

Table S1. Session 4, Volleyball I.

Sport:	Duration:	Materials:	Participants:
VOLEYBALL I	50 minutes	1 foam rubber ball per student, 2 initiation balls, 15 training vests and 12 hoops.	24-30
Objectives: To make contact with the modality of volleyball. To develop ball handling and control. To use the game as a tool for learning a technique.		Objectives related to the program: To create balanced teams. Respect rules, equipment and space. To increase the participation of all students. To respect each other and each other's skill levels.	Strategies for motivation: Give them a choice between warm-up game or running around the court. Ask who wants to be responsible for the equipment and who wants to be responsible for the warm-up.
Relational time and awareness talk (4-5 minutes)			
The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them. The teacher also congratulates the students if they have been punctual and are dressed correctly; if not, he/she corrects them. Then, the new sport they are going to work on and the objectives to be achieved in the session are explained.			
<i>Strategies used: Awareness raising → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion); Establishment of rules → A set of rules are established to be taken into account during the session; Material manager → One or more pupils are designated to be in charge of the material; Autonomy → Students must learn to work on their own.</i>			
Physical activity plan – Warm-up (8')			
Description	Key aspects	To be taken into account	
<u>Activation:</u> 2 running laps around the court.		Congratulate and highlight the important role of the student leading the warm-up. The teacher must help and guide the student in this task.	
<u>Articular mobility with displacement</u>		Do not allow disrespect.	
<u>Basket-Voley. (5 min)</u> Two teams of four players, two groups per basket. The game is played with a foam rubber ball according to the rules of basketball. Passing or receiving can only be done with finger or forearm touches. Each team has to try to score a point at the basket but can only shoot with the volleyball technique. The other team can steal it and thus gain possession.	Pay attention to technique. Accuracy in passing and receiving. If there are complications when passing, do not touch the passer so that he/she can execute the volleyball pass correctly.	As it is a more competitive game, teams should be balanced and there should be constant participation by everyone. Encourage students to work cooperatively by means of game guidelines such as not scoring until all members touch the ball. Strategy used: Modification of the rules to enhance participation, inclusion and to keep the group motivated.	

Table S1 (continued)

Physical activity plan – Principal part (30')

Activity 1: Des-pasito (5 min)

Distribution in pairs along the court. One partner in front of the other will pass a ball to the other using a serve from underneath. With each pass they move one step backwards, so that the distance between them gets bigger and bigger. This goes on until the lines at the ends of the court.

Variant 1: Forearm reception.

Variant 2: Overhead kick.

Variant 3: Competition. Whoever gets to the end first wins.

Activity 2: Kick off (5 min)

Form 2 groups. They are placed at the ends of the indoor soccer court. The activity consists of practising the down serve technique. Each student with a ball, individually serves to the other side trying not to touch the net.

Variant: The same exercise will be carried out practising the overhead serve (tennis).

Activity 3: 2 vs 2. (10 min)

3x3 field. Cones are placed to delimit the fields. Competitive matches are played between the pairs to 5 points. Each time the game is stopped, it starts with a serve from below and only forearm touches are allowed.

Variant: Add a forearm touch and a finger touch to pass it to the other court. The winner is the student who reaches 10 points first.

Look for precision and correct technical gesture.

Explanations and feedback during the exercise.

If the ball is dropped or the serve is poorly executed, do not take a step back.

There may be several changes of partner during the exercise. They cannot repeat partners, it will always have to be with someone different.

Strategy used: Modification of the rules to enhance participation, inclusion and to keep the group motivated.

Control and correct technical gesture.

Encourage participation, collaboration and improve passing accuracy. Correct technical gestures, give feedback on performances.

As it is a more competitive game, teams should be kept balanced, and everyone should participate consistently. Students have to make sides fair, matching those with more skill with those with less skill.

Give importance to the team as a group. Comment that it is important to involve all classmates and help those who find the discipline more difficult.

Strategy used: Establishment of rules: A set of rules are established to be taken into account during the session and some of them are related to the three main values (respect, equality and inclusion).

Table S1 (continued)

Final activity: Modified volleyball match (10 min)

Volleyball match. The dimensions of the volleyball court are reduced to about 10x6m and an elastic band or net is used. The ball, which in this case will be made of nylon, is put into play with finger passes and then only 3 touches are allowed in each court before passing. The passes to be used are finger passes and forearm passes.

Variant: Competition to 5 points, marking the boundaries of the fields.

Teams will be made up of two captains (boy/girl). The choice of the team will be varied and they will take turns to choose, so that the turn is respected and boy/girl is chosen according to the turn. Balanced teams.

Strategies used: Modification of the rules to enhance participation, inclusion and to keep the group motivated. Autonomy: Students must learn to work autonomously.

Group meeting and reflection time (8')

The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as: Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice?

Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the students in charge of the material take care of their duties.

Strategies used: In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.

Table S2. Session 5, Volleyball II.

Sport:	Duration:	Materials:	Participants:
VOLEYBALL II	50 minutes	1 foam rubber ball per student, 2 initiation balls, 15 training vests and 12 hoops.	24-30
Objectives: To make contact with the modality of volleyball. To carry out exercises to assimilate the basic technique of finger and forearm touch.	Objectives related to the program: To form balanced teams. To respect teammates, rules, equipment and space. To increase the participation of all pupils. To respect each other and each other's skill levels.		Strategies for motivation: Give them a choice between warm-up game or running around the court. Ask who wants to be responsible for the equipment and who wants to be responsible for the warm-up.

Table S2 (continued)

Relational time and awareness talk (4-5 minutes)

The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them. Then, he/she gives an overview of the session and the objectives.

Strategies used: *Awareness raising* → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion);

Establishment of rules → A set of rules are established to be taken into account during the session; *Material manager* → One or more pupils are designated to be in charge of the material; *Autonomy* → Students must learn to work on their own.

Physical activity plan – Warm-up (8')

Description	Key aspects	To be taken into account
<u>Activation:</u> 2 running laps around the court.		Congratulate and highlight the important role of the student leading the warm-up. The teacher must help and guide the student in this task.
<u>Articular mobility with displacement</u>		Do not allow disrespect.

Up and high-five.

In this exercise, each participant will have a foam rubber ball. They will move around the half basketball court freely and, using finger-tapping gestures, they will have to send the ball to a certain height on the teacher's signal. The students have to bump hands with a partner while the ball is in flight and then pick up their own ball again.

Variante: Once the ball is bumped with the partner, the reception of the ball will be with a finger touch.

It is important to give height to the ball to allow time to bump hands with the partner.

Pay attention to the participation rule. Each situation played in the handshakes with partners will have to be different.

Strategy used: *Modification of the rules to enhance participation, inclusion and to keep the group motivated.*

Physical activity plan – Principal part (30')

Activity 1: The clock (10 min)

Groups of 6. The students stand in a circle, except for one student who stands in the middle. The ball will be put into play by a student who is outside the circle. He/she will give it to the pupil in the center and go to take his/her place. The student in the center, for his part, on receiving the ball, will pass it to the person to the left of his partner. So on and so forth until three repetitions have been done:

1 finger touch;

1 forearm touch and a third simultaneous one.

Achieve speed in replacing the central partner.

Give height to the ball to provide more reaction time.

Pay attention to technique.

Try to keep the ball in the air as long as possible.

As it is a large class, give the students the opportunity to form groups autonomously. Always prioritising that the teams are balanced.

Strategies used: *Autonomy: Students must learn to work on their own and to solve adverse situations. Modification of the rules to enhance participation and keep the group motivated.*

Table S2 (continued)

Activity 2: Flying ball (8 min)

Controlled passes, do not give too much height.

Form 2 lines. The first in each line must have a ball. On a signal, he/she will make a back pass on the spot (fingers) while counting out loud, then move to the end of the line for the second partner to execute, who will continue making another pass and counting. So on and so forth.

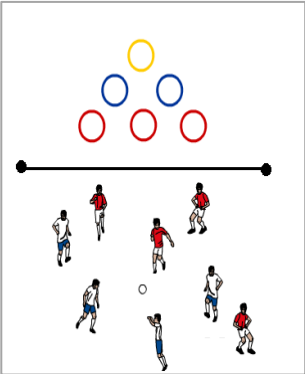
Variant: Competition between the two rows.

Final activity: 4 vs 4 (12 min).

A ball possession is played on the half court of the volleyball court. In order to score a goal, 5 passes have to be made between them. To score a goal, the ball has to go over the net and into some hoops that are placed in the other half of the court. This last touch has to be a finger touch. There will be different hoops and depending on where the student puts the ball he/she will have more or less points. The possession of the ball is changed if the ball is dropped or intercepted by an opponent.

Variant: The last touch must be a forearm touch.

It is important that there is great mobility of the participants so that there is support and passing lines.



As it is a more competitive game, teams should be kept balanced and everyone should participate constantly.

Encourage the students to work cooperatively by means of game guidelines such as not scoring until each and every member touches the ball.

Reward respectful behavior and in the case of disputes, create solutions so that the students are able to resolve them autonomously.

Strategies used: Establishment of rules: A set of rules are established to be taken into account during the session and some of them are related to the three main values (respect, equality and inclusion) Autonomy: Students must learn to work on their own and to solve adverse situations. Modification of the rules to enhance participation, inclusion and keep the group motivated.

Table S2 (continued)

Group meeting and reflection time (8')

The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as:

Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice? Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the students in charge of the material take care of their duties.

Strategies used: *In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.*

Table S3. Session 6, Volleyball III.

