <p>The reasons for warming up; The physiological changes that happen in the body; Activities that can be used in a warm up; The different structures of a warm up; Factors that will affect the structure of a warm up; Specific warm ups in relation to a variety of activities to include: Ways of progressing a warm up.</p>	<p>Modify programme according to client progress, giving feedback to client based on review; Revise programme based on results and reviewed goals.</p>
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<p>Monitoring and assessment of the training level in a sports discipline</p>		<p style="text-align: center;">Cool Down</p> <p>The reasons for cooling down; Activities that achieve the above (Stretching, Relaxation and Wake up); Different structures of a cool down; The physiological changes that happen in the body; Factors that will affect the structure of a cool down; Specific cool downs in relation to a variety of activities to include: <i>Aqua, exercise to music and gym.</i></p> <p style="text-align: center;">Progression:</p> <p>The relevant physiological changes that occur in the body as a result of changes made to progress a programme over a period of time; The progressive changes that can be made in terms of overload: <i>Frequency, Intensity, Time, Type, Adherence Rate, Resistance, Repetitions, Rest, Range of movement.</i></p> <p style="text-align: center;">Modification of Exercise Alternatives/ Adaptation</p> <p>Individual / group performance needs and explore more appropriate exercise activity.</p> <p>Ending a Session, Evaluation, Giving/ Gaining Feedback: Giving feedback to participants regarding their performance; Gathering information from participants to improve personal performance; Identifying other sources of feedback to include: <i>managers, coordinators, colleagues;</i> Using appropriate questions to gain relevant information; Evaluateing own performance against formative and summative observation checklist criteria; Ensuring participants leave class safely; Putting equipment away and assess for future use; Leaving environment in safe condition for future use; Informing participants of time, location and content of further sessions.</p>	
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Environmental awareness		The identification of the social and cultural values that can be transmitted through sport.	The outlining of the models of sports instructors in the transmission of social values through sport; The ability to transmit principles about the protection of the environment by promoting an environmentally friendly practice; The responsibility of sports instructors in the transmission of social values and the respect for the environmentally friendly execution of sports
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Outdoor sports

Introduction

Instructor competency in outdoor sports is not a job profile well defined in the Greek context. Although there has been a rapid expansion of literature specially regarding the US and the UK contexts, about the qualities, competencies, and skills that can or should be possessed by instructors of outdoor sports, this sector is not yet developed in Greece.

Outdoor sports are an important part of the alternative and agro tourism sectors. Two sectors that are into a well defined and constant development scheme in Greece, in Europe and worldwide and are also enjoying large profits especially connected to the sustainable development plans of specific areas. They do not though, enjoy the same maturity regarding the accreditation of their instructor's profile and moreover the professional description of the competences and skills required.

General Profile and role description

Outdoor Activities Instructors lead and supervise groups and individuals in the outdoors, ensuring their safety and teaching skills and techniques relevant to the particular activity being undertaken. They may work with novices or more experienced clients, and with young people or adults, including groups with special needs. Instructors are employed by private companies as well as charities, local education authorities and other organisations. The emphasis may be on recreation, self-development or teaching activity-specific skills.

An Outdoor Activities Instructor might deliver short sessions or be responsible for a group on longer trips/expeditions. The role also extends beyond the activity itself – in residential centres instructors are likely to be involved with general housekeeping duties and are responsible for all aspects of the welfare of the group.

Specific role description

Assisting with outdoor activities re-creational marketing

Office based tasks (reception, computer based enquires, answering telephones and give information)

Leading/instructing individuals or groups on a particular activity (e.g. hill-walking, mountain biking, caving)

Briefing participants about safety and logistics

Assist at Designing outdoor activity programmes and products for different groups

Assist at Designing learning resources for groups

Assist at Delivering training sessions or lessons in the outdoors and/or in a classroom environment

Driving groups and equipment to the activity site (often involving a minibus and trailer)

Complying with health and safety legislation also according to in-house procedures

Carrying out and updating risk assessments

Recording accidents/incidents and writing incident reports

Cleaning, maintaining and preparing equipment (e.g. climbing ropes, canoes)

Assisting with catering and housekeeping duties

Liaising with other outdoor users and organisations regarding local environmental conditions and site-specific issues (e.g. safety issues caused by rockfall)

Outdoor sports

Training Modules – Design

The training module design has taken into consideration the above mentioned skills and competencies required for the specific job profile of the instructor for outdoor sports activities and its aim is to deliver vocational training that will develop the knowledge and the competences and skills of the participants accordingly.

The training design has also taken into consideration the on-going development of the participants, the need for practical and experiential learning, and the ability to develop oneself through field experience, which is vital in this specific job profile. In parallel though the syllabus intends to instil also less technical knowledge and also provide soft-skills and effective facilitation techniques and communication skills and make sure, that once the technical activity and safety skills are developed, the training will focus on improving instructors effectiveness.

The design is to be based on the needs of the target group. The training design has to take into consideration though that the trainees can be also people disengaged from the formal learning procedures, that have a practical knowledge of the outdoor discipline and want to acquire a certification, or young graduates that have less technical knowledge and no theoretical background on sports education. So in order to include all possible trainees it has to be a flexible syllabus that will include all possible groups of learners and form various backgrounds.

The time framework of the training is of great importance for the design as well. For this educational instance the training will be longer than a briefing or an introduction to the general outdoor sports instructor idea but at the same time it cannot be a very long, theoretical-oriented training because it would eventually tire the participants and make them loose their interest. At the same time there should be an inherent balance between the theoretical modules and the practical in-the-field time where the modules can be implemented. In more details the syllabus comprises of 200 hours of in-class teaching and of 100 hours of field work

An additional design feature for the syllabus is the consistent evaluation of the developed operational functions and skills/competencies that consists of an on-going assessment scheme, designed for this specific profile, both for on-the-field activities as for the theoretical modules.

