

UIPM  
Union Internationale  
de Pentathlon Moderne

Pentathlon World Cup  
Budapest, HUNGARY

new balance  
UIPM  
World Pentathlon

# EHPARP

Enhancing Health and Physical Activity Rates through Pentathlon



Co-funded by the  
Erasmus+ Programme  
of the European Union





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Project Facebook group:	<a href="https://www.facebook.com/EHPARP">https://www.facebook.com/EHPARP</a>

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# PART 1

# TRAINING FORMAT



## INTRODUCTION



Enhancing Health and Physical Activity Rates through Pentathlon (EHPARP) aims to employ the Pentathlon as a tool to promote health-enhancing physical activity among the European youth and adult populations, as well as providing dual career opportunities to Athletes in the individual disciplines forming part of Pentathlon practice. They will also be empowered as Coaches/Trainers in their disciplines and in comprehensive programmes of Pentathlon for an adult and a youth audience.

The project is targeted at the following categories, as both direct and ultimate target groups:

- 1) Young people aged 18-30 not practicing Sport and motivated to approach physical activity and Sport practice through Pentathlon.
- 2) Adults aged 31-55 who are not taking part in Sport and wish to approach Pentathlon as an instrument of physical activity and well-being/active ageing.



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EHPARP capitalizes on the potential of grassroots Sport as an agent of promoting the positive effect of physical activity on health and education, as well as the wider dimension of Sport practice as an agent for conveying positive values of fair-play, compliance with the rules of the game, mutual respect, solidarity and discipline.

The project offers a peculiar approach to Dual Career for Athletes by means of empowering the development of Coaches/Trainers' profiles in Athletes of the different specialties forming the Pentathlon discipline. EHPARP provides an innovative approach combining the provision of Dual Career opportunities to athletes and the promotion of the positive effects of physical activity on health and education through capitalizing on the potential of Pentathlon as a synergy between different Sport specialties, allowing the coordinated refinement of the physical and mental requirements that are characteristic of specific Sport practices and, therefore, the maximization of the benefits of Sport practice for physical and psychological wellbeing of individuals from different age-bands of the population (18-30; 31-55).

By means of a combination of good practice research, identification of needs and inputs by selected Athletes in the context of local workshops, **we created a Training Format to develop knowledge, skills and competences of Pentathlon Coaches and Trainers** in a way that is functional to meeting the needs and specific profiles of Athletes in individual Pentathlon disciplines.







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## APPLICATION METHOD

- How it is organised
- Who teaches the course
- Who can participate
- Which methods are used
- Which materials are produced and delivered:
  - o Video / theoretical course / introduction with guidelines
  - o Theoretical tutorials (PPT)
  - o Module framework & study sheets
  - o In-depth study sheets
  - o Practical exercises
  - o Test and quiz for self-evaluation

**Workload** - During the training course, theoretical and practical sections will be alternated to allow participants to better express their attention, listening skills and learning capacity. We expect each session to last approximately 50 minutes, with breaks between classes.

**Methods** - During the training course we will use both verbal and practical Methods

- Theoretical Methods: oral presentation, lecturing and teaching, writing, conversation, case display, discussion, problem solving.
- Practical Methods: practical working, independent learning, NFE activities, sport exercises.

**Delivery** - We plan to create different types of material to cover every need or requirement:

- Knowledge Content – reading materials aimed at supporting learning practice also autonomously and after the conclusion of the course.
- Video Content – video materials (both demonstrative and explanatory videos) for each topic of the module.
- Practical Content – various exercises that will foster the learning process.





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## MODULE 1

### MODERN PENTATHLON: 5 DISCIPLINES, ONE SPORT

Modern pentathlon is an Olympic sport that comprises five different events; fencing (one-touch épée), freestyle swimming (200 m), equestrian show jumping (15 jumps), and a final combined event of pistol shooting and cross country running (3200 m).

The competition format of modern pentathlon provides for athletes to gain points for their performance in each event; scores are then combined to give the overall total. Starting times for the last event – combined laser pistol shooting and cross-country running since 2009 – are staggered so that the first person to cross the finish line is the winner. Before the last event competitors are ranked according to their score from the other disciplines and given start times accordingly, with the leader going first. Therefore, the first person to cross the finish line is the overall points leader.

Modern pentathlon was first held at the Stockholm 1912 Games, with a women's competition introduced at Sydney 2000. Despite many attempts to remove it, modern pentathlon still remains a core sport of Olympic Games. Originally the elements were spread over four or five days, but since Atlanta 1996 all five disciplines have taken place in a single day in an effort to be more audience-friendly. In 1948 the Union International de Pentathlon Modern (UIPM) was founded; it has now more than 120 member countries, reflecting the steady spread of the sport worldwide.

As a matter of fact, in spite of the fact that the countries of Western and Eastern Europe have dominated Olympic Modern Pentathlon – with Hungary and Sweden particularly prominent, in recent years medallists have come from a greater range of countries and continents. Indeed, six different teams were represented on the podium in both the men's and women's competitions at London 2012 and Rio 2016, with medals returning to Asia, South America and Oceania.

The event is inspired by the traditional pentathlon held during the ancient Olympics; as the original events were patterned on the skills needed by an ideal Greek soldier of the era, the modern pentathlon is similarly patterned on events representing the skills needed by cavalry behind enemy lines. According to a 19th-century story, a young French cavalry officer was sent on horseback to deliver a message. To complete his mission, he had to ride, fight with a sword, shoot, swim and run.







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Baron de Coubertin was an admirer of the pentathlon held in the ancient Olympic Games, so he proposed a similar competition which embraced the spirit of its ancient counterpart. It was de Coubertin's belief that this sport, above all others, would test 'a man's moral qualities as much as his physical resources and skills, producing thereby the ideal, complete athlete'.

Thanks to a wide range of innovations, modern pentathlon has become a more demanding sport that pushes athletes to their limits. Only those with exceptional physical and mental endurance allied to skill in all five disciplines can take home the gold.

Modern pentathlon has been chosen for this project because it presents suitable opportunities for expanding young people's participation in the positive health and psycho-social benefits of sport. As a matter of fact, modern pentathlon provides a multi-dimensional advantage, as the combination of different sport disciplines foster the development and enhancement of diverse interrelated skills and abilities in a coordinated and interplaying fashion. Furthermore, modern pentathlon calls for a cooperation between several local institutions, from sport organizations to NGOs, which can complement the dimensions of outreach and educational impact on a wide audience of targets, from youth to adults. At the same time, the empowerment of local institutions in the context of modern pentathlon would greatly benefit from the capitalization of existing resources provided by amateur athletes in the different sport disciplines who would be empowered as coaches/trainers in a multidisciplinary endeavor, as modern pentathlon programs would contribute to their development as athletes while providing an opportunity in the realm of dual careers.





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## Sub-module 1.1

### The Sport

<b>Goals</b>	The sport of Modern Pentathlon will be presented to the participants through its competition format and development in the context of the Olympic games and across different countries of the world.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	PPT presentation, interaction with participants: discussion, questions, NFE activities
<b>Content</b>	<ul style="list-style-type: none"><li>• Introduction to the sub-topic (5 min)</li><li>• Sub-topic presentation(power point) (25-30 min)</li><li>• Interactive session (discussion/questions) (15 min)</li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li><li>• Flip Chart</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	Take into consideration the age and the level of knowledge of your recipients: if they are young and new to the topic, start from the basics and have in mind what your audience need.





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## Sub-module 1.2

### The History

<b>Goals</b>	Tell the story of Modern Pentathlon, from its origin and similarities to Ancient Pentathlon, to more recent developments.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	PPT presentation, interaction with participants: discussion, questions, NFE activities
<b>Content</b>	<ul style="list-style-type: none"><li>• Introduction to the sub-topic (5 min)</li><li>• Sub-topic presentation(power point) (20 min)</li><li>• Interactive session (discussion/questions) 20 min)</li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li><li>• Flip Chart</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	Take into consideration their knowledge of Ancient Pentathlon and elaborate on the topic accordingly. Also, if participants are children, consider telling the story of the French baron as a “fairy tale”.





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## Sub-module 1.3

### The Project

<b>Goals</b>	Explain the project in general and in detail what their role is within the project. Outline the benefits that will be achieved through the project, especially with respect to the knowledge, skills and competences this training can convey stating by showing the research results.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	PPT presentation, interaction with participants: discussion, questions, NFE activities
<b>Content</b>	<ul style="list-style-type: none"><li>• Introduction to the sub-topic (5 min)</li><li>• Sub-topic presentation (power point) (20 min)</li><li>• Interactive session (discussion/questions) (20 min)</li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li><li>• Flip Chart</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	Focus on the opportunities that this project can offer them.





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## MODULE 2

### FROM ATHLETE TO TRAINER: SKILLS AND COMPETENCES FOR DUAL CAREER

To succeed in high level competitions, athletes must spend a significant amount of time investing in their sport, that may lead to sacrifices in other spheres of life. A noteworthy challenge for athletes, is to combine successfully their sporting career with education or work. Nowadays, the importance of the dual career support for athletes aiming to build a solid bridge between the sporting career and the life after sport is well recognized by the sport community (e.g. EU Guidelines on Dual Careers of Athletes, 2012).

The literature suggests that the successful course of a dual career is not only based on high levels of motivation, commitment, resilience, and responsibility required from athletes, but often on special arrangements required to achieve excellence in sport and life (EU Guidelines on Dual Careers of Athletes, 2012). Such arrangements are needed in order for athletes to avoid having to choose between sport and education/work (e.g. flexibility of timetable, distant education), and at the same time provide a sense of security to athletes with regard to their lives.

Taking into account the multiple benefits of supporting athlete's dual career through flexible arrangements, athletes develop skills and competences thus enhancing employment prospects. Such skills (e.g. time management, team work) and competences (e.g. cope with stress, set realistic goals) can be developed through the course of a sport and education dual career and could be transferred to the professional field.

One of athletes' particular endeavor is a coaching career in their sport. However, it should not be assumed that excellent athletes will make excellent coaches. There is a need for a pro-active and structured approach to support the transition from athlete to other professions in sport in which the relevant experience and the expertise of the athletes are exploited.

The purpose of the module is to provide the basic components of a successful dual career, educate athletes and facilitate the successful combination of sport participation with education in order to provide more opportunities in life during and after sport. Towards this direction this module attempts to raise awareness about what dual career is, to educate athletes regarding the different transitions that take place within a sport career, and develop skills and competence that can help athletes to eventually become successful coaches.





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## Sub-module 2.1

### Sport Career

<b>Goals</b>	The goal of this submodule is to outline the stages of athletes' careers and the different transitions and discuss the challenges athletes have to face during their career.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	Presentation of theoretical frameworks and discussion personal experiences.
<b>Content</b>	<ul style="list-style-type: none"><li>• Introduction to the sub-topic (5 min)<ul style="list-style-type: none"><li>• Sport or career: Athletes in dilemma</li></ul></li><li>• Sub-topic presentation (power point) (20 min)<ul style="list-style-type: none"><li>• Specific arrangements</li><li>• Timeline of athletes' careers</li><li>• The cycle of sport career: transitions during sport</li><li>• Sport career transitions</li></ul></li><li>• Interactive session (discussion/questions) (20 min)<ul style="list-style-type: none"><li>• Discussion on sport career challenges</li><li>• Self-assessment tool</li></ul></li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	Pose dilemmas to evoke discussion.







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## Sub-module 2.2

### Dual Career - Skills and Competences

<b>Goals</b>	The goal of this submodule is to introduce the concept of dual career and present how athletes can prepare for transitions through their sport career.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	Presentation of dual career principles and discussion on effective coaching.
<b>Content</b>	<ul style="list-style-type: none"><li>• Introduction to the sub-topic (5 min)<ul style="list-style-type: none"><li>• What is dual career?</li></ul></li><li>• Sub-topic presentation (power point) (25-30 min)<ul style="list-style-type: none"><li>• Dual career arrangements</li><li>• Skills and competences of dual careers</li><li>• Guidelines for policy action</li></ul></li><li>• Interactive session (discussion/questions) (15 min)<ul style="list-style-type: none"><li>• Self-assessment tool</li></ul></li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	Prepare questions to challenge participants, so that interaction is enhanced.





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## Sub-module 2.3

### Testimonials and Practical Activities

<b>Goals</b>	The goal of this submodule is to discuss testimonials from successful and unsuccessful sport career in relation to the dual career framework.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	Presentation of testimonials and discussion of personal experiences.
<b>Content</b>	<ul style="list-style-type: none"><li>• Sub-topic presentation (power point) (45 min)<ul style="list-style-type: none"><li>• Case studies of successful/unsuccessful examples of athletes' dual careers</li><li>• Identification of good practices to facilitate dual career</li><li>• Practical activities</li></ul></li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	Introduce good practices and then sample ideas from participants.





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## MODULE 3

### LEADERSHIP AND GROUP MANAGEMENT

Leaders help themselves and others to do the right things. Leaders set direction, build an inspiring vision, and create something new. Leadership is about mapping out where you need to go to “win” as a team. Though, leaders must also use management skills to guide their people to the right destination, in a smooth and efficient way.

Two elements make up the relation between a leader and its pupils: care and conflict. In Kierkegaard’s words “If one is truly to succeed in leading a person to a specific place, one must first and foremost take care to find him/her where he/she is and being there.” Hence, it is important that a coach/trainer understand his/her athletes from the perspective of the athletes themselves. To do so, the leader needs to embrace participative decentralization that entails being subjective (and caring) with others and objective with oneself. In order for a leader to perform such decentralization, he/she needs to be a confident figure that is aware of not being self-centred.

Conflict is not a relational pathology but the relation itself, as conflict arises from the encounter of two different subjectivities. Every situation is observed, perceived, interpreted differently according to own subjective experience. Diversity is a resource; in Stephen Covey’s words “Difference is the beginning of synergy“, and synergy is the relation between different entities working towards the same goal. Hence, leaders should not promote homologation but, contrarily, give value to the multiple intelligences of their pupils which allow different perspectives to coexist and build on each other.

In order for these different subjectivities to positively interact within the group, leaders need to be prepared to manage all kinds of group dynamics, that can be understood as how the distinct roles and behaviours of group members psychologically impact the other members and the group as a whole. This is a prominent skill for leaders as poor group dynamics can hinder creativity, productivity and effectiveness. For group dynamics to occur in a positive fashion, leaders need to create a trustworthy climate among group members, so that they cooperate in a constructive way through mutual understanding and self-corrective behavior.

Strategies for boosting team dynamics are: get to know your group; address problems quickly; define clear roles and responsibilities for each group member, which serves





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as motivator for both individual and collaborative work; employ team-building activities to strengthen relationships and trust between group members; encourage clear communication by providing appropriate tools.

For an effective management of group dynamics, it is necessary for leaders to be aware of the influence they exert on the group, and to consciously employ their communication skills, so that leaders manage to convey their message in a way that is coherent and efficient. Coherence in communicating with own group-members allows leader to create an empathic relationship with them, which fosters trust and satisfaction of the basic psychological need of safety.

Finally, to be an effective leader, it is important to reflect on which kind of leader one wants to be, and to know oneself, in terms of personal distinctive features, strengths and weaknesses. Furthermore, an effective leader believes in his/her competences and contribution to the success of the group. Other strategies to increase leadership effectiveness are to create not only a trusting environment but also a sense of belonging to the group; to foster motivation to learn among group members; to have fun and to make sure pupils have fun too; to be emotionally involved and caring.





## Sub-module 3.1 Who is a Leader?

<b>Goals</b>	Explain the role of the leader through its 2 relational components, care and conflict, and with a special focus on the importance of understanding diversity and its benefits for a group.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	PPT presentation, interaction with participants: discussion, questions, NFE activities
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the sub-topic (5 min)</li> <li>• Sub-topic presentation (power point) (25-30 min)</li> <li>• Interactive session (discussion/questions) (15 min)</li> <li>• Evaluation (feedback) (5 min)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Meeting room;</li> <li>• Projector;</li> <li>• Laptop;</li> <li>• Flip Chart.</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• PT Presentation</li> <li>• Exercise book</li> <li>• Anecdote &amp; Quiz</li> <li>• Video</li> </ul>
<b>Recommendations (if any)</b>	Take into consideration the age and the level of knowledge of your recipients: if they are young and new to the topic, start from the basics, keep in mind what your audience needs (and use concrete examples).





## Sub-module 3.2

### Management of Group Dynamics

<b>Goals</b>	Explain what group dynamics are, why their positive functioning is so important to the effectiveness of the group. Provide examples of strategies for positive management of group dynamics.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	PPT presentation, interaction with participants: discussion, questions, NFE activities
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the sub-topic (5 min)</li> <li>• Sub-topic presentation (power point) (25-30 min)</li> <li>• Interactive session (discussion/questions) (15 min)</li> <li>• Evaluation (feedback) (5 min)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Meeting room;</li> <li>• Projector;</li> <li>• Laptop;</li> <li>• Flip Chart.</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• PT Presentation</li> <li>• Exercise book</li> <li>• Anecdote &amp; Quiz</li> <li>• Video</li> </ul>
<b>Recommendations (if any)</b>	Take into consideration the level of knowledge of your recipients, and make sure difficult but essential concepts are well explained and understood by all recipients.







## Sub-module 3.1

### How to be an Effective Leader

<b>Goals</b>	Outline the link between the content of the previous sub-module and effectiveness of a leader. Provide examples of strategies to put into practice to become an effective leader, with a special focus on the importance of leader's self-consciousness.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	PPT presentation, interaction with participants: discussion, questions, NFE activities
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the sub-topic (5 min)</li> <li>• Sub-topic presentation (power point) (25-30 min)</li> <li>• Interactive session (discussion/questions) (15 min)</li> <li>• Evaluation (feedback) (5 min)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Meeting room;</li> <li>• Projector;</li> <li>• Laptop;</li> <li>• Flip Chart;</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• PT Presentation</li> <li>• Exercise book</li> <li>• Anecdote &amp; Quiz</li> <li>• Video</li> </ul>
<b>Recommendations (if any)</b>	Make sure to provide concrete examples to better outline the described strategies. Take into consideration the age and level of "self-consciousness" of the recipients (if low, propose activities to boost it).





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## MODULE 4 SPORT COACHING

Throughout life, every individual learns how to face with everyday challenges: this process starts with games since toddler's age, it goes through school time and it ripens in adult years. Sport, when practiced, especially in younger period, may represent a further smaller-scale reproduction of the situations that the lifelong journey will present to that individual.

Sport practice gives room for every person, or even better a team of people, to find his own way for getting aware of weaknesses, recognising strengths, facing new opportunities, building strategies against threats. This philosophy may sound familiar if any of the audience has an economic background: a SWOT analysis applied to sports.

Sport practice usually shows that success in reaching its purpose (recreational or competitive kind) goes through a correct analysis of all factors, internal (body – mind mix) and external (equipment, sport venues, funding, etc). Weekly, monthly, yearly or longer planning of the training seasons should survey and monitor the acquired level of each factor: like different troupes of one army, they should move forward or retreat with coordinated moves. A too isolated troupe (forward runners, backward late-comers) may be crucial for the success of the battle. Again, this approach may sound known to whom has a military experience: the salient theory applied to sports.