Sport:	Duration:	Materials:	Participants:
VOLEYBALL III	50 minutes	30 volley balls for initiation. 30 foam-rubber volleyballs. 20 blindfolds.	24-30
Objectives: To make contact with the modality of volleyball. To use the game as a tool for inclusion.	Objectives related to the program: To form balanced teams. To increase the participation of all students. To respect teammates. To integrate all classmates in the lesson. To avoid offensive verbal and physical behavior.		Strategies for motivation: Ask if there are any volunteers who would like to lead the warm-up. If not, nominate someone at random. Ask who is responsible for the material during the session. Failing that, name someone at random.
Relational time and awareness talk (4-5 minutes)			
The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them. Then, he/she gives an overview of the session and the objectives, emphasizing the importance of helping classmates.			
Strategies used: <i>Awareness raising → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion); Establishment of rules → A set of rules are established to be taken into account during the session; Material manager → One or more pupils are designated to be in charge of the material; Autonomy → Students must learn to work on their own.</i>			

Table S3 (continued)

Physical activity plan – Warm-up (8')		
Description	Key aspects	To be taken into account

Activation: Distribution of the students in half-court. In pairs and with one blindfolded, they run several laps of the field with the blindfold on, holding hands. Rotate the turns of the blindfold.

Congratulate and highlight the important role of the student leading the warm-up. The teacher must help and guide the student in this task. Do not allow disrespect.

Articular mobility with displacement

Physical activity plan – Principal part (30')

Activity 1: Blind relay. (5 min)

In teams of 8 (4 pairs) stand in single file on the service line of the volleyball court. One of each pair wears a blindfold. The objective is to run to the net, where there is a hoop with a ball. The partner leads until he/she catches the ball, which must be passed by finger touch to the next person in line. The team that gets the whole line into the net wins.

Indicate to the partner the direction of the pass. Look for precision within the difficulty created.

*Teams in this type of activity should be randomised, so that students do not always share a team with the teammate with the closest affinity. Use the assignment of random numbers to the students (in this case, from 1 to 8). Subsequently, they would be grouped according to the number assigned to them. **Strategy used:** Modification of the rules to enhance participation and keep the group motivated.*

Activity 2: 1X2. (10 min)

Net at 1 meter. With a foam rubber ball, in groups of 6 people (3 in each field). Sitting on the floor, the players will hit on the 1, on the X and on the 2 to try to hit a partner, who will be in the opposite court. The touches will be forearms and fingers (always hitting with fingers), the third one can be a dummy shot, to shoot to the opponent's court.

If the ball is dropped, it passes to the opposing team. Only regulation touches (3) are allowed.

*Reward respectful behavior and, in the case of disputes, create solutions so that the students are capable of resolving them autonomously. **Strategies used:** Establishment of rules: A set of rules are established to be taken into account during the session and some of them are related to the three main values (respect, equality and inclusion). Autonomy: Students must learn to work on their own and to solve adverse situations.*

Activity 3: Modified volleyball match (15 min)

Volleyball match 4 vs 4. The dimensions of the field are reduced to 10x6m and an elastic band or net is used at 1m. The ball, which in this case will be made of nylon, is put into play with finger passes and then only 3 touches can be made in each court before passing. The passes to be used are finger passes and forearm passes. Whoever scores the most points wins the game.

Encourage participation and collaboration.

*As it is a more competitive game, teams should be balanced and there should be constant participation by everyone. Encourage the students to work cooperatively by using game guidelines such as not scoring until each and every member touches the ball. **Strategies used:** Establishment of rules: A set of rules are established to be taken into account during the session and some of them are related to the three main values (respect, equality and inclusion). Autonomy: Students must learn to work on their own and to solve adverse situations. Modification of the rules to enhance participation and keep the group motivated.*

Table S3 (continued)

Group meeting and reflection time (8')

The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as:

Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice? Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the students in charge of the material take care of their duties.

Strategies used: *In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.*

Table S4. Session 7, Soccer I.

Sport: SOCCER I	Duration: 50 minutes	Materials: 1 ball per player, 2 small goals and a handkerchief for each player.	Participants: 24-30
Objectives: To make contact with the modality of soccer and the ball. To carry out exercises to assimilate the handling and control of the ball. To use the game as a tool for learning a technique. To develop basic motor skills through cooperative and competitive exercises to make contact with soccer.	Objectives related to the program: To form balanced teams. To respect teammates, rules, equipment and space. To avoid offensive verbal and physical behavior. To integrate all classmates in the lesson. To be responsible for their actions.		Strategies for motivation: Ask who wants to be responsible for the material and who wants to be responsible for articular mobility. Comment that in case of good behavior they will have free time at the end of the class to do the task of their choice.
Relational time and awareness talk (4-5 minutes)			
The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them. Then, the new sport they are going to work on and the objectives to be achieved in the session are explained.			
Strategies used: <i>Awareness raising → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion); Establishment of rules → A set of rules are established to be taken into account during the session; Material manager → One or more pupils are designated to be in charge of the material; Autonomy → Students must learn to work on their own.</i>			

Table S4 (continued)

Physical activity plan – Warm-up (8')		
Description	Key aspects	To be taken into account
<u>Activation:</u> 2 running laps around the court.		<i>Congratulate and highlight the important role of the student leading the warm-up. The teacher must help and guide the student in this task.</i>

<u>Articular mobility with displacement, changes of rhythm</u>		<i>Do not allow disrespect.</i>
<u>Specific warm-up (direct instruction)</u>		
1 ball each and around the court, students are dribbling. In a progressive way, the students will start by doing 4 little kicks, increasingly. They can even add touches with other parts of the body, such as the head, thigh, chest or shoulders.	Use both the dominant and non-dominant leg to perform the touches.	<i>It is important that all students participate in the activity and are included in the lesson. Motivate the students and match those who have more facility with those who do not, so that they get useful help and feel included by their classmates.</i>
Physical activity plan – Principal part (30')		
<u>Activity 1: Don't run away. (10 min)</u>		
This is done in pairs. Individually and with a ball each, everyone will take a handkerchief and put it on the back of their trousers, without it being too far away from another player. The exercise consists of trying to catch the handkerchief of the teammate while controlling the ball.	Do not stop visualizing the ball that each one is controlling.	<i>The pairs at the start are free. However, when the teacher blows the whistle, the pairs will be changed, and the gender must be alternated whenever this is done and may not be repeated with the same partner.</i>
Variant: As the game progresses, the game can be made more complex by putting two pairs together. It can be done 2vs2. or 4vs4.	Use both dominant and non-dominant legs.	Strategy used: Modification of the rules to enhance participation and keep the group motivated.
<u>Activity 2: Cat and mouse. (10 min)</u>		
Use one ball for every three players. One player defends and two players attack. The exercise consists of counting the number of walls in 30 seconds. They will take turns until all three players in the group have done it.	Players have to be constantly on the move to find the right passing line.	<i>Give importance to helping fellow students. Appreciate respectful behavior on the part of the students.</i>
Variant: The same exercise will be done in a 2 vs 2. (45")		

Table S4 (continued)

<u>Activity 3: The classic (10 min).</u>		
Two teams. All the balls will be in a goal and there will be three players from one team in the goal area. Two strips will be set up, which will be delimited by cones. In one there will be two defenders. And in a second one, which will be in the area of the	The player must work on ball control and not make long self passes. Each defender must stay inside his own area.	<i>Teams will be made up of two captains (boy/girl). The choice of team will be varied, and they will take it in turns to choose, so that the turn is respected and the boy/girl is chosen according to their turn.</i>

center line, 3 defenders. The remaining players in the area will have to pass the different strips with a ball each, avoiding the defenders of the different strips without losing possession and trying to score a goal in the other goal. If they lose possession, they have to go back to the start for another ball.

Encourage cooperative work and do not allow disrespect to teammates. If there are major inequalities between groups, give the students the opportunity to change groups, always in dialogue and reaching a consensus between members.
Strategies used: Establishment of rules: A set of rules are established to be taken into account during the session and some of them are related to the three main values (respect, equality and inclusion) Autonomy: Students must learn to work on their own and to solve adverse situations. Modification of the rules to enhance participation and keep the group motivated.

Group meeting and reflection time (8')

The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. Thank them for their participation and proceed to do some stretches. In addition, try to evaluate the behavior of the participants and how the session has turned out. Include questions such as: Which activity did you like the most? How do you think the program will turn out? Are you interested? Would you have improved anything in today's session? What do you think your intervention has been like during the session? What would be your learning from today? What do you think it could be useful for you in your daily life? How could you put it into practice? Finally, a blank sheet of paper is handed out on which the students write positive and negative things about what happened, as well as self-evaluating themselves using the colour system (red, yellow, green or blue). They will highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the student responsible of the material is in charge of their homework.

Strategy used: Reflection time: They have to describe their behavior during the practice. In this way, they are involved in the evaluation process.

Table S5. Session 8, Soccer II.

Sport:	Duration:	Materials:	Participants:
SOCCER II	50 minutes	1 ball per player, 2 small goals and a handkerchief for each participant.	24-30
Objectives:	Objectives related to the program:		Strategies for motivation:
To make contact with the modality of soccer and its mobile.	To form balanced teams.		Ask who wants to be responsible for the material and who wants to be responsible for the warm-up.

To carry out exercises to assimilate the handling and control of the ball.	To respect teammates, rules, equipment and space.	Possibility to use the activities as challenges to be overcome.
To use the game as a tool for learning a technique.	To avoid offensive verbal and physical behavior.	
To develop basic motor skills through cooperative and competitive exercises to make contact with soccer.	To integrate all classmates in the lesson.	
	To be responsible for their actions.	