Trainees' requirements:

- Graduates of the secondary level education (Likeio) or (secondary obligatory education – Gymnasio)
- Some experience with outdoor activities (2-3 years)
- Knowledge of the Greek Language and another European Language
- Initial Digital Competences
- Fitness and good physical condition

THEORETICAL TRAINING PROPOSED LEARNING UNITS	COMPETENCIES	KNOWLEDGE	SKILLS /ABILITIES
<p style="text-align: center;">CONCEPTS AND PRINCIPLES</p>	<p>Understanding of the development of the concept of Management/Marketing and their evolution</p> <p>Understanding of the strategic management/marketing process from the development of a strategic plan, through environmental analysis, and planning implementation.</p> <p>Understanding of risk management and the importance of managing ancillary services in outdoor facilities also in connection with marketing techniques.</p>	<p><u>INTRODUCTION TO MANAGEMENT OF OUTDOOR SPORTS</u></p> <p><i>Management Principles</i> Definition of Management Principles Functional Areas/Key Skills</p> <p><i>Financial Principles</i> Tapping New Revenues Doing More with Less</p> <p><i>Legal Principles Applied to Sport Management</i> Review of Key Terms Outdoor Sports and activities Law Current Issues in Sport Law</p> <p><i>Ethical Principles Applied to Sport Management</i> Ethics Defined Morality vs. the Law Morality vs. Corruption Codes of Conduct</p> <p><i>Facility Management/Event Management</i> History of Facility and Event Management Financing Current Issues Risk Management (Events)</p> <p><i>Media Relations</i> Press Conference/Announcements Making a Media campaign</p> <p><i>Recreational Sport</i> Recreation Segments Community Base Recreation Public Recreation Outdoor Recreation Therapeutic Recreation</p>	<p>Development of the concept of Management/Marketing and their evolution</p> <p>Development of the concept of strategic management/marketing process from the development of a strategic plan, through environmental analysis, and planning implementation</p> <p>Development of the ability for risk management and the importance of managing ancillary services in outdoor facilities also in connection with marketing techniques</p>

<p style="text-align: center;">CONCEPTS AND PRINCIPLES</p>		<p><u>INTRODUCTION TO OUTDOOR SPORTS MARKETING</u></p> <p><i>2.1 Emergence of Outdoor Sport Marketing</i></p> <p>2.1.1 Definitions of marketing and sport marketing</p> <p>2.1.2. Production, sales and marketing orientation theories</p> <p><i>2.2 Framework for Strategic Outdoor Sport Marketing</i></p> <p>2.2.1 Goals and objectives of sport marketing</p> <p>2.2.2 Marketing mix for sport marketing</p> <p><i>2.3 External and Internal Contingencies</i></p> <p>2.3.1 External</p> <p>Economy</p> <p>Sport governing bodies</p> <p>Legal and political</p> <p>Competitors</p> <p>Consumers</p> <p>2.3.2 Internal</p> <p>Management/administrative</p> <p>Participants</p> <p><i>2.4 Promotion Concepts</i></p> <p>2.4.1 Communications process</p> <p>2.4.2 Promotional strategic planning</p> <p>2.4.3 Role of media in sport marketing</p> <p>2.4.4 Measurement through media rating and market share</p> <p><i>2.5 Promotion Mix Elements</i></p> <p>2.5.1 Advertising</p> <p>2.5.2 Publicity/public relations</p> <p>2.5.3 Personal selling</p> <p>2.5.4 Endorsements</p> <p>2.5.5 Special events</p> <p>2.5.6 Media strategy</p>	
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<p style="text-align: center;">CONCEPTS AND PRINCIPLES</p>		<p>2.6 Distribution Concepts 2.6.1 Distribution concepts 2.6.2 Types of channels 2.6.3 Ticket distribution 2.6.4 Product extension distribution 2.6.5 Internet as distribution channel 2.6.6 Sport media as distribution 2.7 Pricing Concept 2.7.1 Definition of price 2.7.2 Determinants of price</p>	
<p style="text-align: center;">THE ORGANIZATION AND MANAGEMENT OF THE TRAINING SESSION</p>	<p>Understanding how to work with group/group building</p> <p>Understanding the principles of personal communication /non verbal</p> <p>Understanding how to resolve Conflicts</p>	<p><u>COMMUNICATION AND INTERPERSONAL SKILLS</u> 3.1 Communication Principles 3.1.1 Exploring the Communication Process 3.1.2 Communication Competence 3.1.3 Characteristics of Self Concept 3.1.4 Managing Impressions 3.2 Characteristics of Nonverbal Communication 3.2.1 Types of Nonverbal Communication 3.3 Conflict Resolution 3.3.1 Conflict Resolution Process 3.3.2 Healthy vs Non Healthy Conflict Resolution</p>	<p>Ability to work with group/group building</p> <p>Ability to understand the principles of personal communication /non verbal</p> <p>Ability to resolve conflicts in a group</p>
<p style="text-align: center;">ELEMENTS OF PHYSIOLOGY</p>	<p>Understanding the basic elements of physiology</p> <p>Understanding the body functions and possible injuries</p>	<p><u>BASIC ELEMENTS OF PHYSIOLOGY FOR EACH ACTIVITY</u> 4.1 Introduction to Exercise and Sport Physiology 4.1.1 Myoskeletal System and motor skill 4.1.2 Neural adaptation to resistance training 4.1.3 Anaerobic and Aerobic Systems 4.1.4 Oxidative Capacity of Muscle, Estimating Anaerobic 4.1.5 Effort, Resting Energy Expenditure 4.1.6 Energy Cost of Activities, Fatigue and its Causes. 4.2 High altitude physiology 4.3 Possible Injuries</p>	<p>Ability to understand the basic elements of physiology</p> <p>Acquiring knowledge about the body functions and possible injuries</p>





<p>FIRST AID PRACTICES</p>	<p>Understanding First Aid Practices</p>	<p>FIRST AID FOR OUTDOOR ACTIVITIES 5.1 First Aid Basics 5.2 Bleedings & Tourniquets 5.2.1 External Bleeding 5.2.2 Applying a Tourniquet 5.2.3 Internal Bleeding 5.3 Cardiopulmonary Resuscitation (CPR) 5.4 Fractures & Applying Splints 5.5 Frostnip & Frostbite 5.6 Heat Exhaustion & Heat Stroke 5.7 Hypothermia 5.8 Spinal Injuries 5.9 Sprains & Strains 5.10 Organizing a first aid kit 5.10.1 What to include according to specific activities</p>	<p>Knowing how to use first aid practices</p>
<p>HEALTH AND SAFETY</p>	<p>Understanding general safety precautions Understanding Health and safety Regulations and the Legal Framework</p>	<p>HEALTH AND SAFETY FOR OUTDOOR ACTIVITIES 6.1 General Safety Precautions 6.2 Regulations and Legal Framework 6.3 Responsibilities for Health and Safety in Fieldwork 6.3.1 Group Leaders 6.3.2 Fieldworkers 6.4 Notification of Routes and schedules 6.4.1 Vehicles 6.5 Clothing 6.6 Equipment 6.6.1 Personal Equipment 6.6.2 Group Equipment 6.7 Situations in which extra care is required 6.8 Especially hazardous locations and techniques 6.9 Recognized Distress Signals 6.10 Reporting of Injuries and Ill Health</p>	<p>Knowing when and how to impose General Safety Precautions according to the different activities Ability to understand how to respect the regulations and the Legal Framework regarding outdoor activities for groups</p>