Sport practice may be effective depending also on the way the “leader of the pack” (read “coach”) transfers his ideas and knowledge to the sportsmen, or team. Different “coaching styles”, may greatly affect on different sportsmen, or team. As coaching is based mostly on communication, which depends on at least the sender and the receiver of the message as a whole, there's room for each coach to acquire new sets of skills. Among them, the strategic approach, the office running, the club management and the generic soft skills. Once again, each individual may upgrade his own professional profile through sport, entering the domain of “dual career” goals.

As shown, coaching is a fundamental part of the sport activity: it may represent the spark for building sport as a sociological relevant activity or for leaving it as a mere physical leisure with no further ambitions.

Let's have then an insight of what coaching has to offer beyond the simple training sets, the scoreboards and the yelling.





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## Sub-module 4.1 Coaching

<b>Goals</b>	Raise awareness about individual mechanisms that lay under the process of improving (physical, psychological, external factors). Correctly address goals and focuses of the coaching process.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	Inductive teaching method: Practical examples from different sport disciplines > from empiric life situations to theory
<b>Content</b>	<ul style="list-style-type: none"><li>• Introduction to the sub-topic (5 min): key question: <b>what is training?</b></li><li>• Interactive session (discussion/questions) (15 min): <b>examples of what coaching is needed for</b></li><li>• Sub-topic presentation (power point) (25-30 min): <b>mind and body, factors of coaching, salient theory</b></li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li><li>• Flip Chart;</li><li>• Markers.</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	

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## Sub-module 4.2

### Basic Sport Coaching Techniques

<b>Goals</b>	Get acquainted with different coaching styles, their advantages and weaknesses, with the periodization of the training process and the different fields and factors that contribute to success in sport.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	Theory about different styles and practical parts
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the sub-topic (5 min): key question: <b>how should the coach transfer information?</b></li> <li>• Sub-topic presentation (power point) (25-30 min): <b>styles: democratic, authoritarian, holistic, autocratic, vision</b></li> <li>• Interactive session (discussion/questions) (15 min): <b>tailored style to each sportsman</b></li> <li>• Evaluation (feedback) (5 min)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Meeting room;</li> <li>• Projector;</li> <li>• Laptop;</li> <li>• Flip Chart;</li> <li>• Markers.</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• PT Presentation</li> <li>• Exercise book</li> <li>• Anecdote &amp; Quiz</li> <li>• Video</li> </ul>
<b>Recommendations (if any)</b>	(Choose the best recommendations based on your personal and professional experience.)





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## Sub-module 4.3

### How to Use Coaching Skills in Daily Sport Life

<b>Goals</b>	Sport is only a part of individual routine, but coaching is a tool that can be applied in all other everyday activities. Recognize the possible synergies, shareable concepts and similarities that a wider approach to coaching may offer.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	Inductive teaching method: Practical examples from everyday life where sport coaching has an influence > from empiric life situations to theory
<b>Content</b>	<ul style="list-style-type: none"><li>• Introduction to the sub-topic (5 min): key question: <b>is coaching only for sport?</b></li><li>• Interactive session (discussion/questions) (15 min): <b>examples of coaching in life activities other than sport</b></li><li>• Sub-topic presentation (power point) (25-30 min): <b>synergies and meta-meanings of coaching</b></li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li><li>• Flip Chart;</li><li>• Markers.</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	Neuro-Linguistic Programming





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## MODULE 5

### EFFECTIVE COMMUNICATION WITH THE ATHLETE

“To communicate” means to put in common; to inform; to share knowledge, thoughts, ideas and emotions; to build a relationship made of mutual understanding and participation.

Essential elements of communication are the ‘sender’ who shares the message; the ‘recipient’, for whom the message is intended; the message itself; the channel through which the message is shared; the code, which entails the way and the language used in the communicative act; and the context in which the communication takes place.

Communication occurs on three different levels – verbal, non-verbal, and body language – that coaches/trainers need to be aware of in order to engage in a conscious and effective communication with their athletes. The first level, verbal communication, entails choosing a linguistic register that is appropriate to the recipient of the message and to the context. Non-verbal level of communication refers to intonation, intensity, emphasis of the communicative act. This second level provides information regarding the sender and his/her mood and intention. The third level is body language (posture, gestures, etc.) and it needs to be in line with verbal and non-verbal levels to reinforce them, rather than to contradict them and confuse the recipients. Therefore, coaches/trainers need to focus not only on the message itself, but also on how the message is conveyed.

Moreover, coaches/trainers need to always keep in mind that effective communication also entails listening – which is fundamental to avoid communicative interactions to turn into a ‘monologue for two’, in which sender and recipient exchange messages but don’t actively listen to each other.

As a matter of fact, there are different levels of listening that coaches/trainers need to be aware of. ‘Ignoring’ entails listening as a duty; ‘internal dialogue’: what one knows is more important than what the other is saying; ‘interrupting’ entails thinking about own response, rather than actually listening; ‘selective listening’ solely of what one is interested in; ‘filtered listening’ entails judging and having prejudices; ‘active listening’ entails being intentionally open to the message that is being shared, and it promotes cooperation, conflict management, and flourishing of relationships not only in a context







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of agreement and mutual fondness but also of diversity and disagreement.

In order to become active listeners, coaches/trainers should be attentive and present; ask questions; stay focused; pay attention to all levels of communication.

Finally, active listening results in providing feedback, that can be understood as the best possible solution that fosters personal and team improvement. It is important for coaches/trainers to understand that feedback is not only about advice and/or evaluation, but it is about providing athletes with specific goal-oriented information about their actions. Some define feedback as 'a window to the future' in the sense that it doesn't only show what went right or wrong in the past, but also future actions to be taken in order to move forward towards the set goal.

Feedback is one of the most powerful influences on training and achievement, hence coaches/trainers need to learn how to provide effective feedback. Firstly, coaches/trainers always have to keep in mind that their recipients are in a vulnerable position when receiving feedback, hence should not aim to demoralize/condemn their athletes or to make themselves seem superior. The right reasons to give feedback for coaches/trainers are commitment/concern, sense of responsibility, genuine desire to guide their athletes toward improvement. Also, effectiveness of feedback depends on the timing: it shouldn't be provided whilst athletes are performing as it may be demoralizing, but also not too long after the performance is completed as athletes need to be able to reflect on their own performance and to change it in light of the feedback received.





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## Sub-module 5.1

### Communication Levels

<b>Goals</b>	Explain the essential elements of communication and its 3 levels. The goal is to understand these concepts in order to employ them consciously in the communication with athletes
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	PPT presentation, interaction with participants: discussion, questions, NFE activities
<b>Content</b>	<ul style="list-style-type: none"><li>• Introduction to the sub-topic (5 min)</li><li>• Sub-topic presentation (power point) (25-30 min)</li><li>• Interactive session (discussion/questions) (15 min)</li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li><li>• Flip Chart.</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	Take into consideration the age and the level of knowledge of your recipients: if they are young and new to the topic, start from the basics, keep in mind what your audience needs (and use concrete examples); if they are already familiar with the topic, ask them to explain/exemplify the different levels of communication.





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## Sub-module 5.2

### Monologue for Two

<b>Goals</b>	Explain what is meant as 'monologue for two' by outlining different levels of listening, and the importance of 'active listening' for communication to be effective.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	PPT presentation, interaction with participants: discussion, questions, NFE activities
<b>Content</b>	<ul style="list-style-type: none"><li>• Introduction to the sub-topic (5 min)</li><li>• Sub-topic presentation (power point) (25-30 min)</li><li>• Interactive session (discussion/questions) (15 min)</li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li><li>• Flip Chart.</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	Take into consideration the age and the level of knowledge of your recipients: if they are young and new to the topic, start from the basics, keep in mind what your audience needs (and use concrete examples); if they are already familiar with the topic, ask them to explain/exemplify the different levels of listening.





## Sub-module 5.3 The Power of Feedback

<b>Goals</b>	Explain what feedback is and isn't, and how to provide effective feedback so that countereffects are avoided.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	PPT presentation, interaction with participants: discussion, questions, NFE activities
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the sub-topic (5 min)</li> <li>• Sub-topic presentation (power point) (25-30 min)</li> <li>• Interactive session (discussion/questions) (15 min)</li> <li>• Evaluation (feedback) (5 min)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Meeting room;</li> <li>• Projector;</li> <li>• Laptop;</li> <li>• Flip Chart.</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• PT Presentation</li> <li>• Exercise book</li> <li>• Anecdote &amp; Quiz</li> <li>• Video</li> </ul>
<b>Recommendations (if any)</b>	Take into consideration the age and the level of knowledge of your recipients: if they are young and new to the topic, start from the basics, keep in mind what your audience needs (use concrete examples); if they are already familiar with the topic, ask them to provide examples of effective feedback for different situations.





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## MODULE 6

### SPORT COACH TIME MANAGEMENT

The subject of this module is **SPORT COACH TIME MANAGEMENT**, which contains three sub-modules: **HOW TO MAKE AN EFFECTIVE SCHEDULE, HOW TO SET A GOAL** and **HOW TO CREATE AN ACTIVITY PROGRAM FOR PENTA-ATHLETES**

Each of them is a relevant element for the development of a perfect training. There are lots of articles that underline the importance of two subjects deeply analysed in this course. The first one is to set a goal. The second one is a good plan.

Thus, if you want to achieve your goal, big or small, the best way to do it is an effective schedule that gives you the instruments to face the “variables”.

Why is so important? Athletes have families, courses or a second job, which means variables capable of impede an athlete during the preparation.

This tool presents many advantages. For example: imagine an elite athlete that became run down. A competitor with a solid routine can easily find out which is the cause of an inefficient training session modifying single elements of the program. So, he can increase his calories for a week, and the problem is solved.

No less important, in this module, you can also find useful tips to create an activity program for Penta-athletes. Schedule and training have to be balanced to make them technically proficient in a single event.





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## Sub-module 6.1

### How to Make an Effective Schedule

<b>Goals</b>	Explain how to make an effective schedule.
<b>Time frame</b>	50 minutes
<b>Methods</b>	It is essentially a theoretical part consisting of a power point presentation, useful links and insights necessary to provide coaches with the bases to draw up a balanced training program that will then be applied on the field.
<b>Content</b>	<ul style="list-style-type: none"><li>• Introduction to the sub-topic (5 min)</li><li>• Sub-topic presentation (power point) (25-30 min)</li><li>• Interactive session (discussion/questions) (15 min)</li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li><li>• Flip Chart;</li><li>• Markers.</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	Many experts suggest that, although many athletes may look similar, they have many differences. So, each program must be tailored to each athlete.





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## Sub-module 6.2

### How to Set Goals

<b>Goals</b>	Explain that setting a goal is a useful behaviour for enhancing performance.
<b>Time frame</b>	50 minutes
<b>Methods</b>	An interactive platform with many elements, like an interesting presentation, whose aim is to show the importance of a purpose, big or little, for enhancing performance and improve athletes.
<b>Content</b>	<ul style="list-style-type: none"><li>• Introduction to the sub-topic (5 min)</li><li>• Sub-topic presentation (power point) (25-30 min)</li><li>• Interactive session (discussion/questions) (15 min)</li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li><li>• Flip Chart;</li><li>• Markers.</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	As many experts suggested, it is useful to start setting small goals.





## Sub-module 6.3

### How to Create an Activity Program for Penta-Athletes

<b>Goals</b>	Give some tips useful to create an activity program for penta-athletes.
<b>Time frame</b>	50 minutes
<b>Methods</b>	An interactive platform with many elements, like an interesting presentation, whose aim is to give some tips useful to create an activity program for penta-athletes.
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the sub-topic (5 min)</li> <li>• Sub-topic presentation (power point) (25-30 min)</li> <li>• Interactive session (discussion/questions) (15 min)</li> <li>• Evaluation (feedback) (5 min)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Meeting room;</li> <li>• Projector;</li> <li>• Laptop;</li> <li>• Flip Chart;</li> <li>• Markers.</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• PT Presentation</li> <li>• Exercise book</li> <li>• Anecdote &amp; Quiz</li> <li>• Video</li> </ul>
<b>Recommendations (if any)</b>	According to many experts is important to organize event work involving as much as possible the athletes.







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## MODULE 7

# THEORY, TECHNIQUE AND DIDACTICS FOR FENCING IN PENTATHLON

Fencing became an increasingly organized competitive sport late in the 19th century. For men, fencing had been part of the Olympic Games since their revival in 1896, while events for women fencers were added to the Olympic contest over the years (e.g. first included in the 1924 Olympic Games). Fencing, as an organized sport involving the use of a sword (épée, foil, or sabre) for attack and defense according to set movements and rules.

In Modern Pentathlon fencing, athletes must use an épée sword (maximum total weight of 775 grams). Along with the sword, athletes must wear protective clothing from top to bottom. In épée, the entire body is a valid target and all hits must be with the tip and not the sides of the blade. Hits with the side of the blade do not register on the electronic scoring apparatus (the arrival and judgment of hits is completely registered by the electrical apparatus). Each game lasts a maximum of one minute, and the first to touch the opponent wins. If neither succeeds after the minute has elapsed, then both players lose. The score is as follows: 1,000 points are scored by winning 70% of the available bouts. Each victory above or below this 70% mark is worth a specific point value depending on how many competitors there are (see fencing rules section of the UIPM website).

Fencing is a multi-faceted discipline that gives to fencers a complete body (fast actions) and mind (strategies) workout. Techniques or movements in fencing can be divided into two categories: offensive and defensive. The attacks and defenses may be performed in countless combinations of feet and hand actions. This is achieved by implementing three important skills of fencing:

- Blade work allows a fencer to mislead his opponent and reach the target area despite attempts of the opponent to defend themselves. This is probably the most difficult of the crucial skills of fencing to master. The fencer needs to be strong but also needs coordination and agility to be able to execute parries against their opponent, but also move quickly around parries attempted on them.
- Footwork this allows the fencer to move into appropriate positions and distances to utilize blade work, but to quickly get away from an opponent's attack. This is the



cardio vascular component to the training and it is the most physically demanding of the skills.

- Tactics fall under the mental component of the training. This is the hardest skill for the fencer to learn and it something that they will focus on throughout their competitive career. Tactics are the strategies and tactics used by fencers to beat their opponent by coordinating blade work and foot work.

The purpose of the module is to provide basic theoretical and practical features of the fencing in order to increase the knowledge and develop new skills, but also motivate someone to continue training through a long-term basis.





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## Sub-module 7.1

### Didactics by Practical Activities

<b>Goals</b>	The goal of this submodule is to give a small primer on the background of Olympic fencing and the basics of the weapons involved (épée) and the rules of the sport.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	Presentation of theoretical features.
<b>Content</b>	Introduction to the sub-topic (5 min) <ul style="list-style-type: none"><li>• Intro to Olympic fencing</li></ul> Sub-topic presentation (power point) (25-30 min) <ul style="list-style-type: none"><li>• Rules to épée fencing</li><li>• Equipment of épée fencing</li><li>• Basic skills</li></ul> Evaluation (feedback) (5 min)
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	





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## Sub-module 7.2

### Didactics by Practical Activities

<b>Goals</b>	The goal of this submodule is to teach positions in fencing as well as simple movements and different attacks without hitting a target.
<b>Time frame</b>	50 minutes
<b>Methods</b>	Presentation of videos and practical recommendations
<b>Content</b>	<p>Sub-topic presentation (power point) (25-30 min)</p> <ul style="list-style-type: none"><li>• Strategies</li><li>• Attack, defense, counterattacks</li><li>• Offensive and defensive techniques</li><li>• Using the distance as a strategy</li><li>• Using the rhythm as a strategy</li><li>• Coaching épée</li></ul> <p>Interactive session (discussion/questions) (15 min)</p> <ul style="list-style-type: none"><li>• Discussion on tactical aspects of épée</li></ul> <p>Evaluation (feedback) (5 min)</p>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	





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## MODULE 8

# THEORY, TECHNIQUE AND DIDACTICS FOR FREESTYLE SWIMMING IN PENTATHLON

Swimming is a physical activity that enables harmonious growth and development. The knowledge of swimming allows a person to use it as means of sport, leisure, recreation or for therapeutic purposes. This activity is essential for every individual in a natural disaster or in various cases of accidents whereas it can be used as self-protection, as preservation of one's own life and to protect others. Swimming is a unique process in which health-hygienic, physiological, educational and tasks of upbringing must be accomplished. The impact of swimming on human health is significant. As a whole, swimming positively affects the human body because it stimulates proper growth and development, develops basic motor skills, and contributes to the development of cognitive abilities. The impact of swimming on a person's mental state and health is very important. Children develop fearlessness, perseverance and strengthen their determination by being in a new environment, such as being in the water. Practicing swimming as a competitive discipline develops combativeness, courage, discipline in fulfilling the set tasks, attitude towards the team, and increases mental stability.

During these few lecture hours, our goal is to get acquainted with the crawl technique, learn the correct performance, spot mistakes and correct them.

A saying that has been accepted long ago states that the literacy of a nation is assessed according to its swimming literacy, that is, according to the number of swimmers that the nation has. With this we can conclude that the knowledge of swimming means a lot to modern society. As a physical activity, swimming stimulates the harmonious development of man in an all-encompassing way. It is an activity of movement of living beings through water, which involves maintaining one's body on the surface of the water and moving in a desired direction. Training and swimming school can be started at a very early age, and thus the positive impact of swimming can be exploited sooner. This can be confirmed by the fact that he, who once learns how to swim, never forgets how to swim and therefore it becomes a permanent characteristic of the individual. A person that can swim can use the activity as a means of sport, leisure or recreation. Swimming is a great activity and recreation for people with disabilities, especially for people who have injuries of their lower extremities. Swimming is not an expensive sport and it is available to most people. The construction of winter swimming pools makes it possible for people to swim all year





round. Since people can swim in their later years of life as well, swimming is also called a “family sport”. Needless to say, swimming is important for every person in natural and other disasters. Swimming gives people the opportunity not only to protect and preserve their own lives, but also to protect others. It is for these reasons that it is important for non-swimmers to train faster and more efficiently, and schools, as educational institutions, have a special role to play in this. They should direct children towards sports. Schools should conduct organized non-swimmer training for all non-swimmer students of a particular age, which most schools today do. If children fail to learn how to swim in the sixth or seventh year of their life, the physical education program obliges them to learn in the fourth grade, that is, at ten or eleven years old, because swimming is a daily human need. As a whole, swimming has a positive effect on the child’s body because it encourages proper physical growth and development, develops basic motor skills and contributes to the development of cognitive abilities. Swimming also affects the psychophysical condition of children and has high social and therapeutic effects. It is important to conduct swimming training in a way in which students will learn everything they need to in order to be comfortable in the water, as well as be useful and safe. This can only be achieved if swimming is understood as a unique process in which health and hygiene, physiological, educational and tasks of upbringing must be accomplished.





