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EL PROYECTO NO LIMITS: UNA EXPERIENCIA PILOTO PARA LA PROMOCIÓN DE LAS ACTIVIDADES DEPORTIVAS ENTRE LOS JÓVENES DE ALTAS CAPACIDADES INTELECTUALES

THE NO LIMITS PROJECT: A PILOT EXPERIENCE FOR PROMOTING SPORTS ACTIVITIES AMONG GIFTED YOUTH

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Palabras clave: participación deportiva; formación; Erasmus; jóvenes; entrenadores

El proyecto No Limits: una experiencia piloto para la promoción de las actividades deportivas entre los jóvenes de altas capacidades intelectuales

RESUMEN

El proyecto "No Limits Sport for Gifted Children" (Erasmus+ Sport) fue diseñado para investigar y promover la participación deportiva de jóvenes con altas capacidades intelectuales (ACI), abordando sus barreras específicas y necesidades particulares. A través de una colaboración estratégica entre instituciones de España y Letonia, el proyecto se estructuró en cuatro fases: preparación, implementación, evaluación y difusión, mediante el desarrollo de actividades como talleres de formación para entrenadores, análisis de necesidades y una experiencia piloto con niños ACI. Los resultados revelaron que el 84% de los jóvenes ACI practicó deporte en el último año, destacando el baloncesto, atletismo y fútbol como deportes preferidos. Sus principales motivaciones fueron la diversión (34,6%) y el gusto por el deporte (19,6%). Sin embargo, los ACI presentaron menores tasas de interés general por el deporte (48% poco o ningún interés) y mayor inactividad (16%) en comparación con la población general. Además, los entrenadores mostraron un conocimiento limitado sobre las necesidades de este grupo, estando el 51,5% familiarizados con la ACI, pero con escasa formación específica. La experiencia piloto involucró a 70 jóvenes en actividades como orientación y parkour, logrando altos niveles de satisfacción. Asimismo, los talleres capacitaron a 142 entrenadores y docentes, quienes valoraron positivamente la utilidad y aplicabilidad de la formación. El proyecto destaca la importancia de estrategias inclusivas que combinen sensibilización, formación específica y entornos deportivos adaptados para maximizar los beneficios físicos, cognitivos y emocionales del deporte en jóvenes ACI. Esto subraya la función del deporte como pilar fundamental para su desarrollo integral.



THE NO LIMITS PROJECT: A PILOT EXPERIENCE FOR PROMOTING SPORTS ACTIVITIES AMONG GIFTED YOUTH

Keywords: Sport participation; training; Erasmus; youth; coaches

The No Limits project: a pilot experience for promoting sports activities among gifted youth

ABSTRACT

The 'No Limits Sport for Gifted Children' project (Erasmus+ Sport) was designed to investigate and promote sports participation among gifted and talented (GT) youth, addressing their specific barriers and needs. Through a strategic collaboration between institutions from Spain and Latvia, the project was structured into four phases: preparation, implementation, evaluation, and dissemination, including activities such as training workshops for coaches, needs analysis, and a pilot experience with GT children.

The results showed that 84% of GT youth participated in sports over the past year, with basketball, athletics, and football being the most popular sports. Their main motivations were fun (34,6%) and enjoyment of sports (19,6%). However, GT youth exhibited lower general interest in sports (48% reported little or no interest) and higher inactivity rates (16%) compared to the general population. Furthermore, coaches demonstrated limited knowledge of this group's needs, with 51,5% reporting familiarity but lacking specific training.

The pilot experience involved 70 young participants in activities such as orienteering and parkour, achieving high levels of satisfaction. Additionally, workshops trained 142 coaches and educators, who positively assessed the usefulness and applicability of the training.

The project highlights the importance of inclusive strategies combining awareness, specialized training, and adapted sports environments to maximize the physical, cognitive, and emotional benefits of sports for GT youth. This underscores the role of sports as a cornerstone for their holistic development.



INTRODUCTION

This article describes the implementation of the 'No Limits' project, highlighting its objectives, methodologies, and outcomes. Furthermore, it evaluates the program's effectiveness using rigorous quantitative and qualitative analysis.