Relational time and awareness talk (4-5 minutes)

The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them. Then, he/she gives an overview of the session and the objectives.

Strategies used: *Awareness raising* → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion);

Establishment of rules → A set of rules are established to be taken into account during the session; *Material manager* → One or more pupils are designated to be in charge of the material; *Autonomy* → Students must learn to work on their own.

Physical activity plan – Warm-up (8')

Description	Key aspects	To be taken into account
<u>Activation:</u> 2 running laps around the court.		<i>Congratulate and highlight the important role of the student leading the warm-up. The teacher must help and guide the student in this task.</i>
<u>Articular mobility with displacement, changes of rhythm</u>		<i>Do not allow disrespect.</i>
<u>Specific warm-up (direct instruction)</u> 1 ball each and around the court, students are dribbling. In a progressive way, the students will start by doing 4 little kicks, increasingly. They can even add touches with other parts of the body, such as the head, thigh, chest or shoulders.	Use both the dominant and non-dominant leg to perform the touches.	<i>It is important that all students participate in the activity and are included in the lesson. Motivate the students and match those who have more facility with those who do not, so that they get useful help and feel included by their classmates.</i>

Table S5 (continued)

Physical activity plan – Principal part (30')		
<u>Activity 1: Thread cutter (5 min)</u> Separate the group into two groups and play the traditional game of thread cutter in each half of the court. Each teammate has a ball and is dribbling, and they will have to avoid being caught by the	Do not lose sight of the ball you are controlling. Drive the ball with all surfaces of the foot.	<i>It is important that all students participate in the activity and that they are included in the lesson. By including an extra classmate in the activity, participation is increased, and the students have more stimuli to attend to on the track.</i>

teammate who is pursuing them. The only way out is for another one to pass through the middle.

Strategy used: Modification of the rules to enhance participation and keep the group motivated.

Variant: 2 people are pursuers.

Activity 2: Ball-stealing (5 min)

In pairs. One ball per participant. The aim of the exercise is to steal the opponent's ball while protecting your own ball with the sole of your foot. After 2 or 3 steals, change to find a new partner to do the same exercise (at the teacher's signal).

Protect the ball using the body and take advantage of the opponent's movements to steal the ball.

Explain that the partners to play must be different each time. It is not valid to repeat with the same partner.

Variant: Groups of 3 or 4 people. Form fields with cones all over the space. They try to throw each partner's ball out of the circle, all against each other. They rotate in circles for the variety of the groups.

Pay attention to the execution, it must be quick and effective.

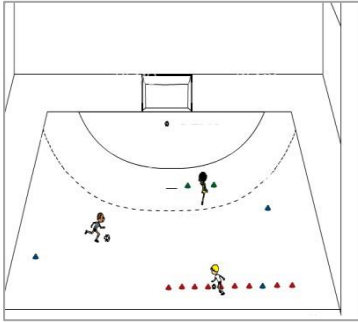
Strategy used: Modification of the rules to enhance participation and keep the group motivated.

Activity 3: Final circuit. (10 min)

Divide the group in two. 2 driving circuits with shooting (try to hit the crossbar). Start with a zigzag exposed by 10-12 cones. Then we drive to a cone that we will have to go around, to go towards another cone that we find stuck on the other side. We find two more cones at a distance of 2 meters, between these cones the shot to the crossbar is made.

Variant: Same exercise, but once one of the participants goes out, then another person will go out trying to catch him.

Make it a challenge to hit the crossbar of the goal. This can increase the motivation of the students.



Activity 4: 6 vs. 6.

Work on half a soccer pitch trying to score a goal under the rubber band placed between the goalposts. In order to attack, the team that steals the ball has to reach the height of the cones placed in the center of the pitch.

Encourage cooperative work. Students should be able to create balanced teams.

Table S5 (continued)

Group meeting and reflection time (8')

The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as: Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice?

Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the students in charge of the material take care of their duties.

Strategies used: *In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.*

Table S6. Session 9, Soccer III.

Sport:	Duration:	Materials:	Participants:
SOCCER III	50 minutes	20 blindfolds, 25 soccer balls, 6 spades, 12 large cones, 6 strips, 8 hoops, 4 fitballs	24-30
Objectives:		Objectives related to the program:	Strategies for motivation:
To get in touch with the sport of soccer.		To integrate all classmates in the lesson.	Ask who wants to be responsible for the material and
To develop ball handling and control.		To avoid offensive verbal and physical behavior.	who wants to be responsible for the articular mobility.
To use the game as a tool for learning a technique.		To form balanced teams.	Continue with the challenge approach in the activities.
		Respecting the partner, the rules, the material and the space.	To raise controlled competition among the students.
		To increase the participation of all students.	
Relational time and awareness talk (4-5 minutes)			
The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them. Then, he/she gives an overview of the session and the objectives, emphasizing the importance of helping classmates.			
Strategies used: <i>Awareness raising → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion);</i>			
<i>Establishment of rules → A set of rules are established to be taken into account during the session; Material manager → One or more pupils are designated to be in charge of the material; Autonomy → Students must learn to work on their own.</i>			

Table S6 (continued)

Physical activity plan – Warm-up (8')	
Description	Key aspects To be taken into account
<u>Activation:</u> Distribution of the students in half-court. In pairs and with one blindfolded, they run several laps of the field with the blindfold on, holding hands. Rotate the turns of the blindfold.	Congratulate and highlight the important role of the student leading the warm-up. The teacher must help and guide the student in this task. Do not allow disrespect.
<u>Articular mobility with displacement</u>	

Physical activity plan – Principal part (30')

Activity 1: On my signal! (10 min)

Form 3 teams and within these, groups of 3. Each trio will have a blindfold, which they will take turns to wear. One blindfolded person will have two partners next to him/her. One will be in charge of the right side and the other of the left side. Ball handling will be worked on through a blindfolded race in which one player will be guided to a hoop, placed in the middle of the court. In the hoop there will be several balls (if possible made of foam rubber or rattlesnakes), which he/she will have to drive to the line. Teammates will guide the blindfolded only by using code words, i.e. you cannot say right or left or forward or backward, but random words previously thought up by the three of you (e.g. right = elephant; left = doll). Change roles.

Variant: Competition, the team that gathers all the balls at the starting point first wins.

The couples, throughout the session, will have to vary. At the beginning the choice may be free, but they will always have to be with someone different.

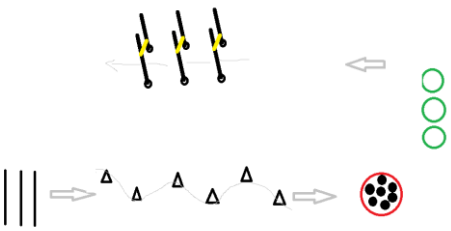
Strategy used: Modification of the rules to enhance participation, inclusion and to keep the group motivated.

Encourage cooperative work and do not allow disrespect. Competitiveness between teams must be controlled. In this game, which includes a little more risk, stress the importance of being careful in the indications given to teammates.

Strategy used: Establishment of rules: A set of rules are established to be taken into account during the session and some of them are related to the three main values (respect, equality and inclusion)

Activity 2: Circuit. (10 min)

Divide the group into two groups and make pairs within them. Two identical circuits are made, which the students have to perform with a blindfold on, guided by their partner. Firstly, simple jumps over the bars until they reach the zigzag in cones. Then they will have to take a ball from the hoop and jump with it between their ankles (feet together) through the 3 green hoops. Afterwards, they will have to handle the ball lightly until they reach the pikes placed as small bridges that they will have to pass underneath, crawling, without losing contact with the ball in their hands.



Reward respectful behavior and cooperative work.

Strategy used: Establishment of rules: A set of rules are established to be taken into account during the session and some of them are related to the three main values (respect, equality and inclusion).

Table S6 (continued)

Activity 3: Modified soccer match (10 min)

Two teams made up of 4 pairs of players. The dynamic is still blind and a fitball will be used. The blind player is the one who can touch the ball and shoot at the goal, the others only guide and help to move around the court.

Controlled competition. Give importance to all members of the group, the team does not score if everyone has not touched the ball.

Strategy used: Modification of the rules to enhance participation and keep the group motivated.

Group meeting and reflection time (8')

The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as:

Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice? Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the students in charge of the material take care of their duties.

Strategies used: *In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.*

Table S7. Session 10, Handball I.

Sport: HANDBALL I	Duration: 50 minutes	Materials: 30 plastic. 2 hoops. 2 touchball goals, or alternatively, 4 cones to create small goals.	Participants: 24-30
Objectives: To make contact with handball, specifically bouncing and ball handling. To carry out exercises to assimilate basic technique. To use the game as a tool for learning a technique. To develop basic motor skills through bouncing, shooting and ball handling including different displacements.		Objectives related to the program: To respect teammates, rules, equipment and space. To increase the participation of all students. To avoid offensive verbal and physical behavior. To be responsible for their actions. To resolve conflicts autonomously.	Strategies for motivation: Give them the choice between a warm-up game or running around the track. Ask who wants to be responsible for the equipment and who wants to be responsible for articular mobility.