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## Sub-module 8.1

### Theory and Technique

<b>Goals</b>	The goal is to get acquainted with the correct performance of the freestyle technique and the positive effects of swimming on health.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	Presentation of the correct performance of the crawl technique through theory (lectures) and its performance in swimming training.
<b>Content</b>	<ul style="list-style-type: none"><li>• Introduction to the sub-topic (5 min) key question: Do you swim properly?</li><li>• Sub-topic presentation (power point) (25-30 min) introduction to the proper technique of performing crawl</li><li>• Interactive session (discussion/questions) (15 min) the most common mistakes while performing freestyle technique, the importance of swimming, the importance of proper performance</li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li><li>• Flip Chart;</li><li>• Markers.</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	Make sure each participant is physically fit to participate in the trainings. Pay close attention to creating a safe work environment. Plan activities and games with a playful approach. Activities and games must be organized giving the possibility to PRACTICE as much as possible with very few interruptions and waiting moments.

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## Sub-module 8.2

### Didactics by Practical Activities

<b>Goals</b>	The aim is to explain and show exercises to perfect crawl techniques. List as many training exercises as possible and point out the standard and most common errors that occur with this technique what the consequences are and how to correct them.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	Through theory, games and exercises to perfect crawl technique
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the sub-topic (5 min): <b>key question: which exercises they know for a perfect crawl technique?</b></li> <li>• Sub-topic presentation (power point) (25-30 min) <b>swimming training methodology (crawl technique)</b></li> <li>• Interactive session (discussion/questions) (15 min) <b>repetition of what has been learnt and demonstration</b></li> <li>• Evaluation (feedback) (5 min)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Swimming pool;</li> <li>• Swimming floats;</li> <li>• Foam pool tubes;</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• PT Presentation</li> <li>• Exercise book</li> <li>• Anecdote &amp; Quiz</li> <li>• Video</li> </ul>
<b>Recommendations (if any)</b>	Take into consideration the level of fitness with respect to swimming of your recipients; the level of insight in training for swimming disciplines.







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## MODULE 9

# THEORY, TECHNIQUE AND DIDACTICS FOR CROSS COUNTRY RUNNING IN PENTATHLON

Cross country running is a sport in which teams and individuals run a race on open-air courses over natural terrain such as dirt or grass. Usually, the course is 4-12 km long and includes surfaces of grass and earth, pass through woodlands and open country, hills, flat ground and sometimes grave road. It is both an individual and a team sport; runners are judged on individual times and teams by a points-scoring method. Both men and women of all ages compete. Races usually take place during autumn and winter, and they are held even when there is rain, sleet, snow or hail.

Cross country was included in Summer Olympics in 1912 but then banned in 1924 at the games in Paris because two competitors were reported dead, and many others fell unconscious due to the extremely hot weather. Since 1928 cross country is contested in the Olympics as part of modern pentathlon. Since 2009, the cross country event is combined with the shooting event, forming a combined final event that is called 'laser run', in which participants run three 1000m lap after having hit five targets with a pistol. Since 2013, the laser run has changed to consist of four 800m laps, prefaced by laser shooting at five targets.

The most typical feature of cross country running is that it entails running over a variety of surfaces and in different weather conditions, which result in a constant disruption of the running rhythm. Hence, whereas for most running disciplines road races are dictated by pace, cross country racing is dictated by effort. The goal is to learn to employ a steady effort rather than to set an even pace. Cross country runners need to find an effort level that they can confidently maintain.

Therefore, successful trainings for cross country running include: long runs (5 to 12 km); tempo work (usually with runs that are about 20/30-minute-long); long/short intervals interspersed with maintenance and recovery runs. All these training activities need to be adjusted to the terrain, elevation, course changes, etc. that athletes will encounter in the pentathlon race. Another type of training activity that is useful for cross country is fartlek runs: unstructured runs that alternate between moderate to hard efforts and easier efforts. Athletes should imagine themselves running over the terrain they will run the pentathlon race on.



Key elements that need to be taken into account when training for cross country running:

- Train intensively in going up and down, given that most terrains for cross country races are uneven and hilly.
- Pay attention to all the natural elements of the terrain that require additional energy: soft dirt, thick grass, mud, etc.
- Be fast at the start (usually 300m straight line) as being left behind at this initial stage result in a significant disadvantage as the racing course immediately starts narrowing, hence passing becomes more difficult and tactical.
- Master obstacles (narrow bridge, sharp turn around a tree, etc.) by developing the ability to repeatedly slow into an obstacle and accelerate out of it as efficiently as possible.



## Sub-module 9.1 Theory and Technique

<b>Goals</b>	Present the discipline of cross country running by describing its characteristics and its history in the Olympic games, especially as part of modern pentathlon. Present elements of successful training by linking them to cross country running's characteristics.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	PPT presentation, interaction with participants: discussion, questions, NFE activities
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the sub-topic (5 min)</li> <li>• Sub-topic presentation (power point) (25-30 min)</li> <li>• Interactive session (discussion/questions) (15 min)</li> <li>• Evaluation (feedback) (5 min)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Meeting room;</li> <li>• Projector;</li> <li>• Laptop;</li> <li>• Flip Chart;</li> <li>• Markers.</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• PT Presentation</li> <li>• Exercise book</li> <li>• Anecdote &amp; Quiz</li> <li>• Video</li> </ul>
<b>Recommendations (if any)</b>	Make sure each participant is physically fit to participate in the trainings. Pay close attention to creating a safe work environment. Plan activities and games with a playful approach. Activities and games must be organized giving the possibility to PRACTICE as much as possible with very few interruptions and waiting moments.



## Sub-module 9.2

### Didactics by Practical Activities

<b>Goals</b>	Explain core elements of successful trainings and provide examples of work out exercises.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	Practical activities in the gym and/or open space
<b>Content</b>	<ul style="list-style-type: none"> <li>• Equipment (10 min)</li> <li>• Warm up (10 min)</li> <li>• General &amp; specific physical preparation exercises (15 min)</li> <li>• Exercises to improve running technique (15 min)</li> <li>• Feedback session (5 min)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Cones</li> <li>• Obstacles</li> <li>• Mats</li> <li>• Ropes</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• PT Presentation</li> <li>• Exercise book</li> <li>• Anecdote &amp; Quiz</li> <li>• Video</li> </ul>
<b>Recommendations (if any)</b>	Take into consideration the level of fitness with respect to running of your recipients; the level of insight in training for running disciplines.





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## MODULE 10

### THEORY, TECHNIQUE AND DIDACTICS FOR EQUESTRIAN SHOW JUMPING IN PENTATHLON

According to the rules of Modern pentathlon, “Athletes compete on horses provided by the organizers, which are selected from a random draw. For warm-up and preparation purposes, athletes are allowed to ride their allocated horse for 20 minutes and to have up to five trial jumps in the warm-up arena provided.”

The Riding event is a show jumping event, with a penalty table specific to modern pentathlon, organised both for Individuals and for Relays at a target speed of 375 m/minute in an arena larger than 2500 square meters. In an arena smaller than 2500 square meters the speed will be 350m/min.

At Individual competitions on a riding course of 400-450m length consisting of 12 obstacles, a combination of two elements (a double) and another of three elements (a triple) must be included. A minimum of 5 elements must be set at the maximum height relevant to the status of the competition. The height of the course obstacles must be made in accordance with the standard of the horses.





The LOC must provide the riding course plan. This plan must include:

- The positions of the start and finish lines;
- The relative positions of all obstacles and their dimensions, their type and order;
- Any compulsory turning points;
- The length of the course as it was measured;
- The track marked either by a continuous line to be followed precisely by the pentathletes or by a series of arrows showing the direction in which each obstacle must be jumped, then the track to be chosen freely by the pentathlete. A compulsory section in an otherwise unrestricted course, both methods must be used on the same plan;
- The time allowed and the time limit;
- The judges' box.



## Sub-module 10.1 Theory and Technique

<b>Goals</b>	Participants in this module will be introduced to the basics of show jumping in Pentathlon, basic rules of the competition, first steps and useful tricks and tips, especially valuable for beginners or amateurs.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	Methods used in this module: Video presentations; Lecture and presentation; Discussion; Questions and Answers; Feedback; Evaluation.
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the sub-topic (5 min)</li> <li>• Sub-topic presentation (power point) (25-30 min)</li> <li>• Interactive session (discussion/questions) (15 min)</li> <li>• Evaluation (feedback) (5 min)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Meeting room;</li> <li>• Projector;</li> <li>• Laptop;</li> <li>• Flip Chart.</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• PT Presentation</li> <li>• Exercise book</li> <li>• Anecdote &amp; Quiz</li> <li>• Video</li> </ul>
<b>Recommendations (if any)</b>	Take into account the age, experience and level of knowledge of the participants in the session: if they are young and inexperienced, start with basic information about the rules, methods and history of modern pentathlon and take the necessary attention and time for their questions and answers (explain the main terms, ask if they understand the basic concepts, etc.)



## Sub-module 10.2

### Didactics by Practical Activities

<b>Goals</b>	Explain core elements of successful trainings and provide examples of work out exercises.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	Practical activities in the gym and/or open space
<b>Content</b>	<ul style="list-style-type: none"> <li>• Equipment (10 min)</li> <li>• Warm up (10 min)</li> <li>• General &amp; specific physical preparation exercises (15 min)</li> <li>• Exercises to improve riding technique (15 min)</li> <li>• Feedback session (5 min)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Horses;</li> <li>• Equipment for horses;</li> <li>• Equipment for horse-riders;</li> <li>• Obstacles.</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• PT Presentation</li> <li>• Exercise book</li> <li>• Anecdote &amp; Quiz</li> <li>• Video</li> </ul>
<b>Recommendations (if any)</b>	Make sure each participant is physically fit to participate in the trainings. Pay close attention to creating a safe work environment. Plan activities and games with a playful approach. Activities and games must be organized giving the possibility to PRACTICE as much as possible with very few interruptions and waiting moments.







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## MODULE 11

# THEORY, TECHNIQUE AND DIDACTICS FOR PISTOL SHOOTING IN PENTATHLON

Shooting sport involves the execution of several skills that require fine motor control. Performance is dependent on the peak abilities of the smallest muscle groups. Flexibility and core strength are of particular importance in the sport.

The sport, therefore, demands specialized training routines tailored to meet individual needs.

Therefore, training refers to learning and performing a skill or movement as practice refers to applying the skill-based on a desired field of interest.

Depending on how the practice sessions are scheduled, training routines lead to definite improvement in an athlete's ability to excel at the sport. Training and practice are necessary precondition to acquire motor skills and then develop the sport-specific skills.

Posture and breathing play a significant role too. Good posture is the main element of any training and competition routine in the shooting sport. For example, a wrong postural alignment or an unstable platform, can increase the probability of injuries. Thus, a correct postural analysis and correction exercises are fundamental. These can minimize sway while in the shooting stance. Moreover, it can improve performance, in rifle and pistol disciplines while also returning the shotgun athlete's normal cervical and torso position.

Breathing is of notable importance in shooting sport. For example, it causes a physiological tremor and influences overall body movement. For this reason, a pre-shot routine is decisive and useful to minimize anxiety. In the pistol and rifle disciplines, athletes usually stop breathing a few moments before firing the shot.

The timing of the pause is crucial. An improper execution of the technique will lead to the excessive holding of the breath and also to an oxygen debt, causing undesired effects.

Moreover, you may also need to use known breathing techniques to control arousal



before and during competition. It is, therefore, advisable to devise careful and effective methods during training.

Purpose of this module is to explain some techniques useful to improve training methods used and modify these to meet specific needs.



## Sub-module 11.1 Theory and Technique

<b>Goals</b>	Improving Theory and Technique for Pistol Shooting in Pentathlon.
<b>Time frame</b>	50 minutes
<b>Methods</b>	A range of mental and technical preparation strategies across the competitive phases. These included, among others, competition simulation, mental practice, goal setting, emotion control, behavioural routines, specific technical strategies, attentional strategies, reaction to mistakes, and post competition self-assessment.
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the sub-topic (5 min)</li> <li>• Sub-topic presentation (power point) (25-30 min)</li> <li>• Interactive session (discussion/questions) (15 min)</li> <li>• Evaluation (feedback) (5 min)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Meeting room;</li> <li>• Projector;</li> <li>• Laptop;</li> <li>• Flip Chart;</li> <li>• Markers.</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• PT Presentation</li> <li>• Exercise book</li> <li>• Anecdote &amp; Quiz</li> <li>• Video</li> </ul>
<b>Recommendations (if any)</b>	Shooting slowly may help improve their accuracy and avoid time costly misses, but it also increases the time taken for each shot and thus the total time to hit the target five times.



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## Sub-module 11.2

### Didactics by Practical Activities

<b>Goals</b>	Improving the technique of Pistol Shooting in Pentathlon by practical activities.
<b>Time frame</b>	50 minutes
<b>Methods</b>	Practical activities in the gym and/or open space
<b>Content</b>	<ul style="list-style-type: none"><li>• Introduction to the sub-topic (5 min)</li><li>• Sub-topic presentation (power point) (25-30 min)</li><li>• Interactive session (discussion/questions) (15 min)</li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Pistol guns;</li><li>• Targets;</li><li>• Bullets.</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	Try to have good rhythm when making the shot, to follow a rhythmic pattern, be calm, and always make the same movement.





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## MODULE 12

### SPORT EVENT ORGANISATION

The Union Internationale de Pentathlon Moderne (UIPM) is the world governing body of the Olympic sport of Modern Pentathlon. UIPM has 120 National Federation members and its Headquarters has been located in Monaco since 1997. The Vision of UIPM is a sustainable and inclusive global environment that enables people of all ages, genders, religions, nationalities and social backgrounds to participate in multi-disciplinary sport, testing their bodies and minds to the limit and fulfilling their potential. The most important goals and objectives, as well as the mission of UIPM is to strengthen the UIPM Sports pyramid by growing global participation and giving more people a pathway to the Olympic Games, Paralympic Games or whatever competition represents the pinnacle of their ability. To protect the heritage of Modern Pentathlon by embracing innovation and building on the legacy of Baron Pierre de Coubertin, who founded the Modern Olympic Games and then created a multi-sport especially for the Games that represented the apex of athletic achievement. The UIPM organizes an annual World Championship for senior, junior and youth athletes, as well as a World Cup Series that consists of four events culminating in a World Cup Final. Every four years, the ultimate test: The Olympic Games.

**EVENT** - The five disciplines of a Modern Pentathlon competition are organised in four events: Fencing, Swimming, Riding, Laser-Run (Shooting and Running). Combinations of the different MP disciplines include UIPM Biathle (Run-Swim), UIPM Triathlon (Shoot-Run-Swim) and Modern Tetrathlon (any combination of four of the five Modern Pentathlon disciplines). Official UIPM competitions in Modern Pentathlon are:

- Category A: Olympic Games, World Championships, Continental Championships and Games, World Cups and World Cup Final, Champion of Champions, CISM World Championships;
- Category B: Regional Championships and Games, World Masters Championships and Continental Master Championships and other World Ranking Competitions;
- Category C: Other international competitions and international Championships of any kind organised by UIPM member federations. The LOC must have invited the required number of national federations to take part.





Official UIPM Individual competitions are organised as one-day competitions. It is recommended that all events take place in one site and within walking distance of each other. Team classification may also be included, using the Modern Pentathlon points from the individual classification. Senior, Junior, Youth and Masters Competitions may be organised over one or two days or, in exceptional circumstances, as three-day competitions, if two days are required for the Riding. A Relay team consists of 2 athletes. Relay competitions must take place as a one-day competition. In Category “A” competitions, Men’s and Women’s Relay take place over one day and the Mixed Relay over a second day. If the number of participating teams is too large, the UIPM TD and LOC may approve a third day of competition.

**THE VICTORY CEREMONY** - It is conducted immediately after the final event whether there are protests or not. In Category “A” competitions, the LOC must play the national anthem of the Victor’s country and display the national flags of the medallists. Athletes must wear their national uniform on the podium and without baseball caps or hats. Headscarves are permitted. Flags, mobile phones, cameras, electronic devices, bottles, items of sport equipment, political statements and accreditations are not allowed on the podium.

**FINANCE** - At UIPM competitions, the Organising Federation/LOC covers all costs of the competition. Costs of the competition do not include hosting (i.e. local transport, accommodation and meals) of the participants. However, the Organising Federation/LOC may offer an Accommodation Package to cover hosting costs - local transport, accommodations and meals. Any participant that does not select and pay for an Accommodation Package are obliged to pay an Accreditation Fee to the Organising Federation/LOC. The amount of the Accreditation fee is set at 75 Euros per day of Senior and Junior competitions and 50 Euros for Youth per competition day with a minimum payment of 4 days.

**ORDER OF THE EVENTS** - The order of events must be as follows: Fencing or Swimming, Riding and Laser-Run. In the Olympic Games and World Cup Finals the ranking round must take place the previous day. Laser-Run must always be organised with handicap start.

**APPLICATIONS FOR UIPM COMPETITIONS** - Applications for UIPM World Championships, World Cup Finals, World Cups and Champion of Champions must





be submitted by UIPM National federation or Bidding Cities through the UIPM HQ by completing specific, detailed bidding forms. The Technical Committee will give its opinion and make proposals. Deadlines for receiving completed candidatures are set by the UIPM Executive Board, three years prior to the event. Applications for Continental Championships and other Regional competitions must be submitted in writing to the President of the relevant Continental Confederation. Applications for World Ranking Competitions must be submitted in writing by e-mail to the Executive Board member for Sport no later than 60 days before the annual UIPM Congress in the year preceding the relevant competition. For World Ranking competitions to be eligible for Olympic ranking status, the deadline for submission is 12 months before the start of the Olympic Qualification period. For all other UIPM competitions, no application procedure is necessary.



# UIPM

## World Pentathlon







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## Sub-module 12.1 Administration and Finance

<b>Goals</b>	Participants will learn about the world governing body of Modern Pentathlon, and will be introduced to the basic rules and requirements for organizing a competition in this sport, with special focus on administrative and financial matters (how to create an event master plan, develop event goals, establish the budget, etc.) The participants will also receive information on how to be more efficiently and successfully when they are preparing a sport event.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	PPT presentation, interaction with participants: discussion, questions, NFE activities
<b>Content</b>	<ul style="list-style-type: none"><li>• Introduction to the sub-topic (5 min)</li><li>• Sub-topic presentation (power point) (25-30 min)</li><li>• Interactive session (discussion/questions) (15 min)</li><li>• Evaluation (feedback) (5 min)</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Meeting room;</li><li>• Projector;</li><li>• Laptop;</li><li>• Flip Chart.</li></ul>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• PT Presentation</li><li>• Exercise book</li><li>• Anecdote &amp; Quiz</li><li>• Video</li></ul>
<b>Recommendations (if any)</b>	Take into consideration the age and the level of knowledge of your recipients: if they are young and new to the topic, start from the basics, keep in mind what your audience needs, and pay extensive attention and time to their questions and doubts.