Physical activity is a crucial component of balanced development during childhood and adolescence. Its positive effects span physical, mental, cognitive, social, and emotional dimensions, making it a vital tool for promoting healthy lifestyles (Brown et al. 2024). For gifted and talented (GT) children and youth—defined as those who exhibit exceptional intellectual, creative, artistic, or leadership potential across multiple domains or in specific areas such as language arts, mathematics, or science (Johnsen, 2021)—regular physical exercise holds particular significance. These children often show the potential to excel in several fields of study or demonstrate accomplished performance in specific academic areas, but may also exhibit behaviors or challenges that differ from typical expectations, especially among culturally diverse, socioeconomically disadvantaged, or twice-exceptional groups. In this context, tailored physical activity programs can provide critical support to enhance their holistic development (Limont, 2012).

GT youth often face unique challenges that affect their physical and emotional well-being (Peña-Casares & Aguaded-Ramírez, 2021). As Aziz et al. (2021) notes, while gifted students are typically eager to study and tackle difficult cognitive tasks to enhance their intellectual capabilities, they often encounter obstacles in regular classes, including both general and gifted programs. Challenges such as teachers' stigma, negative peer attitudes, difficulty understanding others, and issues related to perfectionism, impatience, and intolerance can further hinder their development. These emotional and social difficulties highlight the need for comprehensive support systems tailored to the unique needs of GT students, including specialized counseling approaches and structured physical activity programs, to help them thrive academically, socially, and emotionally.

In addition, while families of GT children generally value sports for its benefits, they often feel uncertain about how to guide their children in finding a sport where they can feel comfortable and engage fully

(Lutostanski, 2019). Infantes-Paniagua et al. (2022) found that while physical activity contributes to both physical and psychological health, GT students tend to score lower on physical self-concept compared to their non-GT peers. Their research highlights that physical activity is associated with better physical and global self-concepts for both GT and non-GT students, indicating the importance of promoting physical activity among GT youth, in line with general youth in reference to sport participation and a better self-concept (Sánchez-Zafra et al., 2022).

Beyond the physical benefits, physical activity serves as a protective factor against mental health challenges, such as anxiety and depression (Philippot et al., 2022), which GT children often face due to heightened expectations and unique social pressures. Furthermore, structured sports programs can enhance cognitive functioning, social skills, and emotional regulation, helping GT youth thrive holistically.

The benefits of physical activity for GT children and youth are well-documented:

- **Mental Health:** Reduction of anxiety, depression, and stress, critical factors for GT children and youth, who often experience heightened academic and social pressures (Pascoe et al., 2020; Pearce et al., 2022).
- **Cognitive Function:** Improved attention, memory, and academic performance due to the stimulation of neurobiological mechanisms (Lubans et al., 2021).
- **Physical Health:** Better cardiovascular health, weight management, and muscular strength, especially important during adolescence's rapid growth phase (van Sluijs et al., 2021; Warburton & Bredin, 2019).
- **Social and Emotional Development:** Improved social interaction skills, teamwork, and emotional regulation, addressing specific challenges that GT children and youth often face (Tassitano et al., 2020).
- **General Well-being:** Enhanced happiness and life satisfaction, offering a vital resource for managing stress (Zhang & Chen, 2019).

Recent studies reinforce the positive impact of physical activity on youth mental health. For example,



Pearce et al. (2022) demonstrate that regular exercise significantly reduces the risk of depressive symptoms, a pressing issue during adolescence. Similarly, Pascoe et al. (2020) the preventive role of exercise against anxiety and depression, conditions prevalent among GT children and youth due to their unique sensitivities and high expectations.

From a cognitive perspective, Lubans et al. (2021) highlights the growing body of research over the past decade linking physical activity, fitness, and cognitive function in children and adolescents. Studies have shown that physical activity has particularly strong effects on tasks requiring higher-order executive functions, such as attention, memory, and problem-solving. These findings are especially relevant for GT children and youth, who often face stress and challenges with focus. Engaging in physical activity serves as an effective developmental tool, enhancing their executive functioning and supporting their cognitive and emotional well-being.