Table S7 (continued)

Relational time and awareness talk (4-5 minutes)
The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them. Then, he/she gives an overview of the session and the objectives. Strategies used: <i>Awareness raising → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion); Establishment of rules → A set of rules are established to be taken into account during the session; Material manager → One or more pupils are designated to be in charge of the material; Autonomy → Students must learn to work on their own.</i>
Physical activity plan – Warm-up (8')

Description	Key aspects	To be taken into account
<u>Activation: Zigzag.</u> Everyone will stand in single file one behind the other. Each one will have a plastic ball and will have to move at a gentle trot around the court. The activity consists of the last person in the line having to run forward zig-zagging between their teammates until they are in first place, and they have to do this without stopping bouncing the ball. This will be done in such a way that all participants have passed the first position twice.		
<u>Articular mobility with displacement</u> The participants will be placed in pairs, who will spread out in the middle of the court and will first of all start to perform different displacements together with an articular mobility. They will each have a foam rubber ball. At the instructor's signal, they will have to run to their partner and together they will do an articular mobility, both of them equally.		
Physical activity plan – Principal part (30')		
<u>Activity 1: Pass to pass. (5 min)</u> Participants will be placed in pairs, each pair will have a plastic ball. The activity will consist of moving at a gentle jog around the court making different handball passes, such as the classic pass, with bounce, in pronation, supination, etc.	Try to work on all types of passes and in a prolonged way, from lower intensity to higher intensity.	<i>The pairs, at the start, will be free. However, when the teacher blows the whistle, the pairs will be changed and the gender must be alternated whenever this is done, and may not be repeated with the same partner.</i> Strategy used: Establishment of rules: A set of rules are established to be considered during the session and some of them are related to the three main values (respect, equality and inclusion).
Table S7 (continued)		
<u>Activity 2: Pass to pass and run. (5 min)</u> Same group distribution (pairs) as in the previous activity. They will be placed on the back line of the court, one next to the other. Now they will have to make a linear movement to the other end of the court, working on a handball pass at speed.	Different passes will be alternated at different speeds.	
<u>Activity 3: To the hoop (10 min)</u> Two teams are formed. The game will consist in that, through passes, the whole team will have to participate in order for their group to win points, because when 5 passes are made, they will be able to shoot at the hoop that will be hanging in the goal.		<i>The teams will have to be made by the students themselves autonomously, remembering that they must be balanced teams.</i> <i>Reward respectful behavior and in the case of disputes, create solutions so that the students are able to resolve them autonomously.</i>

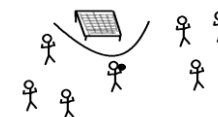
The 5-pass rule can be altered so that all members touch the ball. Until this happens, the point is not valid.

Strategies used: Modification of the rules to enhance participation, inclusion and to keep the group motivated. Autonomy: Students must learn to work on their own and to solve adverse situations.

Final activity: Touchball. (10 min)

Finally, the last exercise will also be a team exercise. It will be a first contact with the touchball. The special goals will be set up and a small game will be played. Players will be able to score a goal when they hit the ball into the net and it falls outside the area and hits the ground. It will not count as a goal if the opposing team catches the ball in the air. A maximum of 3 passes may be made and the ball may not be walked with the ball in the hands. Both goals may be scored at both ends.

In case there is no possibility to buy a touchball goal, set up the goals with cones, reducing their size to make the game more complex.
No goalkeeper.



Same dynamic as above with the formation of the teams. The 3-pass rule can be altered so that all members touch the ball. Until this happens, the point is not valid.

Strategy used: Modification of the rules to enhance participation and keep the group motivated.

Group meeting and reflection time (8')

The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as: Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice? Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the students in charge of the material take care of their duties.

Strategies used: In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.

Table S8. Session 11, Handball II.

Sport:	Duration:	Materials:	Participants:
HANDBALL II	50 minutes	1 ball per student. 10 large hoops; 2 medium ones; 2 small ones. 32 large cones. 10 small cones.	24-30
Objectives:		Objectives related to the program:	Strategies for motivation:
To make contact with handball, specifically bouncing and ball handling.		To respect teammates, rules, equipment and space.	Give them the choice between a warm-up game or running around the track.
To carry out exercises to assimilate basic technique.		To increase the participation of all students.	Ask who wants to be responsible for the
To use the game as a tool for learning a technique.		To avoid offensive verbal and physical behavior.	equipment and who wants to be
To develop basic motor skills through bouncing, shooting and ball handling including different displacements.		To be responsible for their actions.	responsible for articular mobility.
		To resolve conflicts autonomously.	
Relational time and awareness talk (4-5 minutes)			

The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them, encouraging the students to tell one of their own. Then, he/she gives an overview of the session and the objectives.

Strategies used: *Awareness raising* → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion);

Establishment of rules → A set of rules are established to be taken into account during the session; *Material manager* → One or more pupils are designated to be in charge of the material; *Autonomy* → Students must learn to work on their own.

Physical activity plan – Warm-up (8')

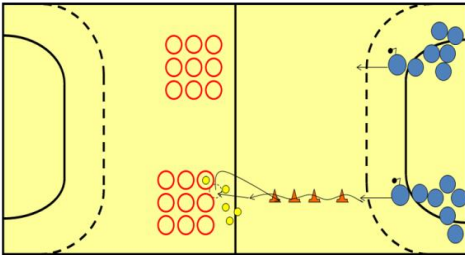
Description	Key aspects	To be taken into account
<p><u>Activation: Tic-tac-toe (5-7 min)</u></p> <p>Teams of 8. One ball per person. Circuits are placed on the court. The exercise consists of a relay race with the aim of scoring a point in the classic game of "three in a row". Example of the circuit in the graphic, remember that there are two (one per group). The displacement is with boat until the end of it, once done, they pick up the cone next to the hoops and try the 3 in a row.</p> <p><u>Articular mobility with displacement</u></p> <p>The participants will be placed in pairs, who will spread out in the middle of the court and will first of all start to perform different displacements together with an articular mobility. They will each have a foam rubber ball. At the instructor's signal, they will have to run to their partner and together they will do an articular mobility, both of them equally.</p>	<p>The next team-mate does not go out until the team-mate in preceding gives him the ball. Displacement with bounce.</p>	 <p>The teams will have to be made by the students themselves, remembering that they have to be balanced teams. As it is a more competitive game, teams should be kept balanced, and everyone should participate constantly. Encourage the encouragement of teammates. Congratulate and highlight the important role of the student leading the warm-up. Do not allow disrespect.</p>

Table S8 (continued)

Physical activity plan – Principal part (30')

<p><u>Activity 1: Passing. (5min)</u></p> <p>In pairs, the different handball passes are practiced across the width of the court. Always in movement. The movement when throwing is forwards; when receiving, backwards.</p>	<p>Reception position is important. Attentive to the teammate's pass.</p>
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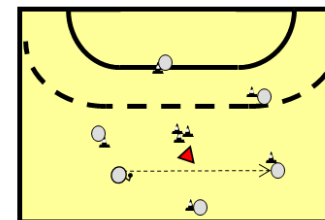
Activity 2: The keeper. (5 min)

The group is divided into subgroups of 6 people. A partner in the center with three cones around him/her and 5 other people forming a circle exposed by cones. They are passing the ball to each other. One of these 5 people will throw the ball towards one of the three cones trying to knock it down. The person who is between the cones must prevent the ball from hitting the cone so that it does not drop.

Variant: Two partners are guardians.

We will try to work on all types of passes.

Speed, anticipation and dynamism on the part of the keeper. If the thrower misses, he/she becomes the "keeper".



Encourage the students to work cooperatively by means of game patterns. Each member has to touch the ball before being able to shoot.

By including an extra partner in the center, the motivational nature of the activity increases in relation to participation. Participation is doubled and the students have more stimuli to attend to on the court.

Same dynamics. The teams will have to be made by the students themselves, remembering that they have to be balanced teams.

Strategies used: Modification of the rules to enhance participation, inclusion and keep the group motivated; Autonomy: Students must learn to work on their own and to solve adverse situations.

Activity 3: The three towers. (10 min)

Four teams of 6 players. Two games per half court. Three cones are placed in the middle of the handball court. Each team has the objective of touching the ball with the three cones to score a point.

If the opposing team intercepts, they win possession of the ball; if a team scores a point, possession of the ball passes to the other team.

Variant 1: Not being able to move with the ball in hand and not returning the ball to the same teammate from whom I received the ball.

Variant 2: Add another cone to the court.

Each time there is a change of possession, the ball has to pass through all team members again.

Controlled competition. Give importance to all members of the group, the team does not score if everyone has not touched the ball.

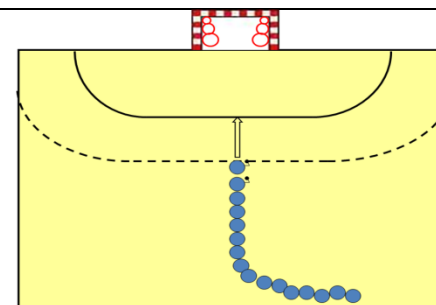
Strategy used: Modification of the rules to enhance participation, inclusion and keep the group motivated.

Table S8 (continued)

Activity 4: KO in goal (10 min).

Two balls for the game. In pairs, all line up on the 9-meter line. The first two will have the balls. It will consist of a shot at goal, in which 5 hoops will be placed in different positions. The aim is to get the ball into the hoop before the ball in front of you, in order to eliminate it.

Two members of the pair may not stand one behind the other in the line. They shall occupy the same place in two different rows.



You may not
stop shooting
until you have
broken or until
you are
eliminated by
another partner.

Group meeting and reflection time (8')

The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as: Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice? Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the students in charge of the material take care of their duties.

Strategies used: *In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.*

Table S9. Session 12, Handball III.