## Sub-module 12.2

### Marketing and Communication

<b>Goals</b>	Participants will be introduced to the main strategies of marketing and communication related to the organization of a sport event, in terms of branding, dissemination, publicity, etc.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	PPT presentation, interaction with participants: discussion, questions, NFE activities
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the sub-topic (5 min)</li> <li>• Sub-topic presentation (power point) (25-30 min)</li> <li>• Interactive session (discussion/questions) (15 min)</li> <li>• Evaluation (feedback) (5 min)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Meeting room;</li> <li>• Projector;</li> <li>• Laptop;</li> <li>• Flip Chart.</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• PT Presentation</li> <li>• Exercise book</li> <li>• Anecdote &amp; Quiz</li> <li>• Video</li> </ul>
<b>Recommendations (if any)</b>	Take into consideration the age and the level of knowledge of your recipients: if they are young and new to the topic, start from the basics, keep in mind what your audience needs, and pay extensive attention and time to their questions and doubts.





## Sub-module 12.3 Organization

<b>Goals</b>	Participants will receive information on how to be more efficient and successful in the organization of a modern pentathlon competition.
<b>Time frame</b>	50-55 minutes
<b>Methods</b>	PPT presentation, interaction with participants: discussion, questions, NFE activities
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction to the sub-topic (5 min)</li> <li>• Sub-topic presentation (power point) (25-30 min)</li> <li>• Interactive session (discussion/questions) (15 min)</li> <li>• Evaluation (feedback) (5 min)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Meeting room;</li> <li>• Projector;</li> <li>• Laptop;</li> <li>• Flip Chart.</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• PT Presentation</li> <li>• Exercise book</li> <li>• Anecdote &amp; Quiz</li> <li>• Video</li> </ul>
<b>Recommendations (if any)</b>	Take into consideration the age and the level of knowledge of your recipients: if they are young and new to the topic, start from the basics, keep in mind what your audience needs, and pay extensive attention and time to their questions and doubts.





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## GLOSSARY

### Module 1

#### Modern Pentathlon: 5 Disciplines, One Sport

- **MODERN PENTATHLON:** is an Olympic sport that comprises five different events; fencing, freestyle swimming, equestrian show jumping, and a final combined event of pistol shooting and cross country running.
- **ÉPÉE:** the largest and heaviest of the three weapons used in the sport of fencing.
- **ROUND-ROBIN TOURNAMENT:** also known as all-play-all tournament, is a competition in which all contestants meet all other contestants in turn.

### Module 2

#### From athlete to trainer: Skills and competences for a dual career

- **DUAL CAREER:** The challenge of combining a sporting career with education or work.
- **DUAL CAREER ARRANGEMENTS:** Promote the attainment of a new career after the sporting career, and protect and safeguard the position of athletes.
- **TRANSITION:** An event or non-event, that results in changes in oneself and one's life, behaviour, and relationships.
- **WITHIN SPORT CAREER TRANSITIONS:** Transitions that athletes face during their athletic careers.
- **SKILLS:** Specific learned abilities required to perform a task successfully (examples: computer literacy, languages).
- **COMPETENCES:** Knowledge and behaviours that lead to be successful (problem solving, decision making, goal-setting).

### Module 3

#### Leadership and Group Management

- **LEADERSHIP:** daily commitment to taking the responsibility of providing guidance; achieved through the process of gaining acceptance by being assertive and motivating others to follow.





- **EMPATHY:** being intentionally open to the emotions and feelings that are being shared.
- **ACTIVE LISTENING:** being intentionally open to the message that is being shared.
- **SELF-BLOCK:** features of your interlocutor that bother you and (more or less) unconsciously distract you from listening.
- **TEAM:** a collective subject that is different from the sum of its individual subjects; an environment in which each member feels recognized, accepted and protected.
- **RITUAL:** tool to provide sense of belonging to the team, which is made for example of fixed schedule or planning of the activities, and so on.

## Module 4

### Leadership and Group Management

- **FACTOR:** a set of situation or facts that influences the result of something. In order to be considered a factor, that situation or fact requires that a correlation exists between it and the result: this correlation may usually be shown as a mathematical or logical function. Sometimes the function has still to be discovered or described, while its existence is a statistical evidence.
- **SALIENT:** military term, also known as a bulge, it's a battlefield feature that projects into enemy territory. It is surrounded by enemy on multiple sides, making the troops occupying the salient vulnerable. In the salient theory, it represents a feature, represented in a panel, that scores far higher or lower than the average of the others.
- **TRAINING:** It is teaching, or developing in oneself or others, any skills and knowledge or fitness that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity and performance. It forms the core of apprenticeships, and training may continue beyond initial competence to maintain, upgrade and update skills throughout whole life.
- **COACHING:** is a form of development in which an experienced person, called a coach, supports a learner, also called the coachee, or client in achieving a specific personal goal by providing training and guidance. Coaching differs from mentoring, by focusing on specific tasks or objectives, as opposed to more general goals or overall development.





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## Module 5

### Effective Communication with the Athlete

- **REDUNDANCY:** a way to be more effective in communicating that consists in repeating the same information using different code, different words, different level of language.
- **COMMUNICATIVE COHERENCE:** conscious alignment of the 3 communication levels in order to be effectively clear in the message that we want to send our recipient.
- **MONOLOGUE FOR TWO:** a monologue is a theatrical act in which the actor is alone on stage and speaks out loud as if he/she was thinking by him/herself. Here the word is used inappropriately to highlight how communicative acts that should be a dialogue are actually a monologue between two people that are talking but focusing on themselves much more than on delivering their message to the recipient.
- **ASSERTIVENESS:** Ability to express clearly and effectively own emotions and opinions without offending nor attacking the interlocutor.
- **INTERPRETATION:** Subjective “translation” of reality based on personal experience of the subject.

## Module 7

### Fencing in Pentathlon

- **BOUT:** A spar between two fencers, at a competition or at practice.
- **PISTE:** Court on which fencing action takes place. A strip is 14 meters long and at least 1.5 meters wide. Moving off the back end of a strip awards a point for the opponent. Going off either side of the strip stops the fencing action and penalizes the fencer distance. If this causes them to go off the end of the strip, a point is awarded.
- **ATTACK:** Offensive action made by the extension of the arm and continuous threat of your opponent. Often precedes Lunge or Fleche.
- **IN-FIGHTING:** Fencing at a distance closer than the length of the weapons. The weapon has to be withdrawn to score a touch with the tip.

## Module 8

### Freestyle Swimming in Pentathlon

- **SCULLING:** is a hand technique that allows swimmers to “feel the water” and maintain the ideal hand and arm position to move through the water. Sculling allows



the swimmer to maximize surface area for effective propulsion and lift.

- **STREAMLINE:** is a swimming technique that is used underwater in every stroke. At the start of a race or on a turn, streamline form is used, usually along with a dolphin kick or flutter kick, to create the least amount of resistance to help the swimmer propel as far as they can.
- **GLIDE:** In swimming terminology gliding is when you are coasting along with a pause in your stroke. When swimming, you should always be moving. If you have a moment where you are not being propelled through the water at all, then you are losing speed and creating more work for yourself as you accelerate again with the next movement. Gliding should be kept to a minimum and a stroke should be as continuous as possible.

## Module 9

### Cross Country Running in Pentathlon

- **“RACE PACE”:** The pace that you are most comfortable running at for the whole race.
- **“LASER-RUN”:** multisport competition consisting of running and shooting. It is a sport in its own right.
- **MODERN PENTATHLON:** is an Olympic sport that comprises five different events; fencing (one-touch épée), freestyle swimming, equestrian show jumping, and a final combined event of pistol shooting and cross country running.
- **FARTLEK:** training system that consists of doing various exercises, both aerobic and anaerobic.

## Module 10

### Equestrian Show Jumping in Pentathlon

- **RIDING HAT:** A riding helmet or skull cap that meets current safety standards;
- **LEATHERS AND FLAPS:** The leather straps connecting the stirrups to the saddle tree and leather flaps giving support to the rider’s leg;
- **POMMEL:** The front, slightly raised area of the saddle;
- **MARTINGALE:** A martingale is any of several designs of tack that are used on horses to control head carriage;
- **REIN HANDLES:** Reins are the means by which a horse rider communicates directional commands to the horse’s head.



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## Module 11

### Pistol Shooting in Pentathlon

- **SHOOTING:** the act of shooting bullets from guns or other weapons.
- **SHOOTER:** a person who uses a gun regularly, for example as a sport.
- **TRIGGER:** a part of a gun that causes the gun to fire when pressed.
- **AIM:** to point or direct a weapon or other object toward someone or something.

## Module 12

### Sport Event Organization

- **TECHNICAL DELEGATES** : a qualified International Judge proposed by the UIPM;
- **BUSINESS AFFAIRS DELEGATE** : a qualified person proposed by the UIPM responsible to monitor and enforce compliance LOCs, of pentathletes and team officials with their obligations under their Marketing Declarations;
- **TECHNICAL COMMITTEE** : who prepares proposal for motions concerning the elaboration and changes of the Competition Rules and qualification rules for the Olympic Games and World Championships;
- **LOCAL ORGANISING COMMITTEE** : provides oversight, support and advice to the Organisers on the planning logistics;
- **MEDICAL DELEGATE** : a qualified person proposed by the UIPM responsible to ensure compliance with UIPM Anti-Doping Procedures and UIPM Medical Rules, and to advise team captains who intend to administer drugs to sick or injured athletes, so as to ensure that no substance or method forbidden by the WADA Code is used by mistake.







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# PART 2

# EXERCISE BOOK





## MODULE 1

### MODERN PENTATHLON: 5 DISCIPLINES, ONE SPORT

<b>TITLE</b>	A successful pentathlete
<b>THEME</b>	The skills required to be a successful pentathlete and how the 5 pentathlon disciplines are connected
<b>GROUP SIZE</b>	5
<b>AGE</b>	18+
<b>TIME</b>	30 min
<b>OBJECTIVES</b>	To understand what skills are required for 5 disciplines of pentathlon and how they are interconnected and complementary to each other.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Meeting room;</li> <li>• Laptop;</li> <li>• Flip Chart.</li> </ul>
<b>PREPARATION</b>	Make sure that you have enough space for the activity, as well as materials for everybody – flip charts and markers.
<b>INSTRUCTIONS</b>	<p>Divide participants into two groups. Ask them to list the five disciplines of pentathlon and to write under each of them skills that are necessary to be successful in the discipline.</p> <p>The second task will be to reflect upon the similarities and differences between each discipline</p>
<b>DEBRIEFING AND EVALUATION</b>	<ul style="list-style-type: none"> <li>• Which health benefits each discipline can provide to the practitioners of pentathlon?</li> <li>• What kind of benefits can practising one of the disciplines have on the results achieved in other disciplines?</li> </ul>
<b>TIPS, CONSIDERATION AND SAFETY</b>	<p>Give enough time for the participants to think carefully about each discipline.</p> <p>When creating groups, try to include in each of them athletes with experience in different disciplines.</p>
<b>ADDITIONAL INFO</b>	-



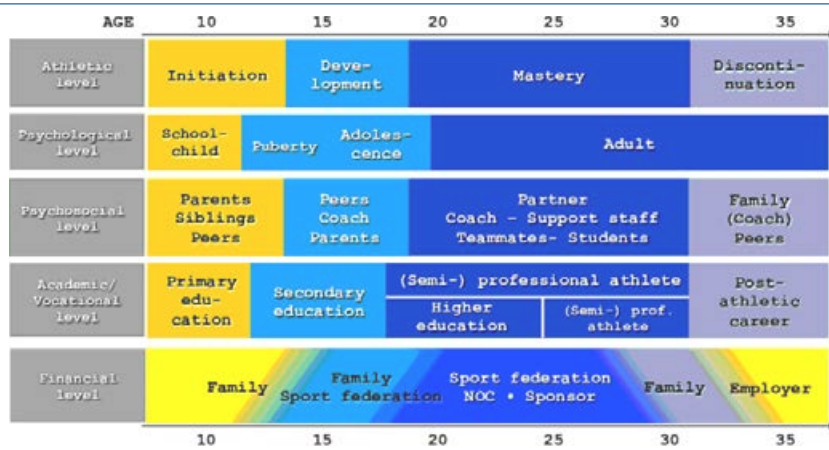
<b>TITLE</b>	My professional future
<b>THEME</b>	How to use the skills acquired during the career as an athlete in other career paths.
<b>GROUP SIZE</b>	5
<b>AGE</b>	18+
<b>TIME</b>	30 min
<b>OBJECTIVES</b>	<p>To make the participants reflect upon the short lifespan of careers in sport.</p> <p>To make the participants think about skills that they acquired as athletes and how they can use them in their professional careers after the termination of their career as athletes.</p> <p>To make the participants reflect upon the opportunity that the project creates for them.</p>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Meeting room;</li> <li>• Laptop;</li> <li>• Flip Chart.</li> </ul>
<b>PREPARATION</b>	<p>Make sure that you have enough space for the activity, as well as materials for everybody – flip charts and markers.</p> <p>Divide participants into two groups. Ask them to discuss within the group skills that they acquired during their career in sport and how transferable they are.</p>
<b>INSTRUCTIONS</b>	<p>The second task will be to make a list of all jobs in which they could employ these skills and later present the results to the other group.</p>
<b>DEBRIEFING AND EVALUATION</b>	<ul style="list-style-type: none"> <li>• Why is it important to think about the professional opportunities after the end of career as athletes?</li> <li>• In which jobs would you be able to use the skills that you acquired the most?</li> </ul>
<b>TIPS, CONSIDERATION AND SAFETY</b>	<p>Try to direct the participants to the idea that in the sport trainer position they could use the most of their experience and knowledge acquired during the career.</p>
<b>ADDITIONAL INFO</b>	-

## MODULE 2

### FROM ATHLETE TO TRAINER: SKILLS AND COMPETENCES FOR A DUAL CAREER

<b>TITLE</b>	Current sport career position
<b>THEME</b>	Workshop on how to identify current level of development and transition in near future
<b>GROUP SIZE</b>	20-30
<b>AGE</b>	16+
<b>TIME</b>	
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Identifying athletes' current position in life.</li> <li>Anticipating potential challenges.</li> </ul>
<b>MATERIALS</b>	Meeting room, pen and notebook
<b>PREPARATION</b>	45 min
<b>INSTRUCTIONS</b>	<ul style="list-style-type: none"> <li>Identify current level of development and transitions in the near future.</li> <li>Preparation for a dual elite sport and vocational career.</li> <li>Preparation for the transition to the post-athletic career.</li> </ul>
<b>DEBRIEFING AND EVALUATION</b>	Questionnaire (satisfaction, usefulness, learning, etc.)
<b>TIPS, CONSIDERATION AND SAFETY</b>	Try to reflect upon your whole athletic career.

#### ADDITIONAL INFO





## MODULE 3

### LEADERSHIP AND GROUP MANAGEMENT

<b>TITLE</b>	FLOCK
<b>THEME</b>	Find the leader that's in you.
<b>GROUP SIZE</b>	Any
<b>AGE</b>	Any
<b>TIME</b>	5 to 15 min
<b>OBJECTIVES</b>	Experimenting in a fun way the sense of power as well as of responsibility that leading a group entail.
<b>MATERIALS</b>	Audio speaker and different music genres
<b>PREPARATION</b>	None
<b>INSTRUCTIONS</b>	<p>The group gathers standing very close to each other to form a sort of bird flock. The trainer identifies a few points of reference within the space – for example: window, plant, blackboard, corner, trainer.</p> <p>The group moves around following the music rhythm. Every now and then the trainer changes the “front” of the flock by calling out one of the points of reference that have been previously selected.</p> <p>The group dances following the movements of one group member only (the “leader”) and trying to be synchronized. The leader is the one who finds him/herself in front of the flock. At every change of “front”, the group is going to identify a new leader without talking.</p>
<b>DEBRIEFING AND EVALUATION</b>	<ul style="list-style-type: none"> <li>• Which reactions did you notice within the group?</li> <li>• What did the leaders feel?</li> <li>• What did people who exposed themselves first feel?</li> <li>• What did people who suddenly found themselves at the front feel?</li> <li>• What were the challenges in finding the leader?</li> </ul>
<b>TIPS, CONSIDERATION AND SAFETY</b>	<p>Avoid intervening immediately, even though impasse occurs. Let the group find a solution autonomously.</p> <p>For the last change of front, the trainer can surprise the group by calling out the name of a participant, maybe the one who is in the centre of the flock.</p>
<b>ADDITIONAL INFO</b>	<p>Changing the music genre also changes the participants' concentration and their ability to synchronise themselves.</p> <p>Make participants think about the difficulty of leading a group without seeing the group itself.</p>



<b>TITLE</b>	GPS
<b>THEME</b>	Conduct vs be conducted
<b>GROUP SIZE</b>	Any; groups of 3 to play
<b>AGE</b>	+6
<b>TIME</b>	30-60 minutes
<b>OBJECTIVES</b>	Experience both feelings of leader and being lead within the same context.
<b>MATERIALS</b>	Blind fold, coloured items (pencils, balls, cones, etc.; at least 3 items with the same colour)
<b>PREPARATION</b>	<p>Spread the items on the ground, mixing all colours.          Make teams of 3 and assign a colour to each team.          Assign a role to each team member: searcher, speaker and signalman.</p> <p>The signalman and the speaker are standing in front of each other in such a way that the signalman is looking at the items, whereas the speaker doesn't see the items but can only look at the signalman.</p>
<b>INSTRUCTIONS</b>	<p>The only team member that can touch the items is the searcher. The only team member that can look at the items spread on the ground is the signalman. The only team member that can give indications to the searcher is the speaker. So, as the searcher moves, the signalman make gestures to guide his/her movements, and the speaker translates them into words.</p> <p>The goal of the game is to be the first team to find all 3 items of the assigned colour.</p> <p>Then switch role and play again.</p>
<b>DEBRIEFING AND EVALUATION</b>	<p>Which difficulties did you encounter?          Which role did you prefer? Why?          Which one did you dislike the most? Why?          What did you feel in each role?</p>
<b>TIPS, CONSIDERATION AND SAFETY</b>	<p>Given that some participants are blindfolded, before beginning the game, choose a sound (whistle, hand clapping) or a word (stop, freeze) for trainers to make everyone stop moving, in case participants bump into each other, walk into a wall, etc.</p>
<b>ADDITIONAL INFO</b>	If it is too difficult/lengthy, you can reduce the number of items to find.



