



YOU SHOULD

STAY!

MODULE

3



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We have therefore seen how the daily relationship with a group of peers is fundamental for an adolescent.

It is from this constant comparison that the possibility of growing up arises: we discuss somatic changes, thanks to the opportunities offered by the outside world, we question the certainties of childhood, and we use peers as a healthy and natural foothold for meeting and making one's own the world outside the family. However, we have also seen how much the adult figures with whom she compares greatly influence her growth.

It's true: the world of sports has the task of promoting healthy and balanced physical activity and can facilitate the development tasks of adolescents. But if this is true, it is also true that knowing the functions of development and being aware of the characteristics of the developmental phase of adolescence can give the sports world and, above all, youth workers and coaches the basis for structuring programs aimed at a group of teenagers.

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For example, for a youth worker, knowing that he represents an adult outside the family and outside school means giving him a responsibility that he can face with awareness.

Knowing that, for a teenager, comparison with peers is instrumental to the healthy development of a balanced relationship with one's body can give him new ideas for workouts and exercises for this purpose. But above all, knowing that teenagers need to identify with a group to feel welcomed means facilitating them in building their movements.

It means having tools to involve your boys and girls in training that is a mere physical activity and a tool for growth. And the creation of a healthy, positive and engaging environment can be the tool to ensure that teenagers do not abandon sports. On the contrary: it can become the "place" to recognize each other, confront each other, grow and stay.

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EVOLUTIONARY STEPS IN FAVOUR OF GROWTH

Adolescence is a time of significant change and growth, both physically and mentally. This period can be challenging for many teenagers but is also an opportunity for personal growth and development. In this text, we will explore the developmental steps of adolescents and how they can be used to promote personal growth and well-being.

Identity: During adolescence, teenagers begin to develop their identity. This process involves the exploration of various roles and identities and ultimately leads to the formation of a solid personal identity. To help adolescents develop their identity, it is essential to provide them with opportunities to explore their interests and passions and to try new experiences.

Autonomy: Adolescents begin to develop greater freedom during adolescence. This involves taking responsibility for one's life and decisions and effectively managing one's time and resources. To help adolescents build their independence, it is essential to provide them with opportunities to make decisions independently, solve problems, and take responsibility for the consequences of their actions.

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EVOLUTIONARY STEPS IN FAVOUR OF GROWTH

Socialization: During adolescence, adolescents develop more complex and meaningful social relationships. This includes long-term friendships and romantic relationships. To help adolescents develop healthy and meaningful social connections is providing a healthy and welcoming social environment where they can build their social skills and interact with their peers.

Maturity: essentially, adolescence is a time of great maturity and growth. Adolescents begin to develop greater awareness of themselves and others and become more capable of coping with life's challenges. To promote maturity in adolescents, it is essential to provide them with opportunities to face life's challenges independently and to learn from their experiences.

In summary, adolescent developmental steps can promote personal growth and well-being during this time of change and growth. Providing adolescents with the opportunity to develop their identity, autonomy, meaningful social relationships, and maturity can help them become responsible adults aware of themselves and others.

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PSYCHOLOGICAL DYNAMICS OF IDENTIFICATION

Adolescence is a transitional period in which young people try to define their identity and identify their societal role. This identification process can be complicated and lead to various psychological dynamics.

First, the adolescent may seek to identify with a specific group, such as athletes or artists, to feel accepted and integrated. This group identification can lead to conformist behaviour and pressure to fit the group's values and standards.

Secondly, the adolescent can try to identify his identity by comparing it with others. They may feel inadequate or insecure and try to emulate the behaviours and attitudes of people they admire or look up to as role models.

Thirdly, the adolescent can try to distinguish himself from others by identifying an identity that deviates from the dominant values of society. This can lead to behaviour contrary to social norms and the search for one's identity that does not conform to society's expectations.

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Finally, identification in adolescence can be influenced by family and interpersonal relationships. Teens may try to identify with family members or distinguish themselves from them. Additionally, relationships with friends and community members may influence adolescent identification.

In conclusion, the psychological dynamics of identification in adolescence are complex and influenced by several factors. Adolescents try to define their identity through identification with specific groups, comparison with others, the search for their own unique identity and the influence of family and interpersonal relationships. Understanding these dynamics can help adults support and guide adolescents in identity development.

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HOW TO USE THE PSYCHOLOGICAL DYNAMICS OF IDENTIFICATION TO PROMOTE THE SPORT IN ADOLESCENCE.

To promote sport among adolescents, it is essential to understand the psychological dynamics of identification in adolescence and how these can be used to promote physical activity.

First, teens may identify with successful athletes or sports teams. Using these positive role models, adults can promote sport as an activity that can lead to success and fame. For example, it could show how successful athletes achieved their goals through discipline, perseverance, and hard work.

Secondly, adolescents may identify with peers who play the same sport. Adults can use this dynamic to incentivize teens to join sports teams or other groups of friends who play sports. This way, teenagers can feel part of a group and have a sense of belonging and acceptance. Thirdly, adolescents can identify with a positive self-image through sports. Adults can promote sports as an activity that can improve adolescents' physical and mental health, self-esteem and body image. This way, teenagers can feel motivated to play sports to enhance their well-being.

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Finally, adults can exploit the interpersonal relationships of adolescents to promote sports. For example, friends and family members can encourage adolescents to play sports with them, creating a positive social environment where physical activity is encouraged and valued.

In summary, the psychological dynamics of identification in adolescence can be used to promote sport among adolescents through identification with positive role models, belonging to a group, positive self-image and interpersonal relationships. Understanding these dynamics can help adults promote physical activity among adolescents and improve their well-being.

To build a positive group in sports through identification processes in adolescence, it is essential to understand how adolescents can identify with the sports group and how this identification can influence their behaviour and participation.

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Here are some strategies that can be used to build a positive group in sports through identification in adolescence:

Create Positive Team Identity: Teens can identify with a sports team through positive team identities, such as teamwork culture, dedication, and commitment. Creating a positive team identity can help foster positive behaviours and attitudes among team members.

Incentivize Team Belonging: Teens can identify with the team through belonging to and identifying with teammates. Fostering team membership can help teens feel integrated and accepted in the group.

Use positive role models in the team: Teens can identify with positive role models in the group, such as team leaders or team members distinguished by their positive behaviour. Using these positive role models can help promote positive behaviours among team members.

Use shared team values: Teens can identify with the team through loyalty, friendship and dedication. These shared values can help create a healthy and positive social environment within the group.

Encourage active participation in the team: Teens can identify with the group through active participation in team sports activities. Encouraging active participation can help adolescents feel part of the team and develop a sense of belonging.

In summary, to build a positive team in sports through identification processes in adolescence, it is crucial to create a positive team identity, incentivize team membership, use positive team role models, and utilize shared team values and active participation in the team. Understanding these dynamics can help adults create a healthy and welcoming adolescent social environment and promote active participation and personal well-being through sports.