Structured activities, such as organized sports, not only promote physical development but also foster social connection, self-esteem, and emotional management (Tassitano et al., 2020). These environments enable GT children and youth to interact with peers who share similar interests, mitigating feelings of isolation and enhancing leadership skills.

Despite these documented benefits, barriers to physical activity persist for GT children and youth. These include:

- **Parental focus on intellectual activities:** Families may prioritize academic or cultural activities, relegating sports to a secondary role.
- **Asynchronous development:** Motor challenges stemming from uneven development, such as lack of coordination and muscle tone, can limit their participation in sports.
- **Negative experiences:** Situations such as teasing during physical education classes or discouraging comments from authority figures can decrease their interest in sports.

- **Complex social interactions:** Discomfort in informal social contexts and low frustration tolerance also serve as barriers.

Addressing these barriers requires creating supportive, structured environments that account for the unique needs of GT youth. Programs like 'No Limits' aim to bridge this gap by providing tailored sports experiences that foster inclusion, physical and emotional well-being, and long-term engagement. By emphasizing collaboration between families, educators, and coaches, these initiatives ensure GT children and youth can benefit from the transformative power of sports.

PROJECT DESIGN

The No LIMITS Sport for Gifted Children project (Erasmus + Sport. Ref. 101089378) aims to deepen the understanding of the relationship between sports and giftedness to promote broader and higher-quality sports participation among GT children and youth. The objectives of the project are as follows (Marcén et al., 2024):

1. Analyze the real challenges GT youngsters face regarding organized and informal physical and sports activities.
 - a. Conduct a scientific study on the relationship between giftedness and sports. Specifically, examine the level of sports participation, sports habits, family involvement in sports, perceptions, opinions, and beliefs about physical and sports activities, and identify best practices.
 - b. Evaluate sports coaches' knowledge of GT youngsters and the difficulties they encounter in sports participation.
2. Raise awareness of the benefits of physical activity and sports for GT children and youth.
 - a. Design a specific workshop for coaches to train them in best practices for working with GT youngsters.
 - b. Implement a pilot experience with selected sports, clubs, and associations to test the training outcomes.



- c. Raise visibility of this little-known issue through an awareness campaign.

To achieve these objectives, a strategic partnership was formed between the Aragonese Association of Giftedness (*Sin Límites*) in Spain, the Latvian Association of Sports School Directors (LSIIDP) in Latvia and the University of Zaragoza (UNIZAR) in Spain.

The No LIMITS project was structured into four main phases (preparation, implementation, evaluation, and dissemination) and executed through nine specific actions.

Preparation Phase

During this phase, a virtual meeting (Activity 1) and the first Transnational Project Meeting (Activity 2) were held. The primary aim of these activities was to establish or confirm key aspects such as task distribution among partners, timeline, monitoring and justification policies, quality criteria, and the European Commission's visibility policy. During this meeting, key roles were assigned, including responsibilities for quality assurance, progress monitoring, report preparation, and risk identification.

Implementation Phase

The implementation phase included the Needs Analysis Report (Activity 3), which involved surveys directed at GT youth to identify barriers and motivators for sports participation. Additionally, a questionnaire was administered to educators and coaches to assess their understanding of the difficulties faced by GT youngsters in integrating into sports structures.

- Gifted Youth's Questionnaire: A total of 128 Spanish GT youth participated, with an average age of $18,31 \pm 31$ years, of whom 58% were male, 41% female, and 1% non-binary. The online survey included sections on socio-demographic data, a brief intelligence test, sports habits, a spatial ability test, a scale for enjoyment in physical activities, and a motor self-efficacy scale (Fernández-García et al., 2008; Hernández-Alvarez et al., 2011; Tea Ediciones, n.d).

- Sports Coaches' Questionnaire: A total of 101 Latvian coaches responded to the questionnaire, with an average age of 45,3 years, 45,5% of whom were women and 54,5% men. Most coaches worked in sports schools (62%), followed by health and fitness sectors. Approximately 10% were involved in high-performance sports, representing a total of 32 sports modalities, including individual and team sports.