## MODULE 4 SPORT COACHING

<b>TITLE</b>	COACHING
<b>THEME</b>	Training philosophy
<b>GROUP SIZE</b>	Any
<b>AGE</b>	18-65
<b>TIME</b>	approx 1 hour
<b>OBJECTIVES</b>	Acquire knowledge about philosophy and mechanisms behind training process
<b>MATERIALS</b>	Please refer to these slides on the PowerPoint presentation: #1: slide 7 – Set your ideal race #2: slide 11 – Estimate the value of your salient #3: slide 18 – Mind during sport performance #4: slide 23 – Deeper description of mind during sport performance
<b>PREPARATION</b>	Try to describe yourself as a sportsman
<b>INSTRUCTIONS</b>	Through the presentation and the 4 tasks, try to re-draw, or fix, or re-set your vision about training.
<b>DEBRIEFING AND EVALUATION</b>	Discuss with other participants, or with your own coach, or with your teammates, or with your team.
<b>TIPS, CONSIDERATION AND SAFETY</b>	Try to schedule a regular revision of all information you collected and organized – Sport is dynamic not static activity.
<b>ADDITIONAL INFO</b>	Try to listen to others' experience and get enriched or inspired.





<b>TITLE</b>	COACHING TECHNIQUES
<b>THEME</b>	Different techniques
<b>GROUP SIZE</b>	Any
<b>AGE</b>	18-65
<b>TIME</b>	approx 1 hour
<b>OBJECTIVES</b>	Acquire knowledge about philosophy and mechanisms behind coaching process
<b>MATERIALS</b>	Please refer to these slides on the PowerPoint presentation: #5: slide 27 – Motivations behind sport activity #6: slide 31 – Your profile of sportsman #7: slide 35 – Salient theory from coach point of view #8: slide 43 – Coach techniques you experienced so far
<b>PREPARATION</b>	Try to describe yourself as a (potential) coach
<b>INSTRUCTIONS</b>	Through the presentation and the 4 tasks, try to re-draw, or fix, or re-set your vision about coaching.
<b>DEBRIEFING AND EVALUATION</b>	Discuss with other participants, or with your own coach, or with your teammates, or with your team.
<b>TIPS, CONSIDERATION AND SAFETY</b>	Try to schedule a regular revision of all information you collected and organized – Sport is a dynamic, not static activity.
<b>ADDITIONAL INFO</b>	Try to listen to others' experience and get enriched or inspired.





<b>TITLE</b>	COACHING IN REAL LIFE
<b>THEME</b>	What can be transferred from sport to other life fields?
<b>GROUP SIZE</b>	Any
<b>AGE</b>	18-65
<b>TIME</b>	approx 1 hour
<b>OBJECTIVES</b>	Find out similarities, synergies and matching points between sport and life coaching.
<b>MATERIALS</b>	Slides 46-51
<b>PREPARATION</b>	Try to describe your fields of activity during the day and draw a salient analysis for each of them
<b>INSTRUCTIONS</b>	Try to identify what can be improved, how to achieve it, which expertise can be transferred and set an action plan.
<b>DEBRIEFING AND EVALUATION</b>	Discuss with other participants, or with your own coach, or with your teammates, or with your team.
<b>TIPS, CONSIDERATION AND SAFETY</b>	Try to schedule a regular revision of all information you collected and organized – Life, even more than sport, is dynamic not static activity.
<b>ADDITIONAL INFO</b>	Try to listen to others' experience and get enriched or inspired.



## MODULE 5

### EFFECTIVE COMMUNICATION WITH THE ATHLETE

<b>TITLE</b>	Statues: stop and go
<b>THEME</b>	Body language communication
<b>GROUP SIZE</b>	Any
<b>AGE</b>	Any
<b>TIME</b>	10 - 15 minutes
<b>OBJECTIVES</b>	Through movement, bring up the idea that communication can be interpreted differently leading different results even though command is the same.
<b>MATERIALS</b>	None
<b>PREPARATION</b>	Have the participants spread around the space.
<b>INSTRUCTIONS</b>	<p>Running or moving with different andature (following trainers' instructions). Then trainer says stop and calls a statue (tree statue, spoon statue, rainbow statue, friendship statue etc.)</p> <p>Everyone creates their own statue according to what they feel can represent (for ex.) a tree, a spoon, a rainbow.</p>
<b>DEBRIEFING AND EVALUATION</b>	<p>What were the things that you found most difficult to represent?</p> <p>What did you learn looking at others' statues?</p> <p>What did you learn about the way you "see" things?</p>
<b>TIPS, CONSIDERATION AND SAFETY</b>	Make sure that the activity takes place in a room that is big enough for all participants to run around safely, and to have enough space around them when having to make the statues.
<b>ADDITIONAL INFO</b>	-



<b>TITLE</b>	Straws
<b>THEME</b>	Body language communication
<b>GROUP SIZE</b>	Any - in pairs
<b>AGE</b>	Any
<b>TIME</b>	10 - 15 minutes
<b>OBJECTIVES</b>	Coordinating movements; reading each other's body language; mirroring.
<b>MATERIALS</b>	Straws or any other stick-shaped object
<b>PREPARATION</b>	Divide the group in pairs and assign two straws to each pair
<b>INSTRUCTIONS</b>	Hold 2 pens with your pointy finger and move around without making the pens fall by using pressure, head movements, etc. > coordinating movements.
<b>DEBRIEFING AND EVALUATION</b>	<p>What was the most challenging thing?</p> <p>How did you manage to solve coordination issues?</p> <p>How did you manage to communicate through your body only?</p> <p>What was the thing that helped the most?</p>
<b>TIPS, CONSIDERATION AND SAFETY</b>	-
<b>ADDITIONAL INFO</b>	-

<b>TITLE</b>	The Hare
<b>THEME</b>	Verbal communication
<b>GROUP SIZE</b>	Any - 3 people groups
<b>AGE</b>	Any
<b>TIME</b>	10 - 15 minutes
<b>OBJECTIVES</b>	This activity brings about the complexity of communication, especially with many people involved in the communication act.
<b>MATERIALS</b>	Various items/objects; as many and as diverse as possible.
<b>PREPARATION</b>	Trainer prepares a sort of field with different objects/items in the gym. For example a pile of boxes or balls at the corners of the room.
<b>INSTRUCTIONS</b>	<p>3 roles: hare, builder, observer.</p> <ul style="list-style-type: none"> <li>• Only observers can look at the field.</li> <li>• Hares are in the hall;</li> <li>• Builders are in the changing rooms or somewhere far from the field.</li> </ul> <p>Observer looks at the field and how objects are placed, explains to the hare what has seen, and then the hare explains it to the builder, so that builder can recreate the same field as closely as possible.</p> <p>Winner is the group that has the most similar looking field.</p>
<b>DEBRIEFING AND EVALUATION</b>	<p>Which role did you like the most/the least? Why?          Which role was the most challenging? Why?          On which things did you focus most when observing?          Which were the things that helped the most in making the explanation clear?</p>
<b>TIPS, CONSIDERATION AND SAFETY</b>	-
<b>ADDITIONAL INFO</b>	If it is possible, have a few people left out as „external observer“ taking notes of different dynamics that arise within the groups.



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## MODULE 6

### LEADERSHIP AND GROUP MANAGEMENT

<b>TITLE</b>	THE BASIS OF A GOOD SCHEDULE
<b>THEME</b>	<b>HOW TO MAKE AN EFFECTIVE SCHEDULE</b>
<b>GROUP SIZE</b>	5-25
<b>AGE</b>	18+
<b>TIME</b>	50-60 mins
<b>OBJECTIVES</b>	Participants will learn how to make an effective schedule for a pentathlete, and will be introduced to the basic techniques, tips and mistakes in making it.
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Meeting room</li><li>• Projector</li><li>• Laptop</li><li>• Flip Charts</li><li>• Pens</li><li>• Sheets of paper</li><li>• Free Wi-Fi</li><li>• Sticky notes</li><li>• PPT presentation</li></ul>
<b>PREPARATION</b>	<p>Make sure you have a large, wide and safe place where all participants will feel calm and focused. Make sure each participant has a pen, sheet of paper and can see and hear the presentation.</p> <p>For the purpose of this you will need:</p> <ul style="list-style-type: none"><li>• Laptop</li><li>• Speakers</li><li>• Multimedia</li><li>• Wide multimedia screen</li></ul>





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<b>INSTRUCTIONS</b>	<p><b>Introduction to the sub-topic (5 mins)</b></p> <p>Start with a simple introduction of the sub-topics. Give the main information.</p> <p><b>Sub-topic presentation (20-25 mins)</b></p> <p>Start with the presentation of, Module n° 6 SPORT COACH TIME MANAGEMENT, Submodule: HOW TO MAKE AN EFFECTIVE SCHEDULE. Give participants time to ask questions about the presentation. If they have questions, answer them as informatively as possible.</p> <p><b>Interactive session (20-25 mins)</b></p> <p>Divide the participants into groups and ask them to create a schedule. Once the presentation is over, it is time for brainstorming. Groups will have the opportunity to exchange ideas and advice, comparing their work.</p>
<b>DEBRIEFING AND EVALUATION</b>	<p>You can start with the following questions:</p> <ul style="list-style-type: none"><li>•Did you like the session?</li><li>•Did you feel comfortable?</li><li>•What did you like most about the session?</li><li>•What made it the most difficult for you to complete the tasks in the session?</li><li>•How did you deal with the obstacles and challenges?</li><li>•Would you change anything in this session?</li><li>•Was the session useful to you?</li></ul> <p>Now it is time for glossary, video and quizzes.</p>
<b>TIPS, CONSIDERATION AND SAFETY</b>	<p>Take into consideration the age and the level of knowledge of your participants: if they are new to the topic, start from the basics, keep in mind what your audience needs, and pay extensive attention and time to their questions and doubts.</p>
<b>ADDITIONAL INFO</b>	<p>A Day in the life of a Pentathlete <a href="https://www.youtube.com/watch?v=tAqrHDUkV7k">https://www.youtube.com/watch?v=tAqrHDUkV7k</a></p>

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<b>TITLE</b>	SETTING YOUR OWN GOALS
<b>THEME</b>	<b>HOW TO SET GOALS</b>
<b>GROUP SIZE</b>	5-25
<b>AGE</b>	18+
<b>TIME</b>	50-60 mins
<b>OBJECTIVES</b>	Participants will learn how to set goals, and will be introduced to the basic techniques, tips and mistakes in making it.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Meeting room</li> <li>• Projector</li> <li>• Laptop</li> <li>• Flip Charts</li> <li>• Pens</li> <li>• Sheets of paper</li> <li>• Free Wi-Fi</li> <li>• Sticky notes</li> <li>• PPT presentation</li> </ul>
<b>PREPARATION</b>	<p>Make sure you have a large, wide and safe place where all participants will feel calm and focused. Make sure each participant has a pen, sheet of paper and can see and hear the presentation.</p> <p>For the purpose of this you will need:</p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Speakers</li> <li>• Multimedia</li> <li>• Wide multimedia screen</li> </ul>



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## INSTRUCTIONS

### Introduction to the sub-topic (5 mins)

Start with a simple introduction of the sub-topics. Give the main information.

### Sub-topic presentation (20-25 mins)

Start with the presentation of, Module n° 6 SPORT COACH TIME MANAGEMENT, Submodule: HOW TO SET GOALS. Give participants time to ask questions about the presentation. If they have questions, answer them as informatively as possible.

### Interactive session (20-25 mins)

Whether it is something you want to complete in five minutes or after several decades, determining what you want to achieve is paramount. What is the hardest thing in setting them? What do they know about the action plan?

Divide the participants and ask them to write down 10 words linked to setting goals.

Participants will have the opportunity to exchange ideas and advice, comparing their work.

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You can start with the following questions:

- Did you like the session?
- Did you feel comfortable?
- What did you like most about the session?
- What made it the most difficult for you to complete the tasks in the session?
- How did you deal with the obstacles and challenges?
- Would you change anything in this session?
- Was the session useful to you?

Now it is time for glossary, video and quizzes.

## DEBRIEFING AND EVALUATION

## TIPS, CONSIDERATION AND SAFETY

Take into consideration the age and the level of knowledge of your participants: if they are new to the topic, start from the basics, keep in mind what your audience needs, and pay extensive attention and time to their questions and doubts.

## ADDITIONAL INFO

Goal Setting—Elite Athletic Mental Training  
<https://www.youtube.com/watch?v=1wYyvdX-nWA>

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<b>TITLE</b>	MAKE A PERFECT ACTIVITY PROGRAM
<b>THEME</b>	<b>HOW TO CREATE AN ACTIVITY PROGRAM FOR PENTA-ATHLETES</b>
<b>GROUP SIZE</b>	5-25
<b>AGE</b>	18+
<b>TIME</b>	50-60 mins
<b>OBJECTIVES</b>	Participants will learn how to make an activity program for a pentathlete, and will be introduced to the basic techniques, tips and mistakes in making it.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Meeting room</li> <li>• Projector</li> <li>• Laptop</li> <li>• Flip Charts</li> <li>• Pens</li> <li>• Sheets of paper</li> <li>• Free Wi-Fi</li> <li>• Sticky notes</li> <li>• PPT presentation</li> </ul>
<b>PREPARATION</b>	<p>Make sure you have a large, wide and safe place where all participants will feel calm and focused. Make sure each participant has a pen, sheet of paper and can see and hear the presentation.</p> <p>For the purpose of this you will need:</p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Speakers</li> <li>• Multimedia</li> <li>• Wide multimedia screen</li> </ul>

## INSTRUCTIONS

### Introduction to the sub-topic (5 mins)

Start with a simple introduction of the sub-topics. Give the main information.

### Sub-topic presentation (20-25 mins)

Start with the presentation of, Module n° 6 SPORT COACH TIME MANAGEMENT, Submodule: HOW TO MAKE AN ACTIVITY PROGRAM FOR PENTA-ATHLETES. Give participants time to ask questions about the presentation. If they have questions, answer them as informatively as possible.

### Interactive session (20-25 mins)

Designing a well-structured program is a dilemma, especially for combine events athletes and coaches. There are many options for programming and sequencing event work. Due to this, scheduling can present numerous challenges. Where to start? Common mistakes? Benefits. Divide the participants into groups and ask them to create an activity program for an imaginary pentathlete. Once finished, groups will have the opportunity to exchange ideas and advice, comparing their work.

## DEBRIEFING AND EVALUATION

You can start with the following questions:

- Did you like the session?
- Did you feel comfortable?
- What did you like most about the session?
- What made it the most difficult for you to complete the tasks in the session?
- How did you deal with the obstacles and challenges?
- Would you change anything in this session?
- Was the session useful to you?

Now it is time for glossary, video and quizzes.

## TIPS, CONSIDERATION AND SAFETY

Take into consideration the age and the level of knowledge of your participants: if they are new to the topic, start from the basics, keep in mind what your audience needs, and pay extensive attention and time to their questions and doubts.

## ADDITIONAL INFO

Complete Programming and Periodization for Maximum Strength I How to Write a Strength Program  
<https://www.youtube.com/watch?v=1AlutbPHI6w>



## MODULE 7

### THEORY AND TECHNIQUE FOR FENCING

<b>TITLE</b>	Tennis ball drills
<b>THEME</b>	<b>How to build devices to perfect your fencing</b>
<b>GROUP SIZE</b>	20-30
<b>AGE</b>	16+
<b>TIME</b>	60 mins
<b>OBJECTIVES</b>	In order to become a much better fencer, you'll have to do more than the bare minimum and have more training. All of that training can't necessarily happen at the club, for reasons of time or finances or club offerings. A great solution is to practice at home. Both young and more senior fencers can benefit from hearty home target drills.
<b>MATERIALS</b>	Tennis ball, a piece of thick string or yarn and a sword
<b>PREPARATION</b>	Warm-up

#### INSTRUCTIONS

You simply poke a hole in a tennis ball and hang it from above with a piece of thick string or yarn, whatever you've got. You can adjust the height to give you practice for different levels of attack. Hang it from a hook in the ceiling, a tree, whatever. You won't be swinging from it, so it's not important that it be anchored in extremely tight.

What's good about tennis balls is that they move, and of course real opponents move.

#### **1. Tennis ball fencing drill #1 – Static**

Just hit the ball with the tip of your blade. Stand with your arm outstretched and feet still, the tip of your blade touching the fencing ball again and again. If you've never tried it before, we promise it's more challenging than it sounds! Stop the ball every time it bounces and return it to its static position.

#### **2. Tennis ball fencing drill #2 – Lunging**

Once you have very good accuracy at hitting a static tennis ball, it's time to move to lunging. Start with static lunges, then move to your advanced lunging techniques (like step lunge, step step lunge, etc.). Again, you can move the tennis ball up and down in height to improve your skill. As above, the purpose is to stop the ball.



## INSTRUCTIONS

### 3. Tennis ball fencing drill #3 – Wait it out

Set the ball swinging slightly, then stand with your sword at the ready and wait for it to come to you. When it comes close, that's when you hit it. This is good practice to flex your mind, changing up how you interact. It's also more like a human target, who you often want to allow to come to you.

### 4. Tennis ball fencing drill #4 – Juggling

Don't let the ball stop moving. Keep hitting the ball again and again, essentially juggling it while it's in motion. You want to hit the ball, while it's moving, each time to aim for it.

### 5. Tennis ball fencing drill #5 – Relax

One thing that the frenetic movements of a tennis ball can do is to mimic that rush of stress that you get in a fencing match. You can feel your grip tighten and your muscles tense when you're trying to hit the ball. For this drill, repeat any of the previous tennis ball fencing drills, but this time consciously relax your hand, arm and shoulder.

### 6. Tennis ball fencing drill #6 – Blind

This one once again repeats any of the drills 1-4, but this time with your eyes closed. What you're working for here is to develop your intuition about where the target is. The tennis ball will be unpredictable to a certain extent, but you'll still know when you hit it. You're looking to eliminate your reliance on sight and to instead feel where your body is.

## DEBRIEFING AND EVALUATION

Questionnaire (satisfaction, usefulness, learning, etc.)

Safety first!

## TIPS, CONSIDERATION AND SAFETY

When you're working in the fencing club, there are people around to ensure that you're practicing in a way that's safe and reasonable. The fencing club is specifically designed for fencing, with space and equipment to make sure that it's safe. That's not the case at home, where you're making it work in a space that's not meant for fencing and where you're most likely practicing on your own.

Here are a few safety considerations to think about for your at home fencing practice.

Shoes – While it might be tempting to just grab the sword

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in your bare feet at home, don't. Wear tennis shoes at the very least to give you proper traction for fall prevention as well as to mimic your competitive fencing.

### **TIPS, CONSIDERATION AND SAFETY**

Floor – Concrete is tough on feet and joints, so consider laying down exercise mats if you're in a garage. This will also prevent slipping. Hardwood works well for home fencing practice. The ground outside is often uneven, so try to avoid regular practice in the grass (though it's fun and spices things up occasionally!).

“Civilians” – It's not just your safety that matters, it's also the safety of others! Always let people in your house know that you're practicing fencing. You need to be able to focus on your fencing as much as possible. A sign on the door is never a bad idea to remind everyone!