<p>THE TRAINING EQUIPMENT (PREPARATION AND MAINTENANCE)</p>	<p>Understanding basic maintenance principles</p>	<p>7.1 Basic Maintenance 5.1.1 Types of equipment 5.1.2 Techniques 7.2 Mechanical Equipment 7.3 Wooden Equipment 7.4 Plastic Equipment 7.5 Other Equipment</p>	<p>Using maintenance principles according to the nature of the equipment</p>
<p>PSYCHO-PEDAGOGIC BASIS OF TRAINING</p>	<p>Understanding different teaching and learning styles Understanding how experiential learning is combined with outdoor activities</p>	<p><u>INTRODUCTION TO EXPERIENTIAL TEACHING AND LEARNING STYLES</u> 8.1 Characteristics of experiential learning 8.1.1 The experiential learning process 8.1.2 Analyzing the experiential learning process 8.2 Learning Theories Introduction 8.2.1 Concrete Experience and Abstract Conceptualization 8.2.2 Reflective Observation and Active Experimentation 8.3 Experience cycle 8.3.1 Having an experience 8.3.2 Reviewing the experience 8.3.3 Concluding from the experience 8.3.4 Planning the next steps</p>	<p>Using different and learning styles with different groups of persons Making an outdoor activity a learning through doing experience</p>
<p>METHODS AND TECHNIQUES USED IN THE PRACTICE OF THE SPORTS DISCIPLINE</p>	<p>Understanding Basic and specific outdoor sports techniques</p>	<p><u>BASIC AND SPECIFIC OUTDOOR TECHNIQUES</u> 9.1 Orienteering 9.1.1 Map reading 9.1.2 Use of Compass and electronic orienting instruments 9.2 Weather prediction 9.2.1 Using Internet sites 9.2.2 Using local knowledge 9.3 River/sea reading 9.3.1 Using Information Channels 9.3.2 Using Local knowledge 9.4 Specific outdoor sports techniques</p>	<p>Using appropriately each outdoor technique for the given activity</p>





<p>Environmental awareness</p>	<p>Understanding environmental ethical issues Understanding environmental regulations Understanding dispose of waste and anti-contamination techniques</p>	<p><u>ENVIRONMENTAL AWARENESS</u> 10.1 Ethic issues 10.1.1 Leave not trace concept 10.2 Environmental regulations 10.3 Contingency Plan 10.3.1 Different types of plans according to activities 10.4 Dispose of waste 10.5 Different anti-contamination techniques</p>	<p>Learning how to organise activities considering environmental ethical issues and environmental regulations Ability to handle contingencies regarding environmental issues in different outdoor environments</p>
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Sports vocabulary

ENGLISH TERM	DEFINITION				
Ace	A legal serve where the player receiving the serve is unable to return it into play.	Ace	As	Ace	Άσσοσ
Anaerobic/Aerobic Systems	Aerobic exercise is physical exercise that intends to improve the oxygen system. Anaerobic exercise is exercise intense enough to trigger anaerobic metabolism.	Sistema aeróbico/ anaeróbico	Sisteme aerobice / anaerobice	Anaerobico / Sistema aerobico	Αεροβικό/Αναεροβικό Σύστημα
Anchor	An athlete, usually the strongest member of a team, who performs the last stage of a relay race or other competition.	Ancla	Ancoră	Ancora	Άγκυρα
Anti-contamination techniques	Specific techniques that reduce the pollution or the danger of contaminating the environment (liquid, air, workspace etc)	Técnicas anticontaminantes	Tehnici de prevenire a contaminării	Tecniche anticontaminazione	Τεχνικές Απορρύπανσης
Assist	The pass or passes which immediately precede a goal	Asistir	A asista	Assist	Ασίστ
Balance Sheet	In financial accounting, a balance sheet or statement of financial position is a summary of the financial balances of a sole proprietorship, a business partnership or a company	Balance de situación	Fișă de monitorizare	Bilancio	Ισολογισμός
Baton	Tubular object carried by and passed between members of a relay team.	Testigo	Ștafetă	Bacchetta (Testimone)	Σκυτάλη
Bend	The curved parts of the running track.	Curva	Turnantă	Curva	Στροφή κουλουάρ
Bleedings	Bleeding, technically known as hemorrhaging or hemorrhaging is the loss of blood or blood escape from the circulatory system	Hemorragia	Hemoragie	Sanguinamenti (Emorragia)	Αιμοραγίες