GT were recruited through the regional GT Association and coaches were recruited by the National Sport Schools Directors Association. Families of GT were informed about the project (although all the participants were old enough to accept their participation autonomously).

During the Second Transnational Project Meeting (Activity 4), the needs analysis results were discussed. This allowed the project team to design a pilot experience and establish clear communication and dissemination guidelines.

Using the findings from the questionnaires, the Gifted in Sports Pilot Program (Activity 5) was developed. This program included five workshops designed for educators and coaches, totaling 15 hours of training. A total of 142 participants attended these workshops, which aimed to raise awareness about the challenges and barriers faced by GT students in physical activities.

The workshops included: an introduction to giftedness, scientific advances regarding the relationship between giftedness and physical-sports activities, an overview of the aforementioned No Limits project, recommendations and best practices and a concluding discussion and reflection. They encouraged participant interaction through gamified activities using the interactive Mentimeter® application, which also helped evaluate participants' knowledge and opinions about the topics discussed.

Pilot Experience

A pilot experience was carried out with GT youth, which included five physical-sports activities: tree planting, orienteering, parkour, canoeing and a popular walk. Additionally, a special event called Active Cluedo was organized to promote active learning and participant engagement. In total, 70 GT



youth participated in this pilot experience. Some of these activities were designed as familiar promoting physical activity and sport as a healthy and supportive experience for GT.

Evaluation and Dissemination

The quantitative evaluation of activities was based on participant satisfaction surveys. In Activity 6, a virtual meeting was held to analyze the results and lessons learned from the program, leading to the development of the project's Handbook (Activity 7). The handbook consolidated the project's findings and provided actionable recommendations for improving the sports participation of GT children and youth.

In addition, 16 feedback interviews were conducted among the ACI participants in the pilot experience to qualitatively evaluate it and be able to draw better conclusions with a view to identifying good practices and recommendations.

The results of the entire project were disseminated through the two 'Talented and Gifted International Conferences' held in Spain and Latvia (Activity 8). Finally, the project concluded with a comprehensive evaluation during the third and final transnational meeting (Activity 9).

RESULTS

Results from the Gifted Youth's Questionnaire

Results of the RIST Test

In the riddles section, 40% of the participants scored over 30 points (maximum: 35), and 6,2% achieved the maximum score. In the figures/categories section, 22% scored above 54 points (maximum: 64), and 4,6% scored over 60 points. When combining both sections, 23% of the participants scored more than 85 points in overall intellectual capacity, and 3% exceeded 90 points. Weighted averages showed that the mean score for riddles (8,295) was higher than for categories (7,387).

Sports Participation

Interest in sports among participants varied, with 34,4% expressing 'a lot of interest' and an equal proportion (34,4%) reporting 'quite a bit of interest.'

However, the remaining participants showed 'little' or 'no interest' in sports. Despite these differences, 84% of participants had practiced some form of sport during the past year. Among these, 30% engaged in one sport, 23% participated in two, and 31% practiced three different sports.

The most popular sports among participants were basketball, athletics, football, swimming, gymnastics, and cycling. The primary motivations for participating in sports were identified as having fun (34,6%), an inherent enjoyment of sports (19,6%), and the desire to stay fit (17,8%). These motivations highlight the role of sports in promoting both enjoyment and physical well-being.

When it came to the purpose of sports participation, 36% of participants were involved in competitive sports, 35% pursued sports recreationally, and 29% engaged in sports for health-related reasons. Additionally, 43% reported competing in official events, with 38% participating at the local or regional level. Only a small percentage (2,5%) competed at the international level.

Participants' time commitment to sports was notable, with 46,7% dedicating more than five hours per week to sports activities. More than half (57,9%) were members of a sports club or association, reflecting a substantial level of organized sports participation. For those who did not practice sports, the main barriers were a lack of interest (57,1%) and, to a lesser extent, a lack of time (23,8%).

Spatial Ability

In the spatial ability test, 10,3% of participants responded correctly, 65,9% gave near-correct answers, and 23,8% responded incorrectly. No significant differences were found between those who practiced sports and those who did not.