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### **ADDITIONAL INFO**

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## MODULE 8

### THEORY AND TECHNIQUE FOR FREESTYLE SWIMMING

<b>TITLE</b>	FREESTYLE
<b>THEME</b>	<b>FREESTYLE – EXERCISE FULL FREESTYLE TECHNIQUE</b>
<b>GROUP SIZE</b>	Any
<b>AGE</b>	18-65
<b>TIME</b>	approx 60 mins
<b>OBJECTIVES</b>	LEARNING HOW TO CORRECTLY PERFORM FULL FREESTYLE TECHNIQUE
<b>MATERIALS</b>	Movie 1
<b>PREPARATION</b>	DISCUSSION - Describe the correct crawl technique
<b>INSTRUCTIONS</b>	Learn the correct technique through the presentations and videos.
<b>DEBRIEFING AND EVALUATION</b>	Discussion with other participants or coach or team mates
<b>TIPS, CONSIDERATION AND SAFETY</b>	Correct technique is mastered through methodical exercises (TIP - look in exercise no.8, there are a lot of examples)
<b>ADDITIONAL INFO</b>	-



<b>TITLE</b>	FREESTYLE
<b>THEME</b>	<b>FREESTYLE – EXERCISE FLUTTERKICKS</b>
<b>GROUP SIZE</b>	Any
<b>AGE</b>	18-65
<b>TIME</b>	approx 60 mins
<b>OBJECTIVES</b>	LEARNING HOW TO PROPERLY PERFORM FLUTTERKICKS
<b>MATERIALS</b>	Movie 2, Movie 3, Movie 4
<b>PREPARATION</b>	LITTLE EXERCISE - Flutterkicks on chair
<b>INSTRUCTIONS</b>	Learn the correct technique of flutterkicks through the presentations and videos.
<b>DEBRIEFING AND EVALUATION</b>	Discussion with other participants or coach or team mates
<b>TIPS, CONSIDERATION AND SAFETY</b>	Correct technique is mastered through methodical exercises (TIP - look in exercise no.8, there are a lot of examples)
<b>ADDITIONAL INFO</b>	-



## MODULE 9

### THEORY AND TECHNIQUE FOR CROSS COUNTRY RUNNING

<b>TITLE</b>	Become a Cross Country race event manager
<b>THEME</b>	Workshop on how to organize a cross country race
<b>GROUP SIZE</b>	20-30
<b>AGE</b>	16+
<b>TIME</b>	2 hours
<b>OBJECTIVES</b>	Full training on how to design and manage a cross country competition, by acquiring competencies such as logistics, sponsorship, communication, branding...
<b>MATERIALS</b>	Meeting room, Projector, Laptop, Flip Chart, Pens, Notebook
<b>PREPARATION</b>	Make sure that you have a large, safe and open space that is suitable for calm and effective conduction of training sessions. Make sure you have enough training materials.
<b>INSTRUCTIONS</b>	<p>Schedule:</p> <p style="text-align: center;"><b>0-1h</b></p> <p>The first hour is dedicated to welcome the participants and to explain the theory through a presentation</p> <p style="text-align: center;"><b>1-2h</b></p> <p>Divide the participants into 3 groups and ask them to design a Cross Country competition. We leave the last half an hour to share the results and evaluate the session..</p>
<b>DEBRIEFING AND EVALUATION</b>	<p>Debriefing can begin with questions such as:</p> <ul style="list-style-type: none"> <li>• Did the course help you to acquire new tools and knowledge in sports management and events?</li> <li>• What part of the workshop did you feel was most effective?</li> <li>• How could the workshop be improved? (suggestions/recommendations)</li> </ul>
<b>TIPS, CONSIDERATION AND SAFETY</b>	<p>We recommend you some tips to ensure a better workshop:</p> <ul style="list-style-type: none"> <li>• Start with the end in mind</li> <li>• Create a warm, inviting environment</li> <li>• Engage all participants</li> <li>• Settle debates</li> </ul>
<b>ADDITIONAL INFO</b>	<p>Useful links:</p> <p>How to organize a Cross country Meet  <a href="https://howtheyplay.com/individual-sports/How-to-Organize-a-Cross-Country-Mee">https://howtheyplay.com/individual-sports/How-to-Organize-a-Cross-Country-Mee</a></p>





<b>TITLE</b>	Introduction to Fartlek
<b>THEME</b>	Complete workout based on the Fartlek method
<b>GROUP SIZE</b>	Any
<b>AGE</b>	18+
<b>TIME</b>	55 minutes
	Work on variable intensity and continuous nature of the exercise places stress on both the aerobic and anaerobic systems.
	Sessions should be at an intensity that causes the athlete to work at 60% to 80% of his or her maximum heart rate.
<b>OBJECTIVES</b>	<p>This kind of training...</p> <ul style="list-style-type: none"> <li>• is a great test for strength and endurance</li> <li>• improves speed and race tactics</li> <li>• improves the mind over matter game</li> <li>• improves your ability to put on a spurt in races and overtake a competitor when tired or knock seconds off your finish time.</li> </ul>
<b>MATERIALS</b>	-
	Make sure that you have a large, safe and open space.
<b>PREPARATION</b>	Introduce your session with a brief overview of the training subject's main points.
	Leave the last 5' for evaluation and recommendations/suggestions.



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Warm up: easy running for 5 to 10 minutes.

Steady, hard speed for 1.5–2.5 kilometres (0.9–1.6 mi); like a long repetition.

Recovery: rapid walking for about 5 minutes.

Start of speed work: easy running interspersed with sprints of about 50–60 metres (160–200 ft), repeated until a little tired.

## **INSTRUCTIONS**

Easy running with three or four “quick steps” now and then (simulating suddenly speeding up to avoid being overtaken by another runner).

Full speed uphill for 175–200 metres (570–660 ft).

Fast pace for 1 minute.

The whole routine is then repeated until the total time prescribed on the training schedule has elapsed.

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## **DEBRIEFING AND EVALUATION**

Debriefing can begin with questions such as:

- Questions about their training pace, feelings, body sensations....
- How could the workout be improved?

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## **TIPS, CONSIDERATION AND SAFETY**

There exists a risk of injury for beginners. Set small and achievable goals for the participants in the session. Encourage everyone to follow its own training pace.

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## **ADDITIONAL INFO**

How to run a fartlek training

<https://www.youtube.com/watch?v=iDkGA7leaFE>

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<b>TITLE</b>	Reach the sky!
<b>THEME</b>	Full session on Hill Training
<b>GROUP SIZE</b>	9-30
<b>AGE</b>	18+
<b>TIME</b>	55 minutes
<b>OBJECTIVES</b>	One of the best ways cross country runners can improve their strength, speed, and confidence is by running hills. Most cross country race courses feature some inclines, so running hills in training will also help you sharpen your racing skills, and “force” you to run with better form, reinforcing a more efficient stride.
<b>MATERIALS</b>	-
<b>PREPARATION</b>	<p>Make sure that you have a large, safe and open space with different slopes ( hill, mountainside, bridges).</p> <p>Introduce your session with a brief overview of the training subject’s main points.</p> <p>Leave the last 5’ for evaluation and recommendations/ suggestions.</p>
<b>INSTRUCTIONS</b>	<p>The training starts with 30-second hill sprints at a 5% to 10% incline.</p> <p>Warm up with 1 to 1.5 miles of easy running, then do dynamic drills such as high knees, skips, and lunges before beginning the incline.</p> <p>Take each 30-second hill repeat at a nearly all-out speed (at about the 25-second mark, you should be wondering if you’ll make it to 30 seconds).</p> <p>Rest with a walk or an easy jog for 2 to 3 minutes in between.</p> <p>Start with 5 to 8 repetitions and work your way up to 12 to 14.</p>



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## **DEBRIEFING AND EVALUATION**

Debriefing can begin with questions such as:

- Questions about their training pace, feelings, body sensations....
- How could the workout be improved? (suggestions/recommendations)

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## **TIPS, CONSIDERATION AND SAFETY**

**Posture:** When we get tired, we look down and our shoulders start to slump...this is not going to make getting up the hill easier. In fact it's going to make breathing harder and slow you down, so pretend someone is at the top and a rope is attached to your hips and pulling.

**Energy: Conserving Energy.** Avoid attacking hills, unless you're doing a hill interval workout. Charging up hills is just wasting energy that you could be using to gain speed on the downhill or maintain your pace later.

Instead, focus on maintaining the effort of your run prior to the hill. In fact, one of the keys to good downhill speed is not being exhausted from the uphill.

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## **ADDITIONAL INFO**

How To Train For Running Using Hill

<https://www.youtube.com/watch?v=jmAYJIY2dbc>

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## MODULE 10

### THEORY AND TECHNIQUE FOR EQUESTRIAN SHOW JUMPING

<b>TITLE</b>	Why not a pentathlon coach?
<b>THEME</b>	What do we need to become a successful pentathlon coach?
<b>GROUP SIZE</b>	9-30
<b>AGE</b>	18+
<b>TIME</b>	2 hours
<b>OBJECTIVES</b>	To understand what skills, knowledge and experience are needed to become good, successful and effective pentathlon coach.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Meeting room;</li> <li>• Projector;</li> <li>• Laptop;</li> <li>• Flip Chart;</li> <li>• Markers.</li> </ul>
<b>PREPARATION</b>	<p>Make sure that you have a large, safe and open space that is suitable for a calm and effective conduction of training session. Make sure you have enough training materials (pens, pencils, sheets of paper, etc.) for all participants in the session.</p> <p>Divide the participants into 3 equal groups randomly.</p>
<b>INSTRUCTIONS</b>	<ul style="list-style-type: none"> <li>• Group A - How can we use the knowledge and skills we have in the career development of sports coaches in Pentathlon;</li> <li>• Group B - Which knowledge and skills are useful and effective in developing our sports career as coaches in Pentathlon;</li> <li>• Group C - How the knowledge and skills we have make us suitable to become coaches.</li> </ul>
<b>DEBRIEFING AND EVALUATION</b>	<ul style="list-style-type: none"> <li>• What makes us a successful pentathlon coach?</li> <li>• What are the most important skills you need to become a good and successful pentathlon coach?</li> <li>• Which knowledge and skills are useful and effective in developing sports career as coaches in Pentathlon?</li> <li>• What skills make us a successful pentathlon coach?</li> </ul>





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	<p>Give enough time to the participants in the session to develop their ideas and thoughts on the topic, ensure a fast and quality Wi-Fi connection.</p>
<b>TIPS, CONSIDERATION AND SAFETY</b>	<p>Provide groups with enough free and safe space to work in peace and concentration.</p> <p>During the presentation, be sure that each group carefully and thoroughly monitor the conclusions, ideas and comments of the other groups.</p>
	<p>Useful links:</p> <p>A brief history of modern pentathlon <a href="https://www.olympicchannel.com/en/video/detail/a-brief-history-of-modern-pentathlon/">https://www.olympicchannel.com/en/video/detail/a-brief-history-of-modern-pentathlon/</a></p> <p>The Evolution of Modern Pentathlon   Faster Higher Stronger <a href="https://www.youtube.com/watch?v=YPdMBEC2NN8">https://www.youtube.com/watch?v=YPdMBEC2NN8</a></p> <p>Spring Classic Horse Jumping - ultra slow motion <a href="https://www.youtube.com/watch?v=TaNqXNavR8c">https://www.youtube.com/watch?v=TaNqXNavR8c</a></p>

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<b>TITLE</b>	Let's begin - Show Jumping
<b>THEME</b>	First step in Show Jumping
<b>GROUP SIZE</b>	1-5
<b>AGE</b>	18+
<b>TIME</b>	60 minutes
<b>OBJECTIVES</b>	To understand the basic pedagogical steps in conducting a lesson for beginners in Show Jumping.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Show Jumping course design and layout for beginners;</li> <li>• Horses/Ponies;</li> <li>• Show Jumping Equipment;</li> <li>• Show Jumping Equipment for horse-riders;</li> <li>• Different types of horse controlling equipment;</li> <li>• A "horse tack".</li> </ul>
<b>PREPARATION</b>	<p>Make sure that you have a large, safe and open space that is suitable for a calm and effective conduction of training session.</p> <p>Set small and achievable goals for the participants in the session.</p> <p>Ensure you have the right show jumping equipment - the right gear for beginners in show jumping is essential.</p> <p>For first jumping lessons, standard riding leggings are fine, although many prefer grip breeches for extra security.</p> <p>It's also essential you have the right safety gear.</p> <p>If the participants are totally new to Show Jumping, a back protector or air jacket can make them feel safer. A General Purpose saddle is fine also.</p>

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At the beginning, it is advisable to ride a docile horse, suitable for a beginner's skill level, and which is well tamed and used to the typical mistakes that a green rider might make.

You must start to learn how to ride with an instructor or a trainer.

Wear a helmet to protect your head.

Start with a presentation of the basic equipment needed to practice safely Show Jumping. Those are:

- Saddle;
- Martingales;
- Snaffle;
- Tongue guards;
- Blinkers;
- Curb chains;
- Horse boots and leg protection;
- Gloves;
- Body protectors and air jackets;
- Spurs;
- Whip.

## INSTRUCTIONS

After the presentation and Q&A session you can start with the Show Jumping course. Short acquaintance and tour of the Course with an explanation of the different types of obstacles on it. If the participants feel safe enough, then we can start the practice session with the first steps in Show Jumping - starting to walk on horseback.

In the beginning, start with an assisted riding of the horse/pony - the participant is on the saddle (help them to get on it if necessary), the legs are firmly set and the hands hold the reins of the horse firmly.

An instructor guides the horse / pony with equipment that allows him/her to fully control the movement and behaviour of the animal.

The session ends when all participants have ridden for at least 5 minutes (without / with the help of an instructor).

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<b>DEBRIEFING AND EVALUATION</b>	<p>Debriefing can begin with questions such as:</p> <ul style="list-style-type: none"><li>• Did you like the session?</li><li>• Did you like the ride?</li><li>• Did you like the contact with the horse / pony?</li><li>• Did you feel comfortable on the saddle?</li><li>• Do you remember the basic safety rules?</li><li>• What are they?</li><li>• What are the main pieces of equipment that allow us to ride freely and safely?</li><li>• How to make the horse / pony move forward?</li><li>• How to make the horse / pony stop?</li></ul>
<b>TIPS, CONSIDERATION AND SAFETY</b>	<p>Perform regular horse tack checks (reins, headstalls, cinches, saddles, halters, etc.) to make sure that nothing is broken or damaged, which might put you at risk while riding.</p> <p>Learn how to do an emergency dismount. It is better to handle any unsettling situation from the ground - a quick dismount increases safety.</p> <p>If your horse got overexcited for whatever reason, it's preferable to dismount and calm him down from the ground.</p> <p>Wear resistant boots with a minimum anti-slip strip and with heels of at least 2.5 cm.</p>
<b>ADDITIONAL INFO</b>	<p>Useful links: 3 Jump Exercises for every rider <a href="https://www.youtube.com/watch?v=EttsjQpGGno">https://www.youtube.com/watch?v=EttsjQpGGno</a></p> <p>First Jumping Lesson <a href="https://www.youtube.com/watch?v=yAEmWBox_n0">https://www.youtube.com/watch?v=yAEmWBox_n0</a></p> <p>Beginner Horse Riding Mistakes <a href="https://www.youtube.com/watch?v=9oDQ1PB_5UQ">https://www.youtube.com/watch?v=9oDQ1PB_5UQ</a></p>

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## MODULE 11

### THEORY AND TECHNIQUE FOR PISTOL SHOOTING

<b>TITLE</b>	THE “PERFECT” TECNIQUE
<b>THEME</b>	<b>THEORY, TECHNIQUE FOR PISTOL SHOOTING IN PENTATHLON</b>
<b>GROUP SIZE</b>	5-25
<b>AGE</b>	18+
<b>TIME</b>	50-60 minutes
<b>OBJECTIVES</b>	Participants will learn how to improve their technical elements and position for the “perfect” shoot. Moreover, will be introduced to the basic techniques, tips and mistakes in making it. Take in consideration that, the following description are illustrative and should be applied accordingly to the individual characteristics of the shooters.
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Meeting room</li><li>• Projector</li><li>• Laptop</li><li>• Flip Charts</li><li>• Pens</li><li>• Sheets of paper</li><li>• Free Wi-Fi</li><li>• Sticky notes</li><li>• PPT presentation</li></ul>
<b>PREPARATION</b>	<p>Make sure you have a large, wide and safe place where all participants will feel calm and focused. Make sure each participant has a pen, sheet of paper and can see and hear the presentation. For the purpose of this you will need:</p> <ul style="list-style-type: none"><li>• Laptop</li><li>• Speakers</li><li>• Multimedia</li><li>• Wide multimedia screen.</li></ul>



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<b>INSTRUCTIONS</b>	<p><b>Introduction to the sub-topic (5 mins)</b></p> <p>Start with a simple introduction of the sub-topics. Give the main information.</p> <p><b>Sub-topic presentation (20-25 mins)</b></p> <p>Start with the presentation of, Module n° 11 THEORY, TECHNIQUE AND DIDACTICS FOR PISTOL SHOOTING IN PENTATHLON, Submodule: THEORY, TECHNIQUE FOR PISTOL SHOOTING IN PENTATHLON.</p> <p>Give participants time to ask questions about the presentation. If they have questions, answer them as informatively as possible.</p> <p><b>Interactive session (20-25 mins)</b></p> <p>Once the presentation is over, it is time for brainstorming. Divide the participants and ask them to write down the common mistakes made during competition or training. Participants will have the opportunity to share ideas and advice.</p>
<b>DEBRIEFING AND EVALUATION</b>	<p>You can start with the following questions:</p> <ul style="list-style-type: none"><li>• Did you like the session?</li><li>• Did you feel comfortable?</li><li>• What did you like most about the session?</li><li>• What made it the most difficult for you to complete the tasks in the session?</li><li>• How did you deal with the obstacles and challenges?</li><li>• Would you change anything in this session?</li><li>• Was the session useful to you?</li></ul> <p>Now is time for: quizzes, glossary and video.</p>
<b>TIPS, CONSIDERATION AND SAFETY</b>	<p>Take into consideration the age and the level of knowledge of your participants: if they are new to the topic, start from the basics, keep in mind what your audience needs, and pay extensive attention and time to their questions and doubts.</p>
<b>ADDITIONAL INFO</b>	<p>Training for Rio with Air Pistol shooter Felipe Wu [BRA] <a href="https://www.youtube.com/watch?v=3yFEFY4fDy8">https://www.youtube.com/watch?v=3yFEFY4fDy8</a></p>

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<b>TITLE</b>	RULES, ENVIRONMENT AND EQUIPEMENT
<b>THEME</b>	<b>DIDACTICS FOR PISTOL SHOOTING IN PENTATHLON</b>
<b>GROUP SIZE</b>	5-25
<b>AGE</b>	18+
<b>TIME</b>	50-60 minutes
<b>OBJECTIVES</b>	Participants will learn more about the main rules, the environment and the equipment for a pistol shooting competition.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Meeting room</li> <li>• Projector</li> <li>• Laptop</li> <li>• Flip Charts</li> <li>• Pens</li> <li>• Sheets of paper</li> <li>• Free Wi-Fi</li> <li>• Sticky notes</li> <li>• PPT presentation</li> </ul>
<b>PREPARATION</b>	<p>Make sure you have a large, wide and safe place where all participants will feel calm and focused. Make sure each participant has a pen, sheet of paper and can see and hear the presentation. For the purpose of this you will need:</p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Speakers</li> <li>• Multimedia</li> <li>• Wide multimedia screen.</li> </ul>