Sport: HANDBALL III	Duration: 50 minutes	Materials: 1 ball per student. 5 blindfolds. 30 handkerchiefs. 2 large hoops. 1 rope (for tying hoops)	Participants: 24-30
Objectives: To make contact with handball, specifically bouncing and ball handling. To carry out exercises to assimilate basic technique. To use the game as a tool for learning a technique. To develop basic motor skills through bouncing, shooting and ball handling including different displacements.		Objectives related to the program: To integrate all classmates in the lesson. To avoid offensive verbal and physical behavior. To form balanced teams. To respect teammates, rules, material and space. To increase the participation of all students.	Strategies for motivation: Ask who wants to be responsible for the material and who wants to be responsible for the articular mobility. Continue with the challenge approach in the activities. To raise controlled competition among the students.

To use the game as a tool for learning a technique.

Relational time and awareness talk (4-5 minutes)

The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them, encouraging the students to tell one of their own. Then, he/she gives an overview of the session and the objectives, emphasizing the importance of helping classmates.

Strategies used: *Awareness raising* → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion);

Establishment of rules → A set of rules are established to be taken into account during the session; *Material manager* → One or more pupils are designated to be in charge of the material; *Autonomy* → Students must learn to work on their own.

Physical activity plan – Warm-up (8')

Description	Key aspects	To be taken into account
<u>Activation:</u> Distribution of the students in half-court. In pairs and with one blindfolded, they run several laps of the field with the blindfold on, holding hands. Rotate the turns of the blindfold.		<i>Congratulate and highlight the important role of the student leading the warm-up. The teacher must help and guide the student in this task.</i>
<u>Articular mobility with displacement</u>		<i>Do not allow disrespect.</i>

Table S9 (continued)

Physical activity plan – Principal part (30')

<p>Activity 1: The 10 passes.</p> <p>Plastic handball ball. Divide the group into two teams. There will be a ball and different hoops around the court. We will work on handball passes but the student will only be able to use one hand to receive the ball. The hand will vary according to the teacher's instructions. The team that makes ten complete passes first, the last one being in one of the hoops, wins a point.</p>	<p>If the ball is dropped or intercepted, possession changes.</p> <p>Rough physical contact between team-mates is not allowed. Only hindering a teammate's pass or reception is valid.</p>	<p><i>The 10-pass rule may be altered so that all members touch the ball. Until this happens, the point is not valid.</i></p> <p><i>The teams will have to be made by the students themselves autonomously, remembering that they have to be balanced teams.</i></p> <p><i>Reward respectful behavior and in case of disputes, create solutions so that the students are able to solve them autonomously.</i></p> <p>Strategies used: <i>Modification of the rules to enhance participation, inclusion and to keep the group motivated. Autonomy: Students must learn to work autonomously. Establishment of rules: A set of rules are established to be considered during the session and some of them are related to the three main values (respect, equality and inclusion)</i></p>
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Activity 2: Sparrowhawk (10 min)

Each student with a ball stands in one half of the handball court.

One partner stays in the middle. The aim is to pass into the opponent's court without the teammate touching you. This is done at the "sparrowhawk" signal.

Always bouncing the ball, the students will vary the movements: -

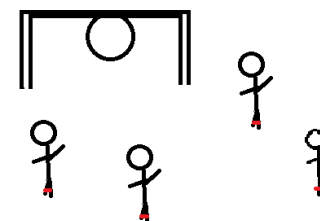
Jumping on one foot (right or left); Bounce with dominant hand;

Bounce with non-dominant hand; Squat bounce; Squatting.

Activity 3: On the balls of the feet. (10 min)

Two teams are made. There will be two teams. Each team will be tied at the feet, and the game will consist in that, through passes, the whole team will have to participate so that their group wins points, because when 5 passes are made, they will be able to shoot at the hoop that will be hanging in the center of the goal.

Great effort is required in the upper body, as players are limited in their entire lower body.



The 5-pass rule may be altered so that all members touch the ball. Until this happens, the point is not valid.

Strategy used: *Modification of the rules to enhance participation, inclusion and to keep the group motivated.*

Table S9 (continued)

Group meeting and reflection time (8')

The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as: Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice? Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the students in charge of the material take care of their duties.

Strategies used: *In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.*

Table S10. Session 13, Basketball I.

Sport: BASKETBALL I	Duration: 50 minutes	Materials: One training vest per player, one ball for each player.	Participants: 24-30
Objectives: To make contact with the sport of basketball. To carry out exercises to assimilate basic technique, ball handling, passing and control of space. To use the game as a tool for learning a technique. To develop basic motor skills through cooperative-competitive exercises.		Objectives related to the program: To form balanced teams. To respect teammates, rules, material and space. To increase the participation of all students. To integrate all the classmates in the lesson. Be responsible for their actions. To respect the abilities of their classmates, whatever they may be.	Strategies for motivation: Ask who wants to be responsible for the equipment and who wants to be responsible for joint mobility. Challenge them with the proposed exercises to increase motivation. Encourage and give individual feedback. Highlight what they do well and correct what they need to improve.
Relational time and awareness talk (4-5 minutes) The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them, encouraging the students to tell one of their own. Then, he/she gives an overview of the session and the objectives. <i>Strategies used: Awareness raising → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion); Establishment of rules → A set of rules are established to be taken into account during the session; Material manager → One or more pupils are designated to be in charge of the material; Autonomy → Students must learn to work on their own.</i>			

Table S10 (continued)

Physical activity plan – Warm-up (8')		
Description	Key aspects	To be taken into account
<u>Activation:</u> 2 running laps around the court. <u>Articular mobility with displacement, changes of rhythm</u> <u>Specific warm-up</u> With one ball each, the group is divided into two and positioned on the center line, both facing the same basket. At the signal, they will start to run, bouncing the ball towards the basket, one behind the other. They have to do 6 basket entries in one direction and 6 in the other direction, and subsequently 5 shots at the basket in one direction and 5 in the other direction.	Stop in time to perform the throw. Arm marked when throwing.	Congratulate and highlight the important role of the student leading the warm-up. The teacher must help and guide the student in this task. Do not allow disrespect. Present the specific warm-up as a challenge to be achieved. Ask about the number of baskets made at the end of the warm-up.
Physical activity plan – Principal part (30')		

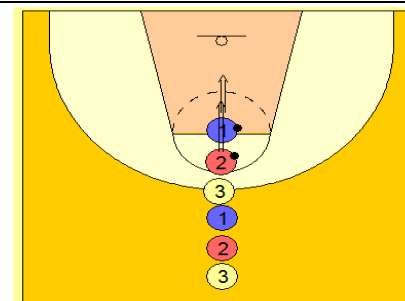
<p><u>Activity 1: Pilla pilla (5 min).</u></p> <p>Using the traditional game of pilla-pilla, the students, moving around the basketball court with a ball each, have the aim of making sure that the “catcher” does not catch them.</p> <p>Variant: Two or even 3 or even 4 partners get in the game. The movement has to be constant and thus the participation is greater.</p>	<p>It is important to emphasise that the movement must be continuous.</p> <p>Avoid looking at the ball constantly.</p> <p>If the guidelines are not followed, the ball is left.</p>	<p><i>It is important that all students participate in the activity and that they are included in the lesson. By including more classmates in the activity, participation is increased, and the students have more stimuli to attend to on the track.</i></p> <p>Strategy used: Modification of the rules to enhance participation and keep the group motivated.</p>
<p><u>Activity 2: Basketball passes (5 min).</u></p> <p>In pairs. At a distance of 3-4 m the students will pass each other's ball. They will practice the bounce pass and the chest pass.</p> <p>Variant: One partner makes a bounce pass and a chest pass simultaneously.</p>	<p>Alternate dominant and non-dominant hands.</p> <p>Focus on technique.</p> <p>Work with precision.</p>	<p><i>The pairs will be made freely at the start. There will be changes of partners so that it is not possible to repeat with the same partner.</i></p>

Table S10 (continued)

<p><u>Activity 3: The 10 passes (10 min).</u></p> <p>Two teams. Continuously in movement and with individual defense of the opponent, the objective of the game will be to make 10 complete passes and shoot at the basket to obtain a point.</p>	<p>It is important to emphasize individual defense.</p> <p>Be in continuous movement.</p> <p>Not too long and controlled passes for a fluid game situation.</p>	<p><i>Give the students the opportunity to form teams autonomously. Always prioritizing that the teams are balanced.</i></p> <p><i>Change the rule so that if the group does not participate fully, all members must touch the ball before shooting. The point will not be valid if this is not the case.</i></p> <p>Strategies used: Autonomy: Students must learn to work on their own and to solve adverse situations. Modification of the rules to enhance participation and keep the group motivated.</p>
<p><u>Final activity: KO (10 min).</u></p> <p>Two balls for the game. In pairs, everyone will line up at the free throw line. The first two will have the balls. It will consist of making a free throw before the one in front of you, in order to eliminate him/her.</p>	<p>Two members of the pair may not stand one behind the other in the line. They will occupy the same position in two different rows.</p> <p>When you make a basket, you must pick up the ball and</p>	<p><i>Orientation image</i></p>

pass it to the next player in line.

You may not stop shooting until you make a basket or until another teammate eliminates you.



Group meeting and reflection time (8')

The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as: Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice? Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the students in charge of the material take care of their duties.

Strategies used: In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.

Table S11. Session 14, Basketball II.

Sport:	Duration:	Materials:	Participants:
BASKETBALL II	50 minutes	One training vests per player, one ball for each player.	24-30
Objectives: To make contact with the sport of basketball. To carry out exercises to assimilate basic technique, ball handling, passing and space control. To use the game as a tool for learning a technique. To develop basic motor skills through cooperative-competitive exercises.	Objectives related to the program: To form balanced teams. To respect teammates, rules, material and space. To increase the participation of all students. To integrate all the classmates in the lesson. Be responsible for their actions. To respect the abilities of their classmates, whatever what they do well and correct what they need to they may be.	Strategies for motivation: Ask who wants to be responsible for the equipment and who wants to be responsible for joint mobility. Challenge them with the proposed exercises to increase motivation. Encourage and give individual feedback. Highlight improve.	