Physical Activity Enjoyment (PACES)

20% of participants scored below 60 on the enjoyment scale (maximum: 80). Those who practiced sports showed significantly higher enjoyment scores (68,1) compared to non-participants (59,4). Women scored slightly higher than men on the enjoyment scale.

Motor Self-Efficacy (SEMS)



The average motor self-efficacy score was 30,3 out of a maximum of 40 points. Participants who had practiced sports in the last year scored significantly higher (31,5) than those who had not (24,3).

Results from the Coaches' Questionnaire

A total of 51,5% of coaches reported being fairly familiar with the concept of giftedness, while one-third admitted to being little or not at all familiar with it. Two-thirds of the coaches stated they had never worked with GT athletes. Among those who had experience with GT athletes:

- 45,2% identified them during training sessions.
- 38,7% were informed by the athletes' families.
- 61,3% of coaches observed motor differences between GT athletes and their peers.
- Two-thirds (67,7%) implemented specific adaptations in their training.

For coaches without experience working with GT athletes, the primary reasons cited included a lack of awareness on the topic (36%), the belief that addressing giftedness is outside their area of expertise (36%), and an exclusive focus on physical aspects while neglecting intellectual factors (10,5%).

Regarding training, 90% of coaches considered it important to receive specific education about giftedness. Of these, 53,5% believed it should be voluntary, while 36,6% felt it should be integrated into mandatory training programs.

Satisfaction with the Pilot Program

Participant satisfaction with the pilot program activities (workshops and sports pilot program) was high (Table 1). In the sports pilot program, all items, except for perceived usefulness, scored above 90% of the maximum rating. For the workshops, all items were evaluated above 80%.

Table 1. Participants' Satisfaction with the Pilot Program (5-Point Likert Scale).

n	Item	Satisfaction (1-5)	
		Workshops	Pilot Program
1	Clarity of information received about the workshops in advance	4,17	4,88
2	Suitability of the room used for the workshop	4,32	4,90
3	Expertise of the speakers delivering the course	4,65	4,90
4	Quality of visual materials used	4,48	4,83
5	Speakers' ability to engage and energize the sessions	4,49	4,88
6	Opportunities to ask questions and share opinions	4,64	4,85
7	Appropriateness of the workshop level for my prior knowledge	4,41	4,88
8	Usefulness of the workshop for my current or future personal and professional development	4,45	4,57
9	Relevance of the topic to my personal or professional interests	4,25	4,83
10	Overall organization and coordination of the workshop	4,63	4,90
Overall average		4,45	4,84



The thematic analysis of the feedback interviews focused on 4 themes:

1. General impression of the No Limits project and the sports activity programme:

- Positive evaluation of the Project.
 - Participants mentioned that they enjoyed the programme.
 - They highlighted the variety of sports activities.
 - Some stated that they had never practised certain sports before and enjoyed the experience.
 - Connection between sports and giftedness.
- Social interactions.
 - The opportunity to share activities with friends and meet new people was highlighted.

2. Motivation to practise more sports:

- Positive impact on motivation.
 - Discovery of new sports that they had never tried before.
 - Increased interest in group and water sports.
 - Improved perception of sports as an enjoyable activity.
- Cases where motivation was not significantly affected.
 - Some participants were already engaged in regular sports activities.
 - Others did not feel particularly motivated but still enjoyed the activities.

3. Benefits of sports at a physical, mental, and social level:

- Physical benefits.
 - Improved well-being and physical condition.
 - Increased energy levels and better sleep quality.
- Mental benefits.
 - Stress reduction and improved concentration.
 - General sense of well-being.
- Social benefits.
 - Opportunity to make new friends.
 - Strengthening friendships through sports.

4. Suggestions for future editions of the project:

- Expansion of activity types.
 - Inclusion of snow and mountain sports.
 - Introduction of self-defence activities and climbing.
- Diversification of the programme.
 - Adaptation for those who do not typically engage in sports.
 - A greater variety of less common sports.
 - Activities that do not require high physical exertion.
- Greater continuity and variety.
 - Activities available throughout the year.
 - Creation of camps or longer programmes.



Figure 1 summarizes the thematic analysis.