	<p><b>Introduction to the sub-topic (5 mins)</b></p> <p>Start with a simple introduction of the sub-topics. Give the main information.</p> <p><b>Sub-topic presentation (20-25 mins)</b></p> <p>Start with the presentation of, n° 11 THEORY, TECHNIQUE AND DIDACTICS FOR PISTOL SHOOTING IN PENTATHLON, Submodule: DIDACTICS FOR PISTOL SHOOTING IN PENTATHLON. Give participants time to ask questions about the presentation. If they have questions, answer them as informatively as possible.</p> <p><b>Interactive session (20-25 mins)</b></p> <p>Once the presentation is over, divide the participants and ask them to write down what is unclear and doubts.</p>
<b>INSTRUCTIONS</b>	
<b>DEBRIEFING AND EVALUATION</b>	<p>You can start with the following questions:</p> <ul style="list-style-type: none"> <li>• Did you like the session?</li> <li>• Did you feel comfortable?</li> <li>• What did you like most about the session?</li> <li>• What made it the most difficult for you to complete the tasks in the session?</li> <li>• How did you deal with the obstacles and challenges?</li> <li>• Would you change anything in this session?</li> <li>• Was the session useful to you?</li> </ul> <p>Now is time for: quizzes, glossary and video.</p>
<b>TIPS, CONSIDERATION AND SAFETY</b>	<p>Take into consideration the age and the level of knowledge of your participants: if they are new to the topic, start from the basics, keep in mind what your audience needs, and pay extensive attention and time to their questions and doubts.</p>
<b>ADDITIONAL INFO</b>	<p>Laser Run Education Episode: 1  <a href="https://www.youtube.com/watch?v= QDTweThRVU">https://www.youtube.com/watch?v= QDTweThRVU</a></p>



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## MODULE 12

### SPORT EVENT ORGANIZATION

<b>TITLE</b>	Administration of sport event
<b>THEME</b>	<b>How to prepare an official UIPM competition</b>
<b>GROUP SIZE</b>	10-30
<b>AGE</b>	18+
<b>TIME</b>	60 minutes
<b>OBJECTIVES</b>	<p>Participants will learn about the world governing body of Modern Pentathlon, and will be introduced to the basic rules and requirements for organizing a competition in this sport, with special focus on administrative and financial matters (how to create an event master plan, develop event goals, establish the budget, etc.) The participants will also receive information on how to be more efficiently and successfully when they are preparing a sport event.</p>
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Meeting room</li><li>• Projector</li><li>• Laptop</li><li>• Flip Charts</li><li>• Pens</li><li>• Sheets of paper</li><li>• Free Wi-Fi</li><li>• Sticky notes</li><li>• PPT presentation: „Sport event organization - Administration and Finance“.</li></ul>
<b>PREPARATION</b>	<p>Make sure you have a large, wide and safe place where all participants will feel calm and focused. Make sure each participant has a pen, sheet of paper and can see and hear the presentation. For the purpose of this you will need:</p> <ul style="list-style-type: none"><li>• Laptop</li><li>• Speakers</li><li>• Multimedia</li><li>• Wide multimedia screen.</li></ul>
<b>INSTRUCTIONS</b>	<p><b>Introduction to the sub-topic (5 mins)</b></p> <p><b>Sub-topic presentation (20-25 mins)</b></p> <p>Start with a presentation of „Sport event organization - Administration and Finance“. Give participants time to ask questions about the presentation. If they have questions, answer them as informatively as possible.</p>



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## Interactive session (20-30 mins)

After the Q&A session, divide the participants into 3 groups:

Group 1 - *Create a LOC for a national sports competition in modern pentathlon. Create personal positions and responsibilities in it. Describe what knowledge, skills, experience and responsibilities each member should have. What should he / she be responsible before, during and after the sporting event?*

Group 2 - *Prepare a budget for a national pentathlon sport event. Divide the amounts by department, as well as those responsible for them. What are the main structures in conducting a sporting event - financial, administrative, logistics, accommodation, catering, officials, etc?*

Group 3 – *Prepare an Official Invitation for national pentathlon sport event. What are the items for the official UIPM Invitation (the format of the competitions, the order of events, the length and type of swimming pool, the running surface and any requirement for special footwear, the nature, dimensions and surface of riding arena, etc.)?*

Work in groups - 20 mins.

Group presentation – 3 mins for each group with Q&A after the end of each group's presentation

## INSTRUCTIONS

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### Evaluation (5 mins)

You can start with the following questions:

- Did you like the session?
- Did you feel comfortable?
- What did you like most about the session?
- What made it the most difficult for you to complete the tasks in the session?
- How did you deal with the obstacles and challenges?
- Would you change anything in this session?
- Was the session useful to you?

## DEBRIEFING AND EVALUATION

Take into consideration the age and the level of knowledge of your participants: if they are young and new to the topic, start from the basics, keep in mind what your audience needs, and pay extensive attention and time to their questions and doubts.

## TIPS, CONSIDERATION AND SAFETY

## ADDITIONAL INFO

Useful links:

<https://www.uipmworld.org>

<b>TITLE</b>	Marketing and Communication of Sport Event
<b>THEME</b>	<b>Marketing and Communication plans</b>
<b>GROUP SIZE</b>	10-30
<b>AGE</b>	18+
<b>TIME</b>	60 minutes
<b>OBJECTIVES</b>	Participants will receive information on how to be more efficient and successful in the organization of a modern pentathlon competition.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Meeting room</li> <li>• Projector</li> <li>• Laptop</li> <li>• Flip Charts</li> <li>• Pens</li> <li>• Sheets of paper</li> <li>• Free Wi-Fi</li> <li>• Sticky notes</li> <li>• PPT presentation: „Sport event organization - Marketing and Communication“.</li> </ul>
<b>PREPARATION</b>	<p>Make sure you have a large, wide and safe place where all participants will feel calm and focused. Make sure each participant has a pen, sheet of paper and can see and hear the presentation. For the purpose of this you will need:</p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Speakers</li> <li>• Multimedia</li> <li>• Wide multimedia screen.</li> </ul>
<b>INSTRUCTIONS</b>	<p><b>Introduction to the sub-topic (5 mins)</b></p> <p><b>Sub-topic presentation (20-25 mins)</b> Start with a presentation of „Sport event organization - Marketing and Communication“. Give participants time to ask questions about the presentation. If they have questions, answer them as informatively as possible.</p> <p><b>Interactive session (20-30 mins)</b> After the Q&amp;A session, divide the participants into 3 groups:</p> <p>Group 1 - <i>Create General Marketing and Communication Concept before the event (Media, Marketing, Media Partners, Official Website, Communication, Advertising,</i></p>





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*Sponsor, Promotions, Logo, Branding, etc.). Create the “Event Identification”!!! Create Responsible Persons/Teams and Responsibilities.*

*Group 2 - Create General Marketing and Communication Concept during the event (website, fan page, informing, promoting, engaging, press-releases, etc.). Create Responsible Persons/Teams and Responsibilities.*

## **INSTRUCTIONS**

*Group 3 - Create General Marketing and Communication Concept after the event. Summarizing the event (press-releases, articles, posts, results and impact of the event, media/communications reports, unique visitors, page views, sessions, number of fans, ranges, summarizing presentation about the event, etc.). Create Responsible Persons/Teams and Responsibilities.*

Work in groups - 20 mins.

Group presentation – 3 mins for each group with Q&A after the end of each group’s presentation

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### **Evaluation (5 mins)**

You can start with the following questions:

- Did you like the session?
- Did you feel comfortable?
- What did you like most about the session?
- Do you know what the 4 Ps of Marketing are (Product, Price, Promotion, and Place)?
- Do you know what the 4 Types of Marketing Strategies are (Cause, Scarcity Relationship, and Stealth Marketing)?
- What made it the most difficult for you to complete the tasks in the session?
- How did you deal with the obstacles and challenges?
- Would you change anything in this session?
- Was the session useful to you?

## **DEBRIEFING AND EVALUATION**

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Take into consideration the age and the level of knowledge of your participants: if they are young and new to the topic, start from the basics, keep in mind what your audience needs, and pay extensive attention and time to their questions and doubts.

## **TIPS, CONSIDERATION AND SAFETY**

Useful links:

4 Ps of Marketing

<https://www.investopedia.com/terms/f/four-ps.asp#:~:text=The%204%20Ps%20of%20marketing%20are,price%2C%20product%2C%20and%20promotion>

4 Types of Marketing Strategies

<https://www.sitepoint.com/4-types-of-marketing/>

## **ADDITIONAL INFO**



<b>TITLE</b>	THE CONDUCT OF THE COMPETITIONS
<b>THEME</b>	<b>Organization of sport event</b>
<b>GROUP SIZE</b>	10-30
<b>AGE</b>	18+
<b>TIME</b>	60 minutes
<b>OBJECTIVES</b>	Participants will receive information on how to be more efficient and successful in the organization of a modern pentathlon competition.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Meeting room</li> <li>• Projector</li> <li>• Laptop</li> <li>• Flip Charts</li> <li>• Pens</li> <li>• Sheets of paper</li> <li>• Free Wi-Fi</li> <li>• Sticky notes</li> <li>• PPT presentation: „Sport event organization - Organization“.</li> </ul>
<b>PREPARATION</b>	<p>Make sure you have a large, wide and safe place where all participants will feel calm and focused. Make sure each participant has a pen, sheet of paper and can see and hear the presentation. For the purpose of this you will need:</p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Speakers</li> <li>• Multimedia</li> <li>• Wide multimedia screen.</li> </ul>
<b>INSTRUCTIONS</b>	<p><b>Introduction to the sub-topic (5 mins)</b></p> <p><b>Sub-topic presentation (20-25 mins)</b> Start with a presentation of „Sport event organization - Organization“. Give participants time to ask questions about the presentation. If they have questions, answer them as informatively as possible.</p> <p><b>Interactive session (20-30 mins)</b> Group 1 - <i>Create a General Program for holding an international sports event in pentathlon in the format “Individual “One Day Competition“(technical meeting, start list, start order, ceremonies, etc.). What structures/</i></p>

*departments/teams you will need, responsible persons - what knowledge, experience and skills should they have, and what responsibilities will they have during the event?*

*Group 2 - Create a General Program for holding an international sports event in pentathlon in the format "Traditional Competition"(technical meeting start list, start order, ceremonies, etc.). What structures/departments/teams you will need, responsible persons - what knowledge, experience and skills should they have, and what responsibilities will they have during the event?*

*Group 3 - Create a General Program for holding an international sports event in pentathlon in the format "Relay Competitions"(technical meeting, start list, start order, ceremonies, etc.). What structures/departments/teams you will need, responsible persons - what knowledge, experience and skills should they have, and what responsibilities will they have during the event?*

### **Tips:**

## **INSTRUCTIONS**

### **AUTHORITIES:**

- UIPM Technical Delegates (TD) - is a qualified International Judge proposed by the UIPM;
- UIPM National Technical Observer - must hold an International Judges Licence;
- UIPM International Judges - a minimum of two and a maximum of nine persons depending on the level and size of the competition;
- UIPM Medical Delegates - to ensure compliance with Anti-Doping Procedures and Medical Rules, and to advise team captains who intend to administer drugs to sick or injured athletes;
- UIPM Business Affairs Delegates - responsible to monitor and enforce compliance LOCs, of pentathletes and team officials with their obligations;
- Jury of Appeal - the Jury of Appeal consists of seven members

Work in groups - 20 mins.

Group presentation – 3 mins for each group with Q&A after the end of each group's presentation



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<b>DEBRIEFING AND EVALUATION</b>	<b>Evaluation (5 mins)</b> You can start with the following questions: <ul style="list-style-type: none"><li>• Did you like the session?</li><li>• Did you feel comfortable?</li><li>• What did you like most about the session?</li><li>• What are the differences between UIPM formats?</li><li>• What about the different official ceremonies?</li><li>• What made it the most difficult for you to complete the tasks in the session?</li><li>• How did you deal with the obstacles and challenges?</li><li>• Would you change anything in this session?</li><li>• Was the session useful to you?</li></ul>
<b>TIPS, CONSIDERATION AND SAFETY</b>	Take into consideration the age and the level of knowledge of your participants: if they are young and new to the topic, start from the basics, keep in mind what your audience needs, and pay extensive attention and time to their questions and doubts.
<b>ADDITIONAL INFO</b>	Useful links: UIPM sports events <a href="https://www.uipmworld.org/sport/uipm-modern-pentathlon">https://www.uipmworld.org/sport/uipm-modern-pentathlon</a>

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## PART 3

# ANECDOTES & QUIZ





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## MODULE 1

### MODERN PENTATHLON: 5 DISCIPLINES, ONE SPORT

#### QUIZ

**QUESTION 1:** Which of the following disciplines is not part of the modern pentathlon?

- a) swimming
- b) running
- c) fencing
- d) discus throw

**QUESTION 2:** Which country has the most successes in Olympic modern pentathlon?

- a) Bulgaria
- b) Russia
- c) Hungary
- d) Czech Republic

**QUESTION 3:** What determines the starting order in the last event of the pentathlon?

- a) The score achieved by competitors in horse show jumping.
- b) The score achieved by competitors in freestyle swimming.
- c) The score achieved by competitors in fencing.
- d) All of the above.

**QUESTION 4:** In which year did ancient pentathlon debut at the Olympiad?

- a) 524 BC
- b) 708 BC
- c) 24 AC
- d) 336 BC

**QUESTION 5:** In which year was modern pentathlon introduced at the Olympic Games?

- a) 1904
- b) 1912
- c) 1924
- d) 1928





**QUESTION 6:** In which year were the shooting and running competitions merged into one event?

- a) 2015
- b) 2005
- c) 2019
- d) 2009

**QUESTION 7:** Which country is not involved in the project?

- a) Estonia
- b) Greece
- c) Latvia
- d) Croatia

**QUESTION 8:** What is the acronym of the project?

- a) EHPARP
- b) EHPAP
- c) EPAHRP
- d) PEHPAR

**QUESTION 9:** What is the objective of the project?

- a) Promoting health-enhancing physical activity among the European youth and adults.
- b) Providing dual career opportunity to athletes in the individual disciplines that form pentathlon as trainers in their disciplines and in comprehensive programmes of pentathlon.
- c) Both of the options above
- d) None of the above

**QUESTION 10:**

\_\_\_\_\_ is a competition in which all contestants meet all other contestants in turn

- a) Elimination tournament
- b) Ladder tournament
- c) Round-robin tournament
- d) Group tournament





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## MODULE 2

### FROM ATHLETE TO TRAINER: SKILLS AND COMPETENCES FOR A DUAL CAREER

#### QUIZ

**QUESTION 1:** The holistic approach of the athletic career cycle consist of the following levels...

- a) Athletic, psychosocial, academic/vocational, financial
- b) Athletic, academic/vocational, financial
- c) Athletic, psychological, psychosocial, academic/vocational, financial
- d) Athletic

**QUESTION 2:** The athletic level (of cycle of sport career) consist of the following stages...

- a) Initiation, development, mastery, discontinuation
- b) Schoolchild, puberty/adolescence, adult
- c) Initiation, development, mastery
- d) Schoolchild, puberty/adolescence

**QUESTION 3:** The academic/vocational level (of cycle of sport career) consist of the following stages...

- a) Primary education, secondary education, higher education, vocational training or professional occupation
- b) Vocational training or professional occupation
- c) Schoolchild, puberty/adolescence, adult
- d) Primary education, secondary education, higher education

**QUESTION 4:** School, pubert-adolescence, adulthood are transitions within the ...

- a) Psychosocial level
- b) Psychological level
- c) Financial level







**QUESTION 5:** Dual career arrangements should be beneficial for athletes' sporting careers including the following levels...

- a) Social, developmental, financial
- b) Social, health related
- c) Social, health related, developmental
- d) Social, health related, developmental, financial

**QUESTION 6:** Which one of the below could be best described as anagement competences ...

- a) ability to plan conscientiously in advance
- b) ability to cope with stress in sport and study
- c) ability to resolve conflicts
- d) vision of where you want to go in life after your dual career

**QUESTION 7:** Which one of the below could be best described as self-regulation and resilience competences ...

- a) ability to prioritize what needs to be done
- b) ability to focus on here and now, without being distracted
- c) asking advice to the right people at the right time
- d) being prepared for the unexpected and having back up plans

**QUESTION 8:** Which one of the below could be best described as career planning competences ...

- a) ability to create individualized routines (for sport and study)
- b) awareness of your strengths, weaknesses and capabilities
- c) eagerness to listen and learn from others and past experiences
- d) ability to be flexible and change plans if necessary

**QUESTION 9:** Which one of the below could be best described as social competences consist of...

- a) being prepared for the unexpected and having back up plans
- b) belief in your own ability to overcome the challenges in sport and study
- c) ability to collaborate with support staff in study and sport
- d) ability to use your time efficiently

**QUESTION 10:** What best describes individual competences

- a) Specific learned abilities required to perform a task successfully
- b) Knowledge and behaviours that lead to be successful





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## MODULE 3 LEADERSHIP AND GROUP MANAGEMENT

### QUIZ

**QUESTION 1:** A leader is:

- a) A person that is easily influenced.
- b) A person that takes decisions.
- c) A person that takes on the responsibility of leading role.

**QUESTION 2:** A leader can be:

- a) Capable of taking care of everyone.
- b) Capable of motivating people.
- c) Capable of generating conflicts.

**QUESTION 3:** How to achieve recognition as leader:

- a) Paying people for such recognition.
- b) Either you are born a leader or not.
- c) It's the result of a process.

**QUESTION 4:** Emotional bonds are:

- a) Connections between people.
- b) A bunch of cables.
- c) Obstacles to overcome.

**QUESTION 5:** Some of the primary objectives to create a team are:

- a) Set up rules, give punishments, win at all costs.
- b) Motivate, set up rules, include.
- c) Play, have fun, relax.

**QUESTION 6:** Which of the following statements is true?

- a) Each of us has flaws.
- b) Not of all us have flaws.
- c) Each of us has positive features to develop.





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**QUESTION 7:** A leader:

- a) Is always a boss.
- b) Can never be a boss.
- c) Can be a boss.

**QUESTION 8:** A leader needs to learn:

- a) Selective listening.
- b) Empathic listening.
- c) Constant internal dialogue.

**QUESTION 9:** A good leader needs to know how to communicate...

- a) In a passive way.
- b) In an assertive way.
- c) In a mixed way.

**QUESTION 10:** Being empathic means

- a) To decide what other thinks.
- b) To put yourself as much as possible.
- c) To make funny jokes.