ENGLISH TERM	DEFINITION				
Blind pass	An exchange of the baton between runners which does not necessitate the athlete to look at the baton when passing. The blind pass is usually used in shorter relays known as sprint relays.	Pase ciego	Predarea ștafetei	Passaggio cieco	Τυφλή πάσα
Breakaway	When an attacker with the ball approaches the goal undefended	Separarse	Atac pe înaintare	Fuga	Οφσάιντ
Cage	The marked area used for discuss and hammer events. The cage is a metal frame covered with netting to prevent the throwing implements being thrown out of the competition area.	Canasta	Cușcă de protecție	Cesto	Κλωβός ρίψεων
Cardiopulmonary Resuscitation (CPR)	Cardiopulmonary resuscitation (CPR) is an emergency procedure which is attempted in an effort to return life to a person in cardiac arrest.	Reanimación cardiopulmonar	Resuscitare cardio-pulmonară	Rianimazione cardiopolmonare (RCP)	Καρδιοαναπνευστική ανάνηψη
Cash Flow	Cash flow is the movement of cash into or out of a business, project, or financial product	Flujo de caja	flux	Flusso di casa	Ταμειακή ροή
Central	Player who is in the middle of another place.	Central	Centru	Centrale	Κεντρικός
Central defender	A player who guards the area directly in front of his own goal in a zone defense	Defensa central	Apărare centrală	Difensore centrale	Κεντρικός αμυντικός
Compass	A compass is a navigational instrument for determining direction relative to the Earth's magnetic poles.	Alcance	Busolă	Bussola (Area di applicazione)	Πυξίδα
Competitiveness	An aggressive willingness to compete for something; engage in a contest; measure oneself against others.	Competitividad	Competitivitate	Competitività	Ανταγωνιστικότητα
Conflict Resolution	Conflict resolution is a range of methods of eliminating sources of conflict	Solución de conflicto	Rezolvare de conflicte	Soluzione del conflitto	Διαχείριση Εντάσεων
Contingency Plan	A contingency plan is a plan devised for a specific situation when things could go wrong.	Plan de contingencias	Plan de răspuns la risc	Piano di contingenza	Σχέδιο Ανάγκης

ENGLISH TERM	DEFINITION				
Cool down	Loose heat; lose intensity.	Calmarse	Revenire	Rinfrescare	Αποθεραπεία
Coordination	The coach need to regulate the diverse elements into an integrated and harmonious operation and achieve the players harmony.	Coordinación	Coordonare	Coordinazione	Συντονισμός
Corner flag	The flag located at each of the 4 corners of the field	Banderín de corner	Steag de la colțul terenului	Bandierina (d'angolo)	Σημείο κόρνερ
Corner kick	A type of restart where the ball is kicked from the corner arc in an attempt to score	Saque de esquina	Lovitură de la colț	Calcio d'angolo	Χτύπημα κόρνερ
Court	A specially marked area within which a game is played.	Campo/ Pista	Teren	Campo	Γήπεδο
Crouch start	The crouching position required of all athletes at the beginning of the race before the starting gun is fired.	Salida en cuclillas	Start de jos	Accovacciarsi	Θέση εκκίνησης
Changeover	The act of transferring to or being relieved by a team-mate in a relay race, as by handing over a baton, etc.	Cambio	Predarea ștafetei	Cambio	Αλλαγή
Dead heat	When two or more runners cross the finish line simultaneously, resulting in a tie.	Empate	Dribleur	Pari merito	ισοπαλία σε αγώνισμα δρόμου
Decathlon	A mixed athletic event made up of ten different track and field events with the winner being the athlete who attains the highest score when the results of each event are combined.	Decatlón	Decatlon	Decathlon	Δέκαθλο
Direct experiencing of phenomena	Is the process of learning from direct experience	Experiencia directa de fenómenos	Experiența directă a fenomenului	Esperienza diretta del fenomeno	Άμεση εμπειρία φαινομένων
Elasticity	Ability of a muscle to return to its normal shape.	Elasticidad	Elasticitate	Elasticità	Ελαστικότητα




ENGLISH TERM	DEFINITION				
Endurance	The power to withstand hardship or stress. Endurance sports are a subset of sports in which the goal is prolonged athletic output over an extended distance or for an extended period of time.	Resistencia	Rezistență	Resistenza	Αντοχή
Energy Cost of Activities	Energy cost is a physiological concept expressing the energy cost of physical activities as multiples of resting metabolic rate (RMR) and is defined as the ratio of metabolic rate (and therefore the rate of energy consumption) during a specific physical activity to a reference rate of metabolic rate at rest	Gasto de energía por actividades	Costul energetic al activităților	Costo energetico delle attività	Ενεργειακό κόστος δραστηριοτήτων
Environmental regulations	Environmental law is a complex and interlocking body of treaties, conventions, statutes, regulations, and common law that operates to regulate the interaction of humanity and the natural environment, toward the purpose of reducing the impacts of human activity	Derecho ambiental	Reglementări de mediu	Normative ambientali	Περιβαλλοντικοί Κανονισμοί
Equipment Time Out	To repair or fix damaged equipment. The time out should last for no more than two minutes and it is up to the referee as to when an equipment time out will be allowed.	Tiempo fuera	Time-out	Timeout	Λήξη
Evacuation Protocol	The act of evacuating; leaving a place in an orderly fashion; especially for protection.	Protocolo de evacuación	Plan de evacuare	Protocollo di evacuazione	Πρωτόκολλο εκκένωσης





ENGLISH TERM	DEFINITION				
Evaluation by learner	Learning evaluation by the learner is the evaluation process of characterizing and appraising some aspect/s of an educational process, which is being done by the person that is learning rather than the teacher	Autoevaluación	Autoevaluare	Autovalutazione	Αξιολόγηση από τον εκπαιδευόμενο
Exchange zone	The 20m-long zone in which the baton must be passed from the incoming runner to the outgoing runner during a relay race.	Zona de cambio	Zonă de schimb	Zona di scambio	Ζώνη Αλλαγής
Expenses	In common usage, an expense or expenditure is an outflow of money to another person or group to pay for an item or service, or for a category of costs	Gastos	Cheltuieli	Costi	Έξοδα
Explosive Power	To produce a singular maximal effort in a sport.	Fuerza máxima	Forță explozivă / detentă	Potenza esplosiva	Δύναμη εκρήξεως
Extremes	Players who are at the two extreme sides of the court (left and right).	Extremos	Extreme	Estremi	Επιθετικοί
False start	So named when an athlete begins a race before the starting gun is fired. If an athlete makes two false starts in a race they are disqualified from the competition.	Falso comienzo	Start furat	Falsa partenza	Άκυρη εκκίνηση
Fire extinguisher	A fire extinguisher is an active fire protection device used to extinguish or control small fires, often in emergency situations.	Extintor	Extinctor	Estintore	Πυροσβεστήρας
First Aid	Emergency treatment administered to an injured or sick person before professional medical care is available.	Primeros auxilios	Prim ajutor	Primo soccorso	Πρώτες βοήθειες
First Aid Kit	A first aid kit is a collection of supplies and equipment for use in giving first aid	Kit de primeros auxilios	Trusă de prim ajutor	Kit di primo soccorso	Κουτί πρώτων βοηθειών
First Aids	Emergency treatment administered to an injured or sick person before professional medical care is available.	Primeros auxilios	Mijloace de prim ajutor	Primi soccorsi	Πρώτες βοήθειες

