

## FIEP 13<sup>th</sup> European and 29<sup>th</sup> World Congresss in İstanbul, Turkey

### Invited Speaker



Prof. Attilio Carraro, PhD  
Department of Biomedical Sciences  
University of Padua, Italy  
e-mail: [attilio.carraro@unipd.it](mailto:attilio.carraro@unipd.it)

**Attilio Carraro** is with the Department of Biomedical Sciences at the University of Padua, where he is the co-head of the Health, Sport and Exercise Sciences lab. He is the director of the Psychomotor Therapy Service at the Parco dei Tigli Psychiatric Hospital. Attilio is chair of the scientific committee of the AIESEP and the coordinator of the sport pedagogy and physical education research group of the SISMES. The main research interests of the team lead by prof. Carraro are in sport pedagogy and in health and physical activity. More specifically, the team is analysing the role of exercise in promoting wellbeing and healthy behaviours in a life-long perspective; the relationship between physical activity and mental health; the role of sport and exercise for social inclusion and cohesion; the benefits of physical activity for people with intellectual disability. Attilio is currently principal investigator in four international research projects; he is the author of 85 papers in peer-reviewed journals, 21 book chapters and 4 books, and is the editor of 2 international books. He has been keynote and invited speaker in several national and international scientific conferences.

### **Teaching positive values through sport and physical education: Is it really feasible?**

The assertion that sport and PE develop desirable, positive values is a long-held view. More recently, there has been a renewed attention on values-based education (VbE), mainly inspired by the peculiarities of contemporary society, which is marked by high complexity, uncertainty and rapid changes, characteristics that expose children and youth to potential risks, in terms of their behaviours, health, affiliations and readiness to contribute to the future society.

The notion that sport can be beneficial for values education has been often loomed and in many international and national documents sport is presented as a universal language, that can unite people and PE is intended as a privileged setting to transmit positive values. This is linked to three unique characteristics of PE and sport: teaching-learning environments, subject matter and caring teacher/coach-student/athlete relationships. However, the other side of the coin does also exist and negative behaviours like violence, bullying and social exclusion are frequently linked to sport (mainly, but not exclusively, to elite sport).

To sustain the positive effects of sport and PE in promoting prosocial behaviours, values, social inclusion and cohesion and life skills there is still a need for research to identify the successful key-characteristics of sport and PE-based interventions. In particular, charging schools with the task of explicitly teaching values raises questions about which values are

chosen and how are they taught, learned and assessed. The assumption is that a VbE curriculum taught through sport and PE provides students with transferable positive decision-making skills within and 'beyond the schools gates'.

Starting from these considerations, this paper aims: to critically present the lesson learned from literature on VbE through sport and PE; to showcase a model of VbE grounded in a holistic, student-centred framework; and to discuss the results of some trials on VbE through PE, recently conducted in Italy.