Relational time and awareness talk (4-5 minutes)

The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them, encouraging the students to tell one of their own. He/she may add how he/she is perceiving the performance of the students and how he/she is feeling as a moderator. Then, he/she gives an overview of the session and the objectives.

Strategies used: Awareness raising → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion); Establishment of rules → A set of rules are established to be taken into account during the session; Material manager → One or more pupils are designated to be in charge of the material; Autonomy → Students must learn to work on their own.

Physical activity plan – Warm-up (8')

Description	Key aspects	To be taken into account
<u>Activation:</u> 2 running laps around the court.		Congratulate and highlight the important role of the student leading the warm-up. The teacher must help and guide the student in this task. Do not allow disrespect.
<u>Articular mobility with displacement, changes of rhythm</u> With one ball each, the group is divided into two and positioned on the center line, both facing the same basket. At the signal, they will start to run, bouncing the ball towards the basket, one behind the other. They have to do 6 basket entries in one direction and 6 in the other direction, and subsequently 5 shots at the basket in one direction and 5 in the other direction.	Stop to make the throw. Arm marked during the throw.	Approach the specific warm-up as challenges they have to achieve. Ask for the number of baskets achieved at the end of the warm-up. It is important that all students participate in the activity and that they are included in the lesson. Motivate the students and match those who have more facility with those who do not, so that they get useful help and feel included by their classmates.

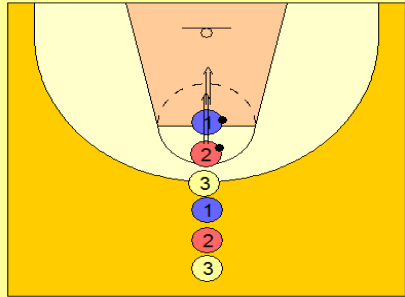
Table S11 (continued)

Physical activity plan – Principal part (30')

<u>Activity 1: Pac-Man (5 min).</u> The group with the ball moves by bouncing the ball. Only the lines of the basketball court are valid to step in, there will be two chasers as it will be all over the court.		It is important that all students participate in the activity and that they are included in the lesson. By including more classmates in the activity, participation is increased and the students have more stimuli to attend to on the track. Strategy used: Modification of the rules to enhance participation and keep the group motivated.
<u>Activity 2: Passing (5 min).</u> Groups of three with one ball. One of the three teammates has to run trying not to get caught, the other two have to pass the ball to the other teammate in order to catch him/her. The one with the ball cannot move, the running partner will be caught when one of the pair chasing him/her manages to touch him/her with the ball without throwing it to him/her.	Avoid looking at the ball constantly. Alternate dominant and non-dominant hands.	Throughout the activity, and at the teacher's signal, the trios will have to be modified. In this way the students will be working with other students constantly. Strategy used: Modification of the rules to enhance participation, inclusion and to keep the group motivated.
<u>Activity 3: 3 vs 3 (10 min).</u>	It is important to emphasize individual defense.	The teams will have to be made by the students themselves, remembering that they must be balanced teams.

We place ourselves in groups of 3 in each basket. We play one basket and rotate the teams, depending on whether they win or lose. The team that makes a basket goes out, while the team that loses stays and plays against the next trio.	Be in continuous movement. Not too long and controlled passes for a fluid game situation.	<i>Reward respectful behavior and in the case of disputes, create solutions so that the students are capable of resolving them autonomously.</i> Strategies used: <i>Autonomy: Students must learn to work autonomously. Establishment of rules: A set of rules are established to be considered during the session and some of them are related to the three main values (respect, equality and inclusion)</i>
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Table S11 (continued)

<p><u>Final activity: KO (10 min).</u></p> <p>Two balls for the game. In pairs, everyone will line up at the free throw line. The first two will have the balls. It will consist of making a free throw before the one in front of you, in order to eliminate him/her.</p>	<p>Two members of the pair may not stand one behind the other in the line. They will occupy the same position in two different rows.</p> <p>When you make a basket, you must pick up the ball and pass it to the next player in line.</p> <p>You may not stop shooting until you make a basket or until another teammate eliminates you.</p>	
Group meeting and reflection time (8')		
<p>The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as: Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice? Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the students in charge of the material take care of their duties.</p>		

Strategies used: In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.

Table S12. Session 15, Basketball III.

Sport:	Duration:	Materials:	Participants:
BASKETBALL III	50 minutes	1 ball per student. 5 blindfolds. 1 handkerchief.	24-30
Objectives:		Objectives related to the program:	Strategies for motivation:
To make contact with the sport of basketball.		To integrate all classmates in the lesson.	Ask who wants to be responsible for the material and
To carry out exercises to assimilate basic technique, ball handling, passing and control of space.		To avoid offensive verbal and physical behavior.	who wants to be responsible for the articular mobility.
To use the game as a tool for learning a technique.		To form balanced teams.	If the behavior is good, reserve the last few minutes for
To develop basic motor skills through cooperative-competitive exercises.		Respecting classmates, rules, material and space.	them to do the task they want to do.
		To increase the participation of all students.	

Table S12 (continued)

Relational time and awareness talk (4-5 minutes)		
The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them, encouraging the students to tell one of their own. Then, he/she gives an overview of the session and the objectives, emphasizing the importance of helping classmates.		
Strategies used: Awareness raising → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion); Establishment of rules → A set of rules are established to be taken into account during the session; Material manager → One or more pupils are designated to be in charge of the material; Autonomy → Students must learn to work on their own.		
Physical activity plan – Warm-up (8')		
Description	Key aspects	To be taken into account
Activation: Distribution of the students in half-court. In pairs and with one blindfolded, they run several laps of the field with the blindfold on, holding hands. Rotate the turns of the blindfold.		Congratulate and highlight the important role of the student leading the warm-up. The teacher must help and guide the student in this task. Do not allow disrespect.
Articular mobility with displacement		
Physical activity plan – Principal part (30')		
Activity 1: Little Blind Chicken. (12 min) One partner blindfolded. The others, each with a ball, move freely around the court delimited by cones. The student who can't see has to	Do not stop boating. It is important not to leave the defined court; if the partner wearing	It is important that all students participate in the activity and are included in the lesson. By including an extra player in the activity, participation is doubled.

try to catch one of his teammates by bouncing the ball off the cones. Whoever is caught gets the ball. Variante: Two partners blindfold each other.	the blindfold does so, reorient him/her.	<i>Reward respectful behavior and in case of disputes, create solutions and make sure that the students are able to solve them autonomously.</i> Strategies used: Autonomy: Students must learn to work autonomously. Establishment of rules: A set of rules are established to be considered during the session and some of them are related to the three main values (respect, equality and inclusion)
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Table S12 (continued)

Activity 2: Handkerchief to the boat. (18 min)		
Two teams are formed. In this case, numbers are given out for the game and, in turn, a role, which can be limping, one-armed, blind, deaf or mute. For each role, there is a different function, and some will have to be helped by their teammates: The limping person has to run on one leg, the one-armed man always with one hand behind his back, the blindfolded runs with the help of the mute, the deaf run with the help of the limping and the mute runs helped by the one-armed. When the teacher says the corresponding number, they have to run to the handkerchief by bouncing the ball and come back to score a point.		<i>The teams will have to be made by the students themselves in an autonomous way, remembering that they have to be balanced teams. Competitiveness between teams must be controlled. In this game, which includes a little more risk, stress the importance of being careful in the indications given to teammates. Encourage cooperative work and do not allow disrespect.</i> Strategy used: Autonomy: Students must learn to work on their own and to solve adverse situations.
Group meeting and reflection time (8')		
The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as: Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice? Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the students in charge of the material take care of their duties. Strategies used: In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.		

Table S13. Session 16, Intercrosse I.

Sport: INTERCROSSE I	Duration: 50 minutes	Materials: 1 stick/ball per student, 10 hoops, 15 training vests.	Participants: 24-30
Objectives: To make contact with the sport of intercrosse. To do exercises to assimilate the basic technique of this sport which is not very common in lessons. To use the game as a tool for learning a technique. To develop basic motor skills through activities focused on intercrosse.		Objectives related to the program: To form balanced teams. To resolve conflicts autonomously. Respect rules, material and space. Perform a balanced participation. Integrate all classmates in the lesson. Avoid offensive verbal and physical behavior.	
		Strategies for motivation: Ask who is in charge of articular mobility and who is in charge of the material for this session. Choose a modality that is not very common in PE lessons.	

Table S13 (continued)

Relational time and awareness talk (4-5 minutes)		
The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them, encouraging the students to tell one of their own. Then, he/she gives an overview of the session and the objectives.		
Strategies used: Awareness raising → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion); Establishment of rules → A set of rules are established to be taken into account during the session; Material manager → One or more pupils are designated to be in charge of the material; Autonomy → Students must learn to work on their own.		
Physical activity plan – Warm-up (8')		
Description	Key aspects	To be taken into account
<u>Activation:</u> 2 running laps around the court.		Congratulate and highlight the important role of the student leading the warm-up. The teacher must help and guide the student in this task.
<u>Articular mobility with displacement</u>		Do not allow disrespect.
Physical activity plan – Principal part (30')		
<u>Activity 1: Up, catch, repeat (5 min).</u>		
Stick and ball per student. Free distribution around the soccer half court. Practice throwing the ball and catching it.	Show how to handle the stick and how to receive it.	Encourage and give individual feedback. Highlight what they do well and correct what they need to improve.
Variant: Pass to partner. Both throw at the same time and catch the ball from the partner.	Continuous movement.	
<u>Activity 2: We pass it (5 min).</u>		
In pairs. Starting at a distance of 3-4 m the students pass each other's ball. If the receiving partner receives the ball correctly with the stick, the distance increases, the objective being to	Good passing accuracy is important.	The pairs will be made freely at the start. There will be changes of partners so that they cannot be repeated with the same partner. Strategy used: Modification of the rules to enhance participation, inclusion and to keep the group motivated.

reach the maximum distance between the two (sideline of the court).