ENGLISH TERM	DEFINITION				
Flammable	Flammability is defined as how easily something will burn or ignite, causing fire or combustion. The degree of difficulty required to cause the combustion of a substance is quantified through fire testing. Internationally, a variety of test protocols exist to quantify flammability.	Inflamable	Flamabil	Infiammabile	Εύφλεκτο
Flexibility	The range of motion about a joint and its surrounding muscles during a passive movement, which simple means no active muscle involvement is required to hold the stretch. Instead gravity or a partner provides the force for the stretch.	Flexibilidad	Flexibilitate	Flessibilità	Ευκαμψία
Formation	The arrangement into positions of players on the field	Formación	Formație	Formazione	Σχηματισμός
Fractures	A bone fracture is a medical condition in which there is a break in the continuity of the bone	Fracturas	Fracturi	Fratture	Ραγίσματα
Free kick	A kick awarded to a player for a foul committed by the opposition	Tiro libre (fútbol)	Lovitură liberă	Tiro libero	Ελεύθερο λάκτισμα
Free-Throw	For a minor foul or violation, a free-throw is awarded to the opponent at the exact spot it took place. If the foul or violation occurs between the goal area line and the 9-meter line, the throw is taken from the nearest post outside the 9-meter line. The thrower must keep one foot in contact with the floor, then pass or shoot.	Tiro libre (baloncesto)	Aruncare liberă	Tiro libero (Basket)	Ελεύθερη ρίψη
Frostnip / Frostbite	Frostbite (congelatio in medical terminology) is the medical condition where localized damage is caused to skin and other tissues due to extreme cold. Frostbite is most likely to happen in body parts farthest from the heart and those with large exposed areas. The initial stages of frostbite are sometimes called "frostnip".	Congelamiento	Degerătură	Congelamento / Assideramento	Κρυοπαγήματα


ENGLISH TERM	DEFINITION				
General Safety Precautions	Safety measures are activities and precautions taken to improve safety, i.e. reduce risk related to human health	Medidas de seguridad	Măsuri generale de siguranță	Precauzioni di sicurezza generale / Misure di sicurezza	Γενικά Μέτρα Ασφάλειας
Glue	Substance used by handball players to catch the ball easily. They impregnate a small amount of it in their hands and it can last all the match.	Pegamento	Clister	Colla	Κόλλα
Goal	Game equipment consisting of the place toward which players of a game try to advance a ball or puck in order to score points	Portería	Gol	Goal	Γκόλ
Goal kick	A type of restart where the ball is kicked from inside the goal area away from the goal	Saque de meta	Lovitură de gol	Calcio di rimessa	Ελεύθερο
Goalkeeper	The player positioned directly in front of the goal who tries to prevent shots from getting into the net behind him	Portero	Portar	Portiere	Τερματοφύλακας
Goal-Throw	Awarded when the ball rebounds off the goalkeeper over the endline or the ball is thrown over the endline by the attacking team. The goalie takes the throw inside the goal area and is not restricted by the 3-step/3-second rule.	Tiro a puerta	Aruncare la poartă	Tiro in porta	Ρίξιμο μπάλας
Hammer throw	A field event in which athletes compete to throw a metal ball, known as a hammer, as far as possible across an enclosed space.	Lanzamiento de martillo	Aruncarea ciocanului	Lancio del martello	Καρφί
Handball	A small rubber ball used in the game of handball	Balonmano	Handbal	Pallamano	Μπάλλα Χειροσφαίρισης
Hat-trick	3 or more goals scored in a game by a single player	Triplete	Hatrick perfect	Tripletta	Τρίτωμα σκοραρίσματος
Heat Exhaustion	Heat exhaustion is defined as a body temperature of greater than 40.6 °C (105.1 °F) due to environmental heat exposure with lack of thermoregulation. This is distinct from a fever, where there is a physiological increase in the temperature set point of the body	Insolación	Epuizare de căldură	Insolazione	Εξάντληση από ζέστη

ENGLISH TERM	DEFINITION				
Heat Stroke	A body temperature of greater than 40.6 °C due to environmental heat exposure with lack of thermoregulation.	Golpe de calor	Accident cerebral cauzat de căldură	Colpo di calore	Υπερθερμία
Heptathlon	A mixed athletic event made up of seven different track and field events with the winner being the athlete who attains the highest score when the results of each event are combined.	Heptatlón	Heptatlon	Eptathlon	Έπταθλο
High jump	A field event which requires athletes to jump over a horizontal cross-bar without knocking it down, with the height of the bar increasing as the competition progresses.	Salto de altura	Săritură în înălțime	Salto in alto	Άλμα σε ύψος
Hurdles	A track event in which athletes are required to jump over a series of fences over a given distance.	Carrera de vallas	Cursă de sărituri garduri	Corsa a ostacoli	Εμπόδια
Hypothermia	A potentially fatal condition, it occurs when body temperature falls below 35°C.	Hipotermia	Hipotermie	Ipotermia	Υποθερμία
International Handball Federation	The International Handball Federation, often referred to by the acronym IHF, is the administrative and controlling body for International team handball	Federación Internacional de Balonmano	Federația Internațională de Handbal	Federazione Internazionale di Pallamano	Διεθνής Ομοσπονδία Χειροσφαίρισης
Javelin	A field event which requires athletes to throw a long spiked pole as far across a given space as possible.	Dardo	Aruncarea suliței	Giavellotto	Ακόντιο
Kick-off	The method of starting a game or restarting it after each goal	Saque inicial	Kick-off	Calcio di inizio	Σέντρα