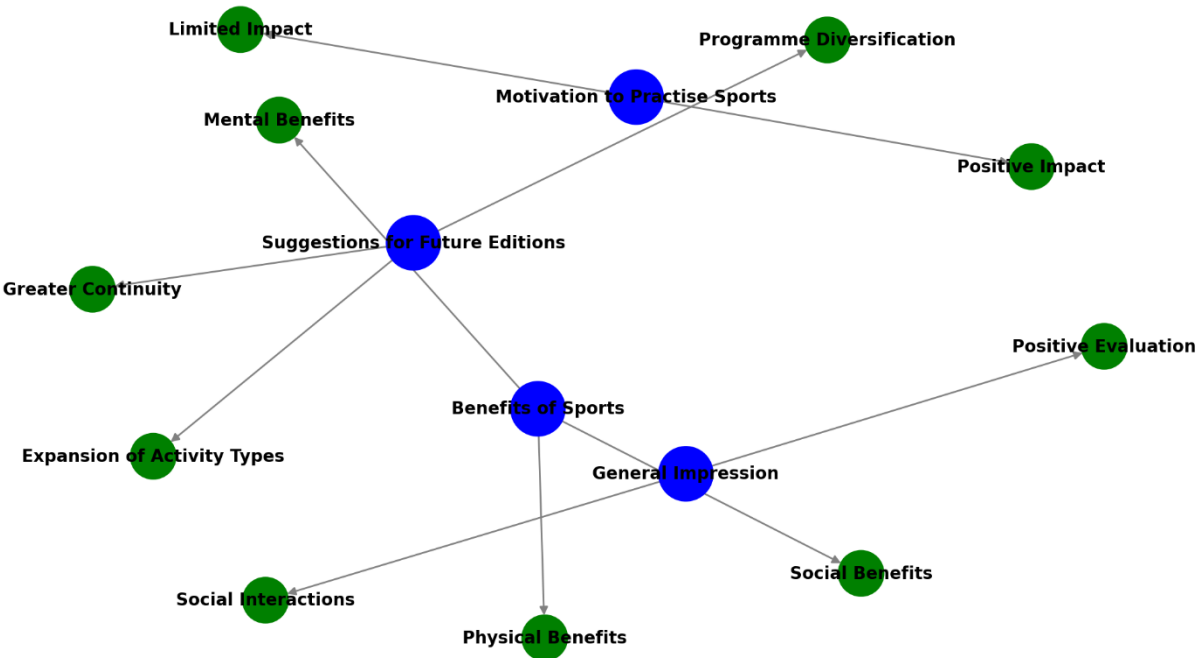


Figure 1. Thematic analysis of the feedback interviews.

DISCUSSION

Physical activity plays a pivotal role in the holistic development of youth, and this is particularly true for GT children and youth. While young people with lower interest in sports often score higher in intellectual ability, 84% of the respondents in this study engaged in some form of physical activity in the past year. However, their motivations leaned more towards enjoyment and entertainment rather than the physical and psychological benefits associated with sport. Interestingly, GT youngsters who do engage in physical activity tend to enjoy it more and display greater motor self-efficacy, underlining the positive impact that regular exercise can have on their overall well-being.

When comparing the results with the general Spanish youth population (CIS, 2024), GT youth appear to be less interested in sports. Additionally, the percentage

of inactive youth is four times higher among those with high intellectual abilities than in their peers, suggesting a need for targeted interventions. The motivations behind sports participation also differ; while the broader population engages in sports mainly for health reasons, GT youngsters prioritize fun, and those driven by competition represent a significantly larger proportion than their age group. Another notable difference is the shift in the general youth population towards activities that focus more on aesthetic improvement and physical fitness, such as gym-based workouts, as opposed to the traditional sports models preferred by GT youngsters, who favor structured environments with clear rules and organization.

There are hardly any scientific studies that address this issue; despite this, the findings are mirrored in the barriers to sports participation. GT children and young adults who do not engage in sports often cite a lack of interest, while their peers from the general population are more likely to be deterred by time constraints. These insights highlight the need for strategies that are specifically tailored to promote greater sports participation among GT youngsters, particularly those



with lower motivation or confidence in their physical abilities.

