# STEM SPORTS EDUCATION

## FIT FOR THE FUTURE

*Intro Unit*
*Environment meets Sports & STEM*

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# Fit for the Future

## Environment meets Sports & STEM – Intro Unit

### *Welcome to the Module!*

This module invites you on a journey where science meets sports, with a special focus on how caring for the environment and our bodies are connected. You'll learn by doing—with hands-on activities, experiments, and teamwork that show you how STEM can make sports safer, more fun, and better for everyone.

### *Learning goals*

| In this Unit I will learn how to |
| --- |
| • Discover how sports and physical activities connect with STEM (Science, Technology, Engineering, Mathematics) fields. |
| • Recognize the importance of the environment in sports and daily life through observation of daily situation. |
| • Become aware of inclusion, diversity, and responsibility in sports and STEM. |
| • Engage actively in team discussions, brainstorms, and movement-based activities. |

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## *Kick-Off Group Activity — Discover Sports, STEM, and Environment*

### Step 1: Get Inspired

- Watch short video clips or images featuring athletes—both women and men—competing in these sports.
  Some Video Links: *Swimming Olympics Race Video* | *Relay Olympics Race Video* | *Swimming Paralympic Game Video*
- Explore Instagram profiles or interviews with sports professionals and STEM experts (engineers, sports scientists, coaches, Paralympians).
  Some Link for Reference: *Interview - Power Lifting Paralympic Athlete* | *Sport Scientist Interview* | *Sports Scientist Tim Gabbet Profile*
- Discuss: Which sports have you tried? Which do you like? What new things did you notice in the videos you explored?

### Step 2: Brainstorm: Where's the Science?

- In groups, use a large sheet to write down your ideas:
  - How might science help people play sports better?
  - Where do you see the environment affecting sports? (Think about weather, surfaces, water, air quality, etc.)
  - Can you think of job roles in sports that use science or technology?
- Challenge: Name something from each STEM field (Science, Tech, Engineering, Math) that could be used in sports. (*Example Video Reference*)

### Step 3: Movement Activity

- First try "blind movement" exercise, such as walking a straight line with your eyes closed in a classroom and again with eyes closed in an open space (under supervision).
- After walking in a straight line, discuss with your group: What senses did you rely on? Did the environment change what you could do?

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## Step 4: Reveal – Module Overview

- See how each sport in the module will connect with a science topic. Your teacher will introduce:
  - Swimming → Chemistry (water quality, buoyancy) – *VIDEO INTRO*
  - Orienteering → Technology & Environment (GPS, mapping, route planning) *VIDEO INTRO*
- Discuss: What environment-related challenges or opportunities might come up in each sport?

### *Wrap-Up & What's Next*

Your teacher will introduce how the next units build on today's activities—starting with the Attitude Unit and moving into hands-on STEM and sports explorations.

### *Key Points Recap*

- STEM + Sports + Environment = Powerful Learning
- Everyone brings valuable experiences—diversity and inclusion are strengths.
- Activities will be practical, engaging, and designed for active participation.

*Let's begin this journey together—learning, moving, and exploring how the world of sports and science come alive in real life!*

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