ENGLISH TERM	DEFINITION				
Kneepad	Protective garment consisting of a pad worn by any kind of players, specially these who play in a court, such as football, baseball or handball players.	Rodillera	Genunchieră	Ginocchiera	Επιγονατίδα
Lane	The designated section of a track which an athlete must start in and may be required to stay within, depending on the distance of the race.	Carril (Atletismo)	Pistă	Corsia	Λωρίδα
Lap	The distance of one circuit around a 400 m track. To 'lap' a runner is when an athlete overtakes another runner by the distance of one lap.	Vuelta	Tură	Giro	Γύρος
Leave not trace concept	Both a set of principles, and an organization that promotes those principles. The principles are designed to assist outdoor enthusiasts with their decisions about how to reduce their impacts when they hike, camp, picnic, snowshoe, run, bike, hunt, paddle, ride horses, fish, ski or climb.	No dejar huella	Conceptul "Nu lăsa urme"	Nessuna traccia (concetto)	Έννοια "δεν αφήνουμε ίχνη"
Liability	Something for which one is liable; an obligation, responsibility, or debt.	Responsabilidad	Angajament	Responsabilità	Παθητικό
Line Judges	They assist the referee on calls relating to serves and the trajectory of the ball. There are two line judges one on each side of the court. The Referee will be in-between the two Line Judges.	Jueces de línea	Arbitru de margine	Giudici di linea	Επόπτες
Long jump	A field event in which athletes compete to jump the longest distance from a specified take-off point.	Salto de longitud	Săritura în lungime	Salto in lungo	Άλμα εις μήκος
Map reading	Interpretation of the symbols, lines, abbreviations, and terms appearing on maps.	Lectura de mapas	Citirea hărților	Lettura di mappa	Ανάγνωση Χάρτη

ENGLISH TERM	DEFINITION				
Marking	Guarding a player to prevent him from advancing the ball towards the net	Marcar	Marcaj	Marcatura	Σήμανση
Meter-Throw	Awarded when a foul destroys a clear chance to score. All players must be outside the free-throw line when the throw is taken. Player taking throw has 3 seconds to shoot after referee's whistle. Any player may take the 7-meter throw.	Tiro de 7 metros	Aruncare de la șapte metri	Tiro (colpo) dai 7 metri	Βολή τριών δευτερολέπτων
Midfielders	The 2, 3 or 4 players who link together the offensive and defensive functions of a team; they play behind their forward	Centrocampista	Mijlocaș	Centrocampisti	Μέσοι
Motor skill	A skill associated with muscle activity. Skills performed in sport form a continuum from fine to gross motor skills.	Psicomotricidad	Deprindere motrică	Capacità psicomotorie	Μότορ δεξιοτήτων
Off side	A violation called when a player in an offside position receives a pass from a teammate	Fuera de juego	Off side	Fuorigioco	Εκτός πλευράς
Officials	There is a referee, a linesman and someone to keep score.	Oficiales	Oficiali	Funzionario	Επίσημοι
Officials	There is a referee, a linesman and someone to keep score.	Oficiales	Oficiali	Funzionario	Επίσημοι
One Rep Max	1 Rep Max (also know as One Repetition Maximum or 1RM) is the standard measure of muscular strength. 1 Rep Max measures the maximum amount of weight that a given muscle can move through a complete contraction (eccentric and concentric) one time, with good form.	Carga máxima	O repetare maximală	Carico massimo	Μέγιστο μία επανάληψη
Orienteering	Orienteering is a family of sports that requires navigational skills using a map and compass to navigate from point to point in diverse and usually unfamiliar terrain, and normally moving at speed.	Deporte de orientación	Orientare	Orientering	Orienteering
Oxidative Capacity of Muscle	A measure of a muscle's maximal capacity to use oxygen in microlitres of oxygen consumed per gram of muscle per hour. Factors which affect the oxidative capacity of muscles include the activity of oxidative enzymes (e.g. succinic dehydrogenase) the fibre-type composition and availability of oxygen	Capacidad oxidativa de los músculos	Capacitatea oxidativă a mușchilor	Capacità ossidativa del muscolo	Οξειδωτική ικανότητα των μυών

ENGLISH TERM	DEFINITION				
Marathon	A race measuring the distance of 42.195 km.	Maratón	Maraton	Maratona	Μαραθώνιος
Marketing mix	A planned mix of the controllable elements of a product's marketing plan commonly termed as 4Ps: product, price, place, and promotion. These four elements are adjusted until the right combination is found that serves the needs of the product's customers, while generating optimum income.	Mezcla de mercadotecnia	Marketing mix	Marketing mix	Μείγμα μάρκετινγκ
Passive Play	It is illegal to keep the ball in a team's possession without making a recognizable attempt to attack and to try to score. In other words, a team cannot stall.	Juego pasivo	Joc pasiv	Gioco passivo	Παθητικό Παιχνίδι
Penalty card	Used in many sports as a means of warning, reprimanding or penalising a player, coach or team official. Penalty cards are most commonly used by referees or umpires to indicate that a player has committed an offence.	Tarjeta penal	Cartonaș de penalty	Penalità (cartellino)	Κάρτα ποινής
Penalty kick	A kick taken from the penalty spot by a player against the opposing goalie without any players closer than 10 yards away	Penalti	Lovitură de pedeapsă	Tiro di punizione	Ποινή λάκτισμα
Pentathlon	An early version of the heptathlon, this was a combined female competition made up of five different track and field events with the winner being the athlete who attains the highest score when the results of each event are combined.	Pentatlón	Pentatlon	Pentathlon	Πένταθλο
Personal involvement	Individual involvement, personal participation in a matter; taking an active role in one's social surroundings	Relación personal	Implicare personală	Coinvolgimento personale	Προσωπική εμπλοκή
Physiology	Physiology is the science of the function of living systems. It is a subcategory of biology. In physiology, the scientific method is applied to determine how organisms, organ systems, organs, cells and biomolecules carry out the chemical or physical function that they have in a living system	Fisiología	Fiziologie	Fisiologia	Φυσιολογία