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## MODULE 4 SPORT COACHING

### QUIZ

**QUESTION 1:** What is training?

- a) Training is any process where you sweat
- b) Running every day 5 km
- c) The action of teaching a person a particular skill or type of behaviour
- d) Give (someone) professional advice on how to attain their goals

**QUESTION 2:** How many factors may affect our training process?

- a) None
- b) Internal and external
- c) Body and mind
- d) Coach and environment

**QUESTION 3:** What is coaching?

- a) To make someone repeat exercises
- b) To shout and yell in order to pursue own personal ambitions
- c) To compile a schedule of trainings for a sportsman
- d) To give someone professional advice on how to attain their goals

**QUESTION 4:** How many types of motivation do we have?

- a) Analytic and synthetic motivation
- b) Real and fake motivation
- c) Conscious and subconscious motivation
- d) Competition and training motivation

**QUESTION 5:** A holistic technique of coaching is best suited for:

- a) Mature players
- b) Younger players aged up to 14
- c) Intensive and short-term, high-stress overwhelming environments
- d) Ambitious sportsmen who still lack self-confidence

**QUESTION 6:** For a solidly built, stable-minded and quiet-behaviour sportsman, which kind of exercises are best suited among these options?

- a) Chess and bridge





- b) Long distance swimming
- c) Archery
- d) Basketball

**QUESTION 7:** Which example doesn't match "dual career" concept?

a) He was a natural leader and underwent several psychological studies to better perform as captain of the team. He's now a well-renowned sport psychologist.

b) Due to her sound experience in this sport, she could easily get the international judge licence, so she could work also in that field once retired from competitive sport.

c) She used to help her coach with office work so she could learn a full set of soft skills

d) He was working at back office of the hospital and training judo in the free time

**QUESTION 8:** Coaches may have the role of sparks in society: what does it mean?

a) their training sets may physically and psychologically burn out players

b) they may affect the aggressive behaviour of players and ignite riots

c) they have the possibility to make their sportsmen improve their adrenaline level

d) upon their influence, their athletes may upgrade sport from a mere physical leisure to a social relevant activity

**QUESTION 9:** Lockdown measures limited the access to the swimming pool only for our club, while the others may normally continue their activities, and we don't have a B-plan: how would you classify this input in SWOT Analysis?

a) Weakness

b) Strength

c) Threaten

d) Opportunity

**QUESTION 10:** Leisure, entertainment and competitive physical activity are associated with sport. Which of these words is associated with sport?

a) Yachting

b) Scuba diving

c) Hunting

d) Fencing





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## MODULE 5

### EFFECTIVE COMMUNICATION WITH THE ATHLETE

#### QUIZ

**QUESTION 1:** To communicate means:

- a) Talk as much as possible
- b) Establish a relationship of mutual understanding and participation
- c) Say what you think

**QUESTION 2:** Non-verbal communication...

- a) Is the most effective communication level
- b) Entails body behaviours and movements
- c) Represents the way you say words

**QUESTION 3:** To communicate effectively, it is suggested to

- a) Be coherent across communication levels
- b) Use as little words as possible
- c) Use as much as possible specific terms

**QUESTION 4:** Internal dialogue means

- a) Focusing on your own arguments only
- b) Having secrets with your interlocutor
- c) Monologue

**QUESTION 5:** A person who mainly uses passive style...

- a) Doesn't do anything
- b) Cries often
- c) Doesn't like conflicts

**QUESTION 6:** Aggressive people...

- a) Always win
- b) Think they are always right
- c) Prefer being with others





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**QUESTION 7: A filter**

- a) Is a sign of subjective interpretation of reality
- b) Is a tool used in communication to be more clear
- c) Does not exist in communication

**QUESTION 8: Feedback**

- a) Is right if it is the same for all recipients
- b) Is a tool to monitor effectiveness of communication
- c) Means to return what has been borrowed.

**QUESTION 9: Communication can be graphically represented as**

- a) An ellipse
- b) An infinite sign
- c) A straight line with two vectors

**QUESTION 10: Assertiveness means**

- a) Being lost in own thoughts
- b) Always saying yes
- c) Being able to express oneself clearly.





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## MODULE 6 SPORT COACH TIME MANAGEMENT

### QUIZ

**QUESTION 1:** The very first tool for time management that you need to have is:

- a) a personal trainer
- b) a clock
- c) book
- d) a time planner

**QUESTION 2:** Changing the wake up and sleep time can cause a variation in performances of up to:

- a) 87%
- b) 33%
- c) 26%
- d) 11%

**QUESTION 3:** We sum up what distinguishes training to exercise in two words:

- a) diet and relax
- b) goal and planning
- c) rest and relax
- d) diet and rest

**QUESTION 4:** Goals could be classified into:

- a) easy and impossible
- b) short term and long-term goals
- c) useful and useless
- d) boring and interesting

**QUESTION 5:** Actualizing any goal requires:

- a) money
- b) time
- c) physical effort
- d) resources







**QUESTION 6:** Defining your goals now will help you know :

- a) the time you have to make some changes.
- b) the time you have wasted.
- c) the time of the training
- d) the best time to relax

**QUESTION 7:** Why designing a well-structured program is a dilemma?

- a) coaches have to find a good balance between an excessive density of high demand days and an insufficient number of these.
- b) especially for combined events athletes and coaches, there are many options for programming and sequencing event work.
- c) it is an activity too complicated
- d) programming means tracing the right course knowing: with whom you start, from where you start, with what means you start, where and when you must arrive.

**QUESTION 8:** The so-called table work, has in the modern pentathlon fundamental importance and passes through some phases of equal value:

- a) prior evaluation of the project and the choice of the objective
- b) the choice of the objective and the choice of means.
- c) prior evaluation of the project and the choice of means.
- d) prior evaluation of the project, the choice of the objective and the choice of means.

**QUESTION 9:** According to slide 20 one of the most difficult aspects of modern pentathlon training is:

- a) diet
- b) rest
- c) energy management
- d) motivation

**QUESTION 10:** What is time management?

- a) The practice of using the time that you have available in a useful and effective way
- b) The food and drink usually taken by a person or group
- c) To exercise a lot and eat particular food in order to prepare yourself for a competition.
- d) The chemical processes within the body required for life





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## MODULE 7

### THEORY AND TECHNIQUE FOR FENCING

#### QUIZ

**QUESTION 1:** A fencing bout takes place on a piste with...

- a) 4 meters wide and 18 meters long
- b) 2 meters wide and 14 meters long
- c) 1 meter wide and 11 meters long
- d) 5 meters wide and 20 meters long

**QUESTION 2:** Epée weapon is...

- a) The largest of the three weapons
- b) The heaviest of the three weapons
- c) The smallest and lightest of the three weapons
- d) The largest and heaviest of the three weapons

**QUESTION 3:** The total weight of the épée is...

- a) 770gr
- b) 570gr
- c) 720gr
- d) 850gr

**QUESTION 4:** Each athlete will fence against all other athletes with an electric épée for...

- a) One hit within a time limit of one (1) minute
- b) One hit within a time limit of two (2) minutes
- c) One hit within a time limit of five (5) minutes
- d) One hit within a time limit of ten (10) minutes

**QUESTION 5:** With the epee, the target area is...

- a) The upper body
- b) The entire body, head to toe, including any clothing and equipment
- c) The head
- d) The lower body



**QUESTION 6:** Offensive techniques are...

- a) Riposte, lunge, parry
- b) Riposte, lunge, beat attack
- c) Lunge, disengage, circular parry
- d) Parry, riposte, point in line

**QUESTION 7:** Defensive techniques are...

- a) Parry, circular parry, point in line
- b) Parry, circular parry, lunge
- c) Parry, riposte, point in line
- d) Circular parry, point in line, disengage

**QUESTION 8:** In fencing, is the distance between opponents critical...

- a) Yes
- b) No

**QUESTION 9:** What is the best rhythm for the epee fencers...

- a) A quick rhythm
- b) A quite fast rhythm
- c) A slow rhythm
- d) Any of the above rhythms

**QUESTION 10:** Which term is known as bout...

- a) The spar between two fencers
- b) The court on which fencing action takes place



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## MODULE 8

### THEORY AND TECHNIQUE FOR FREESTYLE SWIMMING

#### QUIZ

##### **QUESTION 1: BASIC CHARACTERISTICS OF WATER?**

- a) Water is about 780 times denser than air
- b) Friction in water is about 70 times greater than in air
- c) Resistance in water is 20 times higher than in air

##### **QUESTION 2: Importance of swimming?**

- a) Swimming activates and shapes all muscles and it does not damage the bones
- b) Does not help with reducing stress levels
- c) Weight gain

##### **QUESTION 3: DESCRIBE POSITION IN FREESTYLE SWIMMING (HEAD,BODY,POSITION)**

- a) vertical position with the body facing down
- b) the head remains in a neutral position
- c) swimming on back

##### **QUESTION 4: WHEN IS THE BODY ROTATION STARTING?**

- a) when we inhale
- b) when we finish with stroke
- c) when elbow is in highest position

##### **QUESTION 5: WHAT PHASES DO WE HAVE IN ARM MOVEMENT ?**

- a) propulsive and retropulsive phase
- b) we don not have any phase
- c) only propulsive phase

##### **QUESTION 6: WHAT IS THE RECOVERY IN THE FREESTYLE ? (REFERS TO ARM MOVEMENT)**

- a) streamline
- b) sculling
- c) transmission of the arm through the air





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**QUESTION 7: WHAT KIND OF STROKES DO WE HAVE AND WHICH ONE SCIENTIS DO NOT RECOMMEND?**

- a) D STROKE AND L STROKE (does not recommend L)
- b) S STROKE AND I STROKE (does not recommend I)
- c) S STROKE AND I STROKE (does not recommend S)

**QUESTION 8: WHAT IS EXERCISE FOR SCULLING ?**

- a) Flutterkicks with board
- b) Freestyle legs with breaststroke hands
- c) moving the hands and forearms in a back and forth motion in order to move
- d) the body forward in water

**QUESTION 9: WHAT IS THE PURPOSE FOR CLOSED-FIST EXERCISE ?**

- a) improving body rotation
- b) to work on catch efficiency
- c) improve breathing

**QUESTION 10: WHAT DO WE CALL A SWIMMING TECHNIQUE THAT IS USED UNDERWATER IN EVERY STROKE?**

- a) sculling
- b) streamline
- c) freestyle





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## MODULE 9

### THEORY AND TECHNIQUE FOR CROSS COUNTRY RUNNING

#### QUIZ

**QUESTION 1:** Cross country running is a sport in which the participants...

- a) Run in a gym
- b) Run on a closed and asphalt circuit
- c) Run a race on open-air over natural terrain such as dirt or grass
- d) Run on a beach

**QUESTION 2:** How long is usually the trail?

- a) 4-12 km
- b) 3-6 km
- c) 12-15 km
- d) 15-20 km

**QUESTION 3:** One of the main goals to learn in Cross country is...

- a) to increase your running speed
- b) to learn to employ a steady effort
- c) to set an even pace
- d) to improve your acceleration

**QUESTION 4:** Cross country was included in Summer Olympics in...

- a) 1912
- b) 2004
- c) 1964
- d) 1976

**QUESTION 5:** What was the main reason to exclude it from the Summer Olympics?

- a) Lack of interest
- b) Lack of consensus on whether it is appropriate as an Olympic discipline
- c) Lack of participants
- d) Summer climate conditions





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**QUESTION 6:** Which of these nutrients were considered the best dinner to eat before a race?

- a) Fats
- b) Sugars
- c) Proteins
- d) Carbohydrates

**QUESTION 7:** Why is it recommended to be fast at the start of the race?

- a) Because the track tends to narrow and become more complicated
- b) Because it's when you are with your full potential
- c) Because the beginning of the track is usually made of grass.
- d) None of them

**QUESTION 8:** When was the first World Athletics Cross Country Championships?

- a) 1945
- b) 1982
- c) 1955
- d) 1973

**QUESTION 9:** One of the most important aspects to take care of during the training is...

- a) To train intensively in going up and down
- b) Promoting a good stretch
- c) Training on wet surfaces
- d) Training in warm climates

**QUESTION 10:** Which term is known as "Race Pace"?

- a) The pace that an average runner runs at.
- b) The pace that you are most comfortable running at for the whole race
- c) The pace which the lead runner sets.
- d) The pace that a race must be run at, as determined by officials prior to the race





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## MODULE 10

### THEORY AND TECHNIQUE FOR EQUESTRIAN SHOW JUMPING

#### QUIZ

**QUESTION 1:** Modern Pentathlon competition involves jumping over obstacles of up to:

- a) 150 cm in height;
- b) 90 cm in height;
- c) 120 cm in height;
- d) 110 cm in height;

**QUESTION 2:** For warm-up and preparation purposes, athletes are allowed to ride their allocated horse for:

- a) 5 mins;
- b) 10 mins;
- c) 15 mins;
- d) 20 mins.

**QUESTION 3:** For warm-up and preparation purposes, athletes are allowed to have up to ..... trial jumps in the warm-up arena provided;

- a) 5 trial jumps;
- b) 10 trial jumps;
- c) 15 trial jumps;
- d) 20 trial jumps.

**QUESTION 4:** The obstacle course is:

- a) Between 150-250m in length;
- b) Between 350-450m in length;
- c) Between 650-750m in length;
- d) Between 750-950m in length.

**QUESTION 5:** The Announcer of the Event informs the:

- a) Athletes;
- b) Spectators;
- c) Officials;
- d) All of them.







**QUESTION 6:** The Starter of the Event has the obligation of:

- a) announcing that the Open Ceremony may start;
- b) announcing that the Event may start;
- c) announcing that the pentathlete may start;
- d) announcing that the spectators may come in.

**QUESTION 7:** The Equipment Judge is responsible for:

- a) For equipment of the judges in the event;
- b) For equipment of the horses;
- c) For equipment of the pentathletes;
- d) For equipment of the warm-up arena.

**QUESTION 8:** The Timekeepers are responsible for:

- a) Stopping the time of the penta-athletes;
- b) Starting timekeeping of the penta-athletes;
- c) Measuring every 30-second period after the signal for the start of a pentathlete;
- d) To keep the watches of the athletes and the judges.

**QUESTION 9:** Penta-athletes must wear:

- a) protective head-gear;
- b) T-shirt;
- c) Horses hoods;
- d) Leather boots.

**QUESTION 10:** \_\_\_\_\_ is a safety device that stops the horse from tossing its heads and injuring the rider:

- a) Pommel;
- b) Horse tack;
- c) Martingale;
- d) Trot.





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## MODULE 11

### THEORY AND TECHNIQUE FOR PISTOL SHOOTING

#### QUIZ

**QUESTION 1:** Which one is not mentioned in slide n 3?

- a) the rigger
- b) the respiration
- c) aiming and shooting
- d) time management

**QUESTION 2:** According to slide 4, how many aspects you have to take in consideration to achieve in order to build a proper shooting position?

- a) 5
- b) 3
- c) 6
- d) 11

**QUESTION 3:** Which is the ultimate goal that a shooting position must provide?

- a) relax
- b) comfort
- c) unconditional stability
- d) rest

**QUESTION 4:** The shooting position with the gun requires that:

- a) the left hand and shoulder have an active role
- b) the left hand and shoulder have an absolutely passive role at the beginning
- c) the left hand and shoulder have a fundamental role in all the phases
- d) the left hand and shoulder have an absolutely passive role

**QUESTION 5:** The head turns right without deviations in any direction, offering the following advantages:

- a) optimal conditions for the eye targeting function and for the equilibrium function of the vestibular mechanism.
- b) optimal condition for blood flow
- c) optimal condition for neck muscles, avoiding unnecessary strain.
- d) All of them





**QUESTION 6:** According to slide 19:

- a) many shooters can extend the breath break for 12-15 seconds
- b) many shooters can extend the breath break for 2-3 seconds
- c) many shooters can extend the breath break for 20-30 seconds
- d) many shooters can extend the breath break for 6-9 seconds

**QUESTION 7:** When did the UIPM merge the shooting and running disciplines into a single event?

- a) in 2008
- b) in 2010
- c) in 2006
- d) in 2009

**QUESTION 8:** The shooters are given:

- a) 30 rounds to shoot
- b) 10 rounds to shoot
- c) 20 rounds to shoot
- d) 15 rounds to shoot

**QUESTION 9:** Shooting is conducted in indoor shooting range with the help of:

- a) 4.5 mm air pistol
- b) 3.6 mm air pistol
- c) 2.7 mm air pistol
- d) 5.3 mm air pistol

**QUESTION 10:** What does aim mean?

- a) to point or direct a weapon or other object toward someone or something.
- b) a way of doing an activity that needs skill
- c) a part of a gun that causes the gun to fire when pressed.
- d) a person who uses a gun regularly, for example as a sport.





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## MODULE 12 SPORT EVENT ORGANIZATION

### QUIZ

**QUESTION 1:** What is the name of first UIPM President?

- a) Tor Wibom;
- b) Gustaf Dyrssen;
- c) Sven Thofelt;
- d) Igor Novikov.

**QUESTION 2:** International Modern Pentathlon Union was founded in:

- a) 1912;
- b) 1944;
- c) 1948;
- d) 1954.

**QUESTION 3:** In what year was the sport Modern Pentathlon officially presented?

- a) 1912;
- b) 1944;
- c) 1948;
- d) 1954.

**QUESTION 4:** All communication and media activities of UIPM are responsibility of:

- a) Sports Department;
- b) Development Department;
- c) Communication Department;
- d) Secretary General.

**QUESTION 5:** The tasks of a good marketing strategy can in principle be divided into...

- a) 2 stages;
- b) 3 stages;
- c) 4 stages;
- d) 5 stages;





**QUESTION 6:** A press conference is good to organize:

- a) Before the event;
- b) During the event;
- c) After the event;
- d) All of them.

**QUESTION 7:** All sports competitions that are organized with the assistance and support of UIPM are managed by:

- a) Sports Department;
- b) Development Department;
- c) Communication Department;
- d) Secretary General.

**QUESTION 8:** What is the duty of a UIPM Technical Delegates?

- a) To ensure that all UIPM competitions are run in conformity with the UIPM Rules and agreements;
- b) To check whether the equipment is technically suitable according to the UIPM regulations;
- c) To attend as a guest of the tournament on behalf of UIPM;
- d) To check the deadline for receipt of preliminary entries.

**QUESTION 9:** Official UIPM competitions in Modern Pentathlon are:

- a) Olympic Games, World Championships, Continental Championships and Games, World Cups and World Cup Final, Champion of Champions, CISM World Championships;
- b) Regional Championships and Games, World Masters Championships and Continental Master Championships and other World Ranking Competitions;
- c) Any kind competitions organised by UIPM member federations;
- d) All of them.

**QUESTION 10:** What is the duty of a UIPM Medical Delegate?

- a) Monitors the health of all athletes and officials during a sporting event;
- b) Only he/she has the right to appoint doctors and medical staff during a sporting event;
- c) Only he/she has the right to prescribe drugs/medicine to athletes during a sporting event;
- d) Advice team captains who intend to administer drugs to sick or injured athletes so as to ensure that no substance or method forbidden by the WADA Code is used by mistake.



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