Moreover, despite 51,5% of the coaches being aware of GT in those age ranges, many lack the specialized training necessary to tailor their programs to meet the unique needs of this group. Two-thirds of the coaches surveyed reported not having identified any GT athletes, mainly due to insufficient awareness of this population. However, for those coaches who have worked with GT children and young athletes, significant motor differences were noted, such as faster instruction comprehension and better coordination.

A key aspect of adapting sports programs for GT youngsters lies in the training of coaches. Approximately 67,7% of coaches with experience working with GT athletes made specific adjustments in their training regimens, focusing on competition monitoring, promoting interpersonal relationships, and providing psychological interventions to enhance motivation and resilience. These interventions are particularly crucial in fostering a positive sporting experience, helping GT athletes cope with the challenges of frustration and perfectionism often associated with their high standards.

The overwhelming majority of coaches (90%) expressed a desire for further training in working with GT athletes. A significant proportion suggested integrating this training into coach certification programs, emphasizing the importance of developing a stronger understanding of the cognitive and emotional needs of GT young people.

Practical applications

To further enhance the participation and experience of GT children and youth in sports, several good practices can be integrated into public policies and coaching strategies. Public campaigns could increase awareness of the unique physical and emotional needs of GT youngsters, promoting the importance of physical activity for both physical and cognitive development. Additionally, integrating GT sports programs into national educational systems would ensure that physical activity is not overlooked in favor of purely intellectual pursuits. Special attention should be paid to disadvantaged groups, including talented

adolescent girls, who traditionally engage in sports at much lower rates than their male counterparts.

Training for coaches is also vital in ensuring the development of inclusive sports programs. Specialized training should focus on adapting sports activities to meet the needs of GT, enhancing their motivation, patience, and resilience, while addressing any motor differences, such as faster learning and improved coordination.

Interdisciplinary collaboration between teachers, sports coaches, and psychologists is essential to foster an environment where intellectual and physical growth are both nurtured, taking advantage of the cognitive strengths that GT athletes bring to sports.

Practical recommendations for sports programs include creating safe environments where GT can explore physical challenges without fear of failure or judgment. Programs should prioritize enjoyment and self-regulation, as GT may be less motivated by repetitive tasks but excel in settings that encourage creative, exploratory, or cooperative activities. Furthermore, adapting sports routines to suit the advanced learning capabilities of GT can be particularly beneficial. Activities like parkour, orienteering, and team-based problem-solving sports (e.g., Active Cluedo) may offer an ideal balance of physical and intellectual engagement.

Finally, family involvement plays a critical role in promoting sustained physical activity among GT children and youth. Encouraging family-centered activities such as group walks or tree planting not only strengthens emotional bonds but also supports the development of lifelong healthy habits, extending the benefits of physical activity beyond organized sports settings.

Future lines of research will continue to study the relationship between sport and high intellectual ability, expanding the sample to other countries and ages, as well as filtering the tools to generate reliable, validated instruments that can be applied to different sociocultural contexts.

CONCLUSIONS



Physical activity is a crucial pillar for the holistic development of GT, offering significant benefits across physical, mental, cognitive, and social health domains. Its role in supporting overall well-being cannot be overstated, as it provides an irreplaceable tool for fostering balanced development. However, to fully unlock the potential of GT, it is essential to address the current barriers they face in sports participation. These barriers—ranging from a lack of interest to insufficient coach training—highlight the importance of adopting inclusive and adapted approaches.

By implementing strategies that focus on enjoyment, motivation, and personalized support, GT children and youth can be better engaged in physical activities, leading to improved self-efficacy and well-being. Promoting awareness, offering coach training, and creating safe, inclusive environments are key steps in ensuring that GT can access the benefits of sports. Furthermore, interdisciplinary collaboration among educators, coaches, and psychologists can create a more integrated system of support that caters to both the intellectual and physical needs of GT young athletes.

With these considerations in mind, it is possible to create an environment where GT can thrive both intellectually and physically, contributing to their well-rounded development and fostering lifelong engagement in physical activity.

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