ENGLISH TERM	DEFINITION				
Pivots	The person in a rank around whom the others wheel and maneuver.	Pívor	Pivoți	Pivot	Άξονες
Pole vault	A field event which requires athletes to compete to jump over a horizontal cross bar with the aid of a long vertical pole.	Salto con pértiga	Săritura cu prăjina	Salto con l'asta	Άλμα επί κοντώ
Possession	Control of the ball	Posesión	Posesie	Possesso	Κατοχή
Press Conference/Announcements	A news conference or press conference is a media event in which newsmakers invite journalists to hear them speak and, most often, ask questions	Rueda de prensa	Conferință de presă	Conferenza stampa / Annunci	Συνέντευξη Τύπου / Ανακοινώσεις
Promotion Mix Elements	There are seven main elements of a promotional mix. These are: Advertising - Presentation and promotion of ideas, goods, or services by an identified sponsor. Personal selling - A process of helping and persuading one or more prospects to purchase a good or service or to act on any idea through the use of an oral presentation.	Elementos de mix comunicaci3n	Mix de marketing	Mix di elementi di promozione	Πρώθηση Μεικτών Στοιχείων
Protein	Any of a group of complex organic macromolecules that contain carbon, hydrogen, oxygen, nitrogen, and usually sulfur and are composed of one or more chains of amino acids. Proteins are fundamental components of all living cells and include many substances, such as enzymes, hormones, and antibodies, that are necessary for the proper functioning of an organism.	Proteína	Protein	Proteine	Πρωτεΐνες
Public relations	Public relations is the practice of managing communication between an organization, a business, or a person and its publics	Relaciones públicas	Relații publice	Relazioni pubbliche	Δημόσιες σχέσεις
Range of Motion	The range through which a joint can be moved, usually its range of flexion and extension. Due to an injury, the knee may for example lack 10 degrees of full extension.	Amplitud de movimiento	Amplitudinea mișcării	Compo di movimento (Ampiezza di movimento)	Εύρος κίνησης
Recreation Segments	Recreation Segments are sub set of the recreation industry such as sports recreation, religious recreation etc	Segmento de recreaci3n	Segmente de recreere	Segmenti di ricreazione	Τμήματα Ψυχαγωγίας

ENGLISH TERM	DEFINITION				
Referee	In sports the chief official who is expected to ensure fair play.	Árbitro	Arbitru	Arbitro	Διαιτητής
Relay	Made up of four legs, the relay requires a team of athletes to take a leg each to cover a specified distance.	Relevo	Ștafetă	Staffetta	Αναμετάδοση
Resistance Training	Resistance training works to increase muscle strength and endurance by doing repetitive exercises with weights, weight machines, or resistance bands.	Entrenamiento de resistencia	Antrenament de rezistență	Resistenza di allenamento	Αντοχή Κατάρτισης
Resting Heart Rate	The number of times a walker's heart beats per minute while at complete rest. Resting heart rate will decrease as the walker's heart becomes larger and stronger with training. A low resting heart rate is an indicator of fitness	Frecuencia cardíaca y actividad física	FCR- Frecvență cardiacă în Repaus	Frequenza cardiaca a riposo	Καρδιακή Συχνότητα
Resting Metabolic Rate	The energy required to perform vital body functions such as respiration and heart rate while the body is at rest. About 50 to 75% of one's daily energy expenditure can be attributed to resting metabolic rate.	Metabolismo basal	RMR – Rata Metabolică de Repaus	Metabolismo basale	Μεταβολικός ρυθμός ηρεμίας
Restraining Lines (Receivers)	The Restraining Lines are 5 feet (1.52 meters) behind the short line. They are parallel to the short line and come out 6 inches into the court from each side wall. The receiver must stand behind these lines until the ball is served, if they don't a point is given to the server.	Línea restrictiva	Linii de restricție	Linee di immobilizzazione (Ricevitori)	Γραμμές Συγκράτησης (δέκτες)
Rating of Perceived Exertion - RPE	A subjective rating that the trainee assigns to the intensity of his/her exercise based on their perception of how hard the physical exertion was	Índice de esfuerzo percibido	Rata de percepere a efortului	Indice di sforzo percepito	
Rules	Rules generally determine turn order, the rights and responsibilities of the players, and each player's goals. Player rights may include when they may spend resources or move tokens.	Normas	Reguli	Norme	Κανόνες
Self concept	Self-concept (also called self-construction or self-perspective) is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and nonacademics), gender roles and sexuality, racial identity, and many others	Autoconcepto	Autopercepție	Auto concetto	Αυτό-έννοια

ENGLISH TERM	DEFINITION				
Service Box	There are two service boxes that are located in the service zone and are marked by a line, parallel to the side-wall, that is 18 inches from the wall. When playing with a partner the server's partner must stand within the Service Box until the ball has passed the short line.	Área de servicio	Zonă de serviciu	Area di servizio	Υπηρεσία ασφαλείας
Service Line	A boundary line, as in tennis or handball, that must not be overstepped in serving.	Línea de servicio	Linia de serviciu	Linea di servizio	Γραμμή Εξυπηρέτησης
Spikes	A special type of running shoes with spikes in the soles used to improve grip during races.	Spike	Pantofi cuie atletism	Punte	Καρφιά
Spinal Injuries	Spinal cord injury (SCI) refers to an traumatic injury to the spinal cord	Lesión de la médula espinal	Rănirea coloanei vertebrale	Lesioni spinali	Τραυματισμοί Σπονδυλικής Στήλης
Splints	A splint is a device used for support or immobilization of limbs or of the spine.	Férula	Atelă	Stecche	Νάρθηκας
Spotter	An individual who watches or helps the participant while a set is being performed.	Observador	Observator	Osservatore	Κατοπτρευτής
Sprain	A joint injury in which some of the fibers of a supporting ligament are ruptured but the continuity of the ligament remains intact.	Esguince	Luxație	Distorsione	Εξάρθρωση
Sprains/Strains	A sprain is an injury of joints that is caused by being stretched beyond their oversized capacity and possibly more. A strain is an injury to a muscle in which the muscle fibers tear as a result of over stretching	Desgarro muscular	Luxație	Distorsioni / strappi	Εξαρθρώσεις
Sprint	Race of 400 m or less requiring the athlete to begin well and maintain consistent power throughout the race.	Carrera de velocidad	Alergare de viteză	Sprint (scatto, fuga)	Σπριντ
Square pass	A pass made by a player to a teammate running alongside him	Pases laterales/ cruzados	Pasă laterală	Crociati	Πλατειά πάσα
Starter's gun	The instrument used by the starter of the race which fires blanks into the air signalling the beginning of the race.	Disparo de salida	Pistol de start	Sparo di partenza	Πιστόλι κριτή εκκίνησης