Activity 3: The round (10 min).

Two teams. They are placed separately from each other. The aim of this activity is to make as many passes as possible between all members. The team that makes the most passes within the time frame wins the game.

If the ball falls, the pass is invalid.
Constant displacement.

The teams will be made up of two captains (boy/girl). The choice of team will be varied and they will take turns to choose, so that the turn is respected and the boy/girl will be chosen according to their turn.

Table S13 (continued)

Final activity: The hoop point (10 min).

A series of hoops are placed on the floor, scattered around the playing field. The aim is for the students, in the same teams as before, to pass the ball to each other and reach a passing goal, with the last one inside a hoop to score a point.

If the ball falls, the opposing team serves.
Physical contact is not allowed.
It is possible to intercept the ball in the air during a pass.

As it is a more competitive game, teams should be kept balanced and everyone should participate constantly.

Encourage the students to work cooperatively by means of game guidelines such as not scoring until each and every member has had the ball.

Strategies used: *Autonomy: Students must learn to work autonomously. Establishment of rules: A set of rules are established to be considered during the session and some of them are related to the three main values (respect, equality and inclusion)*

Group meeting and reflection time (8')

The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as: Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice? Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the students in charge of the material take care of their duties.

Strategies used: *In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.*

Table S14. Session 17, Intercrosse II.

Sport:	Duration:	Materials:	Participants:
INTERCROSSE II	50 minutes	1 stick/ball per student, 10 hoops, 15 training vests.	24-30
Objectives:	Objectives related to the program:		Strategies for motivation:
To make contact with the sport of intercrosse.	To form balanced teams.		

To carry out exercises to assimilate the basic technique of this sport which is not very common in lessons.	To resolve conflicts autonomously. Respect rules, material and space.	Ask who is in charge of articular mobility and who is in charge of the material for this session.
To use the game as a tool for learning a technique.	To make a balanced participation.	Encourage and give individual feedback. Highlight what they do well and correct what they need to improve.
To develop basic motor skills through activities focused on intercrosse.	To integrate all classmates in the lesson. To avoid offensive verbal and physical behavior.	

Table S14 (continued)

Relational time and awareness talk (4-5 minutes)		
The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them, encouraging the students to tell one of their own. Then, he/she gives an overview of the session and the objectives.		
<i>Strategies used: Awareness raising → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion); Establishment of rules → A set of rules are established to be taken into account during the session; Material manager → One or more pupils are designated to be in charge of the material; Autonomy → Students must learn to work on their own.</i>		
Physical activity plan – Warm-up (8')		
Description	Key aspects	To be taken into account
<u>Activation:</u> 2 running laps around the court.		<i>Congratulate and highlight the important role of the student leading the warm-up. The teacher must help and guide the student in this task.</i>
<u>Articular mobility with displacement</u>		<i>Do not allow disrespect.</i>
Physical activity plan – Principal part (30')		
<u>Activity 1: Self-passes. (5 min)</u> Free distribution around the court. Stick and ball per student. On the teacher's signal, they throw and catch the ball while moving. Variant: Changes in the receptions.	Review of how to handle the stick and reception. Continuous movement.	
<u>Activity 2: The mouse and the cats. (10 min)</u> In groups of 3-4 and with one ball per group, they will move around the court. Two of them will pass the ball to each other, preventing the remaining teammate from intercepting it.	Good passing accuracy is important. If the ball falls, the pass is not valid.	<i>There will be changes in the groups so that the same partner cannot be repeated.</i> Strategy used:

Activity 3: Pass and go. (10 min)

Groups of 8. 2 rows facing each other. A ball in one of the rows. One passes the ball to the partner in front of him/her and run to the other row, until everyone has changed.

Variant: Competition with the other groups.

Accuracy, control in passes and receptions. In competition, in case of not receiving well, change the line, but go back to their own line.

The teams will have to be made by the students themselves autonomously, remembering that they must be balanced teams.

Reward respectful behavior and in the case of disputes, create solutions and ensure that the students are capable of resolving them autonomously.

Strategies used: Autonomy: Students must learn to work autonomously. Modification of the rules to enhance participation, inclusion and to keep the group motivated.



Table S14 (continued)

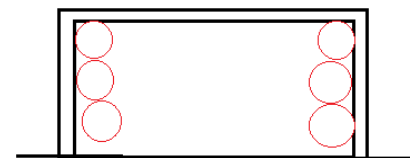
Final activity: Modified Intercrosse game. (10 min)

Game in the middle of the court. A series of hoops are placed in the goal. The aim for the students, in teams of 8, is to pass the ball to each other and get it into one of the hoops. These will have different scores depending on their positions. Both goals can be used.

- Hoops of squares. 3 points
- Center hoops. 2 points
- Lower hoops. 1 point

Variant: Winning teams play each other. Losing teams play each other in a second round.

Physical contact is not allowed. Controlled passes, avoid long passes for fluid play.



Encourage the students to cooperate. Reward respectful behavior and in the case of disputes, create solutions so that the students are able to resolve them autonomously.

Strategy used: Establishment of rules: A set of rules are established to be taken into account during the session and some of them are related to the three main values (respect, equality and inclusion) Autonomy: Students must learn to work on their own and to solve adverse situations. Modification of the rules to enhance participation and keep the group motivated.

Group meeting and reflection time (8')

The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as: Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice? Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the students in charge of the material take care of their duties.

Strategies used: In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.

Table S15. Session 18, Intercrosse III.

Sport: INTERCROSSE III	Duration: 50 minutes	Materials: Stick and ball per student. 2 hoops.	Participants: 24-30
Objectives: To make contact with intercrosse. To carry out exercises to assimilate the basic technique of this sport which is not very common in lessons. To use the game as a tool for learning a technique. To develop basic motor skills through activities focused on intercrosse.		Objectives related to the program: To form balanced teams. To resolve conflicts autonomously. Respect rules, material and space. To make a balanced participation. To integrate all classmates in the lesson. To avoid offensive verbal and physical behavior.	Strategies for motivation: Ask who is in charge of the warm-up and who is in charge of the material for this session. Congratulate them for their involvement in the program. Remind them that there are only 3 sessions left.

Table S15 (continued)

Relational time and awareness talk (4-5 minutes)

The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them, encouraging the students to tell one of their own. Then, he/she gives an overview of the session and the objectives, emphasizing the importance of helping classmates.

Strategies used: *Awareness raising* → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion);

Establishment of rules → A set of rules are established to be taken into account during the session; *Material manager* → One or more pupils are designated to be in charge of the material; *Autonomy* → Students must learn to work on their own.

Physical activity plan – Warm-up (8')

Description	Key aspects	To be taken into account
<u>Activation:</u> Distribution of the students in half-court. In pairs and with one blindfolded, they run several laps of the field with the blindfold on, holding hands. Rotate the turns of the blindfold.		Congratulate and highlight the important role of the student leading the warm-up. The teacher must help and guide the student in this task. Do not allow disrespect.

Articular mobility with displacement

Physical activity plan – Principal part (30')

<u>Activity 1: Order in the masses (5 min).</u> A row of low benches is placed along the court. (A thick line can also be used on the court). The students, each with a stick and a ball, line up next to each other on the bench. On the teacher's signal, the students, without speaking and with the ball inside the stick will have to order themselves as communicated.	The ball must be kept inside the stick. Do not talk to your partner. Do not get off the bench.	
<u>Activity 2: Limping watch. (10 min)</u>		The teams will have to be made by the students themselves in an autonomous way, remembering that they have to be balanced teams.

In teams of 8, form a circle around a partner, who is in the center. The objective is, jumping on one leg, to pass the ball through all the members of the circle.

Reward respectful behavior and in the case of disputes, create solutions and ensure that the students are capable of resolving them independently.

Strategies used: *Autonomy: Students must learn to work autonomously. Establishment of rules: A set of rules are established to be considered during the session and some of them are related to the three main values (respect, equality and inclusion)*

Table S15 (continued)

<u>Activity 3: Modified Intercrosse game (15 min).</u>	<p>The ball changes possession if the opponent intercepts it. Controlled passes. Try not to pass too far apart in order to achieve a fluid playing situation. Reduce the court if necessary.</p>	<p><i>Encourage the students to work cooperatively by means of game guidelines such as not scoring until each and every pair has had the ball. Competitiveness between teams must be controlled. Encourage cooperative work and do not allow disrespect to teammates. In the case of great inequalities between groups, give the students the opportunity to change groups, always in dialogue and reaching a consensus between members.</i></p> <p>Strategies used: <i>Autonomy: Students must learn to work on their own and to solve adverse situations. Modification of the rules to enhance participation and keep the group motivated.</i></p>
Group meeting and reflection time (8')		
<p>The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as: Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice? Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. They will keep this sheet of paper and write a new one each session. Finally, the students in charge of the material take care of their duties.</p> <p>Strategies used: <i>In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.</i></p>		

Table S16. Session 19, Popular and traditional games I.