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Starting blocks	A pair of supports for the feet to rest on during a crouch start, adding extra power to a runner's take off.	Bloques de salida	Block start	Blocchi di partenza	Αρχικά μπλοκς
Static Stretch	A simple muscle stretch that goes just to the point of gentle tension and is held steadily for several seconds without moving or bouncing.	Estiramiento estático	Întindere statică	Stretching statico	Στατικά
Steeplechase	A track event usually 3000 m in distance which requires athletes to negotiate a series of obstacles constructed out of barriers or water.	Carrera de obstáculos	Cursă cu obstacole	Corsa a ostacoli	Κούρσα μετ' εμποδίων
Stereotypes	A stereotype is a popular belief about specific social groups or types of individuals. The concepts of "stereotype" and "prejudice" are often confused with many other different meanings. Stereotypes are standardized and simplified conceptions of groups based on some prior assumptions.	Estereotipos	Stereotipuri	Stereotipi	Στερεότυπα
Stop board	A box located in front of the landing mattress in the pole vault for the athlete to slot the pole into before jumping.	Contenedor	Cutie de sprijin	Contentitore	Διακοπή σκάφους
Stopper	The defender that marks the best scorer on the attacking team	Defensa	Apărător	Stopper, difesa	Κεντρικός αμυντικός
Strain	Injury that affects muscles or tendons, thick bands that attach muscles to bones. It occurs in response to a quick tear, twist, or pull of the muscle. Strain is an acute type of injury that results from overstretching or over contraction. Pain, weakness, and muscle spasms are common symptoms experienced after a strain occurs.	Desgarro muscular	Luxație	Strappo muscolare	Ένταση

ENGLISH TERM	DEFINITION				
Stretching	A form of physical exercise in which a specific skeletal muscle (or muscle group) is deliberately elongated, often by abduction from the torso, in order to improve the muscle's felt elasticity and reaffirm comfortable muscle tone. The result is a feeling of increased muscle control, flexibility and range of motion.	Estiramiento	Stretching	Stretching, stiramento	Ανάταση
Strength Training	Strength training is an essential element of fitness for virtually every sports man and woman. Long gone are the days when coaches believed resistance exercises only added unnecessary bulk to the athlete, hindering their ability to execute skill.	Entrenamiento de fuerza	Antrenament de forță	Allenamento di forza	Προπόνηση Δύναμης
Striker	A team's most powerful and best-scoring forward of the team	Delantero/ atacante	Atacant	Attaccante	Επιθετικός
Sudden death	An extra round when there is a tie between more than one athlete.	Muerte súbita	Moarte subită	Morte improvvisa	Ξαφνικός Θάνατος
Sweeper	The defender that plays closest to his own goal behind the rest of the defenders	Defensa	Fundăș	Difesa	Καθαριστής
Target Heart Rate	A heart rate that is attained during aerobic exercise and represents the minimum level of exertion at which cardiovascular fitness can increase for an individual in a given age group.	Frecuencia cardíaca	Frecvență cardiacă optimă	Frequenza cardiaca	Στόχος Καρδιακού Ρυθμού

ENGLISH TERM	DEFINITION				
Temporary muscle failure	A situation when the body is physically incapable of lifting a limb to a fully contracted position.	Fallo muscular	Crampă musculară	Fallimento muscolare temporaneo	Προσωρινή βλάβη των μυών
Tendon	A band of tough, inelastic fibrous tissue that connects a muscle with its bony attachment.	Tendón	Tendon	Tendine	Τένοντας
Throw in	A type of restart where a player throws the ball from behind his head with two hands while standing with both feet on the ground behind a sideline	Saque de banda	Aruncare de la margine	Rimessa	Ρίξιμο
Throw-In	A type of restart where a player throws the ball from behind his head with two hands while standing with both feet on the ground behind a sideline	Saque de banda	Aruncare de la margine	Rimessa	Ρίξιμο
Tourniquets	A tourniquet is a constricting or compressing device used to control venous and arterial circulation to an extremity for a period of time. Pressure is applied circumferentially upon the skin and underlying tissues of a limb; this pressure is transferred to the walls of vessels, causing them to become temporarily occluded.	Torniquete	Garou	Lacci emostatici	Διαδικασία Τουρνικέτ

ENGLISH TERM	DEFINITION				
Trans Fat	A specific type of fat formed when liquid fats are made into solid fats by the addition of hydrogen atoms, in a process known as hydrogenation. Small amounts of trans fats are found naturally in certain animal based foods. Trans fat was originally added to foods to increase the shelf life.	Ácido graso trans	Acid gras nesaturat	Trans degli acidi grassi	Κορεσμένα Λίπη
Unsaturated fat (Poly unsaturated)	A fat derived from plant and some animal sources, especially fish, that is liquid at room temperature.	Ácido graso insaturado (Poliinsaturado)	Grăsimi nesaturate	Grassi insaturi (poli insaturi)	Ακόρεστα λιπαρά
Verbal/Nonverbal Communication	Verbal communication is one way for people to communicate face-to-face. Some of the key components of verbal communication are sound, words, speaking, and language. Nonverbal communication is usually understood as the process of communication through sending and receiving wordless messages. i.e., language is not the only source of communication, there are other means also. Messages can be communicated through gestures and touch (Haptic communication), by body language or posture, by facial expression and eye contact.	Comunicación verbal/ no verbal	Comunicare verbală / non-verbală	Comunicazione verbale / non verbale	Λεκτική / μη λεκτική επικοινωνία

ENGLISH TERM	DEFINITION				
Warm up	Make one's body limber or suppler by stretching, as if to prepare for strenuous physical activity	Calentamiento deportivo	Încălzire	Riscaldamento muscolare	Ζέσταμα
Waste disposal	Waste disposal is the collection, transport, processing, and recycling of waste materials. The term usually relates to materials produced by human activity, and is generally undertaken to reduce their effect on health, the environment or aesthetics.	Reciclaje de residuos	Eliminarea deșeurilor	Smaltimento dei residui	Διάθεση αποβλήτων
Weather prediction	Weather forecasting is the application of science and technology to predict the state of the atmosphere for a given location.	Predicción meteorológica	Prognoză meteo	Previsione meteorologica	Πρόβλεψη καιρού
Wings	The two "wide" areas of the pitch (extreme sides) are described as the left and right wings, as seen from a defender's viewpoint.	Extremos	Extreme	Ali / braccioli	Φτερά
Yoga	1. A Hindu discipline aimed at training the consciousness for a state of perfect spiritual insight and tranquillity. 2. A system of exercises practiced as part of this discipline to promote control of the body and mind.	Yoga	Yoga	Yoga	Γιόγκα

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