Sport: POPULAR/TRADITIONAL GAMES I	Duration: 50 minutes	Materials: 10 blue training vests; 10 orange training vests.	Participants: 24-30
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Objectives:	Objectives related to the program:	Strategies for motivation:
To use games as a learning tool.	To respect the partner, the rules, the material and the space.	Ask who wants to be responsible for the material.
To develop cooperative work through playful activities.	To achieve a balanced participation.	Include popular games to move away from commonly seen sports content.
	To integrate all classmates in the lesson.	Remember that we are finishing the program.
	To avoid offensive verbal and physical behavior.	

Table S16 (continued)

Relational time and awareness talk (4-5 minutes)	
The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them, encouraging the students to tell one of their own. Then, he/she gives an overview of the session and the objectives, emphasizing the importance of helping classmates.	
<i>Strategies used: Awareness raising → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion); Establishment of rules → A set of rules are established to be taken into account during the session; Material manager → One or more pupils are designated to be in charge of the material; Autonomy → Students must learn to work on their own.</i>	
Physical activity plan – Warm-up (8')	
Description	To be taken into account
<u>Man on the right, man on the left:</u> This is done in pairs; one partner has to say to their partner: "Are you a man of the left or are you a man of the right" and start to move around the track. The other partner has to follow him/her on the side where he/she has told him/her (left or right) until the roles change and it is the other partner who chases the partner. Variant: The leader has the possibility to alternate left and right while they are moving, and this makes the exercise more difficult.	<i>It is important that all students participate in the activity and that they are included in the lesson. By including more classmates in the activity, participation is increased and the students have more stimuli to attend to on the court.</i> Strategy used: Modification of the rules to enhance participation, inclusion and to keep the group motivated.
<u>Affectionate pursuits:</u> Three partners remain. Each one has to wear a scarf to differentiate him/herself from the others. Their mission is to touch someone to make them keep it. There is a chance to save yourself if a partner hugs you. Variant: A fourth partner is left to make the game more difficult. To get out of the game, two partners have to hug each other and the caught partner.	<i>It is important that all students participate in the activity and that they are included in the lesson. By including more classmates in the activity, participation is increased and the students have more stimuli to attend to on the court.</i> Strategy used: Modification of the rules to enhance participation, inclusion and to keep the group motivated.
Physical activity plan – Principal part (30')	
<u>Activity 1: Heads or tails (10 min):</u> In pairs. They stand in the middle of the court, one on each side of the center line. Some are heads and others tails, and the teacher or another person has to say: "heads or tails" and if they say heads, that person has to chase the other until they catch them.	<i>The pairs, at the start, will be free. However, when the teacher blows the whistle, the pairs will be changed and the gender must be alternated whenever this is done, and they cannot repeat with the same partner.</i>

Variant: The exercise is repeated but: turning their backs; lying on their faces; lying on their backs; etc.

Table S16 (continued)

Activity 2: Earthquake tenant (5 min):

In groups of 3. The teacher leads, two people remain and can give 4 signals: right wall, left wall, tenant and earthquake, which break up the trios and form new groupings.

E.g.: If you say right wall, each student on the right looks for another pair that is free at that moment before a third pair arrives, when you say left it would be the same but on the opposite side. In the case of the tenant, the one who moves is the one in the middle.

The game itself will create random groups, which will mean that the students will be constantly interacting with each other.

Activity 3: 1, 2, 3 Sparrowhawk (10 min):

One student is placed in the center of the court, this will be the sparrowhawk, the rest of the classmates are placed at a distance of approximately 10 meters. When the sparrowhawk says "1, 2, 3 sparrowhawk" everyone has to try to get to the other side without being caught by the sparrowhawk. Whoever is caught by the sparrowhawk will stay in the middle and help the sparrowhawk catch the rest.

Activity 4: Fox, hen and snake (10 min):

The class is divided into 3 groups: the ones with blue bibs are the snakes; the ones with orange bibs are the foxes; and the ones without bibs are the hens. The foxes eat the hens, the hens eat the snakes, and the snakes catch the foxes. Each animal has its own shelter, which corresponds to the snake house, the hen house and the fox house, delimited by cones. If the fox catches a hen, it takes her to the fox hole and the snake cannot kill the fox until it takes the hen to the fox hole and comes out again. If a hen goes to the foxhole and touches a hen that is dead, she is saved. -A variant is that those who have been caught can make it difficult for those at home to get out.

The teams will have to be made by the students themselves in an autonomous way, remembering that they have to be balanced teams.

Reward respectful behavior and in the case of disputes, create solutions and make the students capable of resolving them autonomously.

Strategies used: *Autonomy: Students must learn to work autonomously. Establishment of rules: A set of rules are established to be considered during the session and some of them are related to the three main values (respect, equality and inclusion)*

Group meeting and reflection time (8')

The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation, saying that the next session is the last one of the intervention, and proceed to reflect on what happened during the session, trying to evaluate the behavior of the participants and the session itself. For the reflection, there can be questions such as: Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice?

Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class.

The teacher remembers to the class that in the next session they have to hand over all the fulfilled sheets. Finally, the students in charge of the material take care of their duties.

Strategies used: *In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.*

Table S17. Session 20, Popular and traditional games II.

Sport:	Duration:	Materials:	Participants:
POPULAR/TRADITIONAL GAMES II	50 minutes	30 blindfolds.	24-30
Objectives: To use games as a learning tool. To develop cooperative work through playful activities.	Objectives related to the program: To respect the partner, the rules, the material and the space. To achieve a balanced participation. To integrate all classmates in the lesson. To avoid offensive verbal and physical behavior.	Strategies for motivation: Ask who wants to be responsible for the material. Include popular games to move away from commonly seen sports content. As it is the last session, they can have free time in the last minutes if the class is progressing well.	
Relational time and awareness talk (4-5 minutes)			
The teacher gathers the students in a circle seated on the floor and welcomes them, asks how they are doing, asks about the mood of the students and may share a personal anecdote or something that has recently happened to him/her and which he/she would like to tell them, encouraging the students to tell one of their own. Then, he/she gives an overview of the session and the objectives, emphasizing the importance of helping classmates.			
Strategies used: <i>Awareness raising → Students are informed of the objectives of the program, which are related to the main objectives (respect, equality and inclusion); Establishment of rules → A set of rules are established to be taken into account during the session; Material manager → One or more pupils are designated to be in charge of the material; Autonomy → Students must learn to work on their own.</i>			
Physical activity plan – Warm-up (8')			
Description		To be taken into account	
<u>The guardian angels:</u> Groups of three are formed. One goes in the center. By moving slowly, the partner in the middle will pretend to faint and the other two will act as guardian angels so that he or she does not fall. Change of roles at the teacher's signal. There are also changes in the members of the group.		The groups will have to vary throughout the activity. The teacher moderates. Reward respectful behavior.	
<u>Dogs and chickens.</u> All the students, blindfolded, move around half the dance floor. One of them will be the mother hen and the other the father dog. All the others will be "chicks or dogs". The chickens have to go "pio pio" and the dogs "gau gau" while the mother hen and the father dog go silently. The mother hen has to look for her chickens and the father dog for his puppies. Hands forward to touch the partners.		The ball must be kept inside the stick. Do not talk to your partner. Do not get off the bench.	

Table S17 (continued)

Physical activity plan – Principal part (30')

Activity 1: Dyslexic reflexes (15 min)

In single file facing the same side. One partner stands on one side of the line and the other partner stands on the other side. When we say the name of one or the other, they must turn around in one jump. At any moment the monitor will say right or left, and they will have to run away. If they have turned correctly, they will all go to the same side.

Variant 1: The partners on each side of the line change identity.

Variant 2: Instead of the names of their classmates, they will be told the names of animals.

Variant 3: They will be told to jump or crouch down.

A consensus can be reached among all of them on a challenge to be proposed to those classmates who make a mistake in the exercise.

Strategies used: Autonomy: Students must learn to work autonomously.

Establishment of rules: A set of rules are established to be considered during the session and some of them are related to the three main values (respect, equality and inclusion).

Activity 2: Moving (10 min)

Groups of 5 are formed, in which the members of the group will be furniture and one of them will be the transporter. All the furniture has to be transported from one side of the court to the other in the shortest possible time. The transporter has to go from one side of the court to the other and transport the other members of the group. Once the transporter arrives with the furniture on the other side, this partner also becomes the transporter and so on until all the partners are transported to the other side.

The groups will have to be carried out autonomously by the students. Consider the characteristics of the game. The teacher can intervene.

Strategy used: Autonomy: Students must learn to work autonomously

Group meeting and reflection time (13')

The teacher gathers the students in a circle, sitting on the floor as at the beginning of the session. He/she thanks them for their participation and proceed to reflect on what happened during the sessions and the whole intervention, trying to evaluate the behavior of the participants and the session/intervention itself. For the reflection, there can be questions such as: Which activity did you like the most? How do you think the session went? Would you have changed anything in the session? What do you think your participation has been like today? What did you learn today? What do you think it could be useful for you in your daily life? How could you put it into practice?

Finally, a sheet of paper is handed out on which the students write positive and negative things about what happened, as well as they self-evaluate themselves using the color-coded system. They should highlight if something was significant for them and can add constructive criticism for improvement in the next class. Then, they will hand over all the sheets of paper that they have written during the intervention. Finally, the students in charge of the material take care of their duties.

Strategies used: *In reflection time, they have to describe their behavior during the practice. In this way, they are involved in the evaluation process.*