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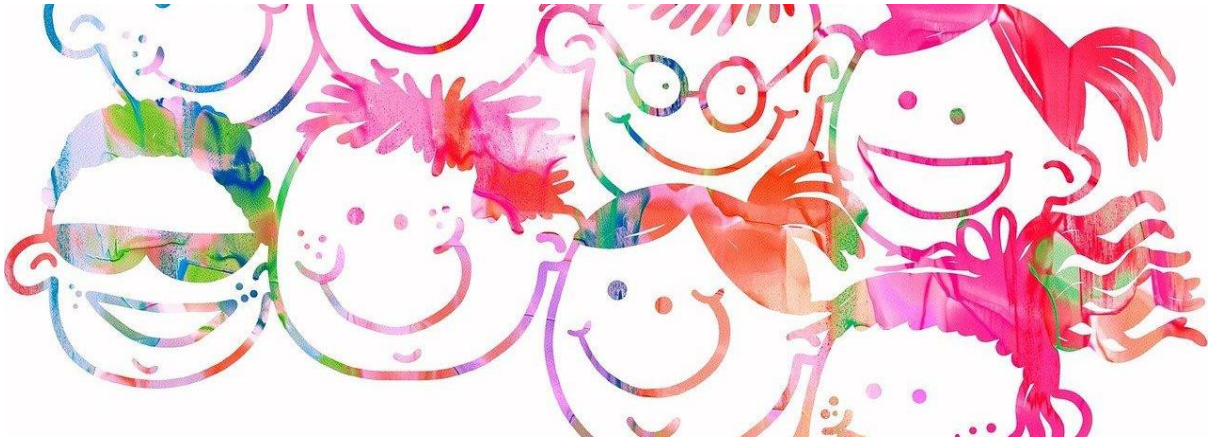

WELL-BEING GUIDE FOR TEACHERS AND YOUTH

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Theoretical Section

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Skills composing specific teaching strategies and methods in PE

Introduction

Pedagogy in the field of physical education and sports

In the school environment, physical education is a necessity that aims at the harmonious and normal development of students, the strengthening of physical health through sports activities. Physical education is the first education that exerts its influence on the harmonious development of the body. Aspects of the biological nature of the human being are addressed. Through the sports activities in the school environment, the necessary conditions

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are ensured that will contribute in time to the maturation of the natural functions and the development in optimal conditions of the human personality. Besides the aspects related to the harmonious development from the physical point of view, the aim is the formation and development of hygienic-sanitary, motor skills and the cultivation of qualities such as: physical endurance, strength, speed, precision, coordination and a beautiful body posture.

Another important aspect is the close connection between physical education and moral education with the aim of training students in traits such as: a sense of justice, courage, self-control, team spirit and fairness.

The purpose of physical education in the education of children and young people is to contribute to the consolidation of health, preparation for integration into work, harmonious development of the body and the psyche.

One of the objectives of physical education is to strengthen the health and harmonious development of students. In order to achieve this goal, it is necessary to ensure the normal growth of the child by stimulating avanade functions in order to strengthen the body's resistance, stimulate the work capacity of students and ensure a neuropsychic health "Men sano in corpore sano". To achieve this goal, it is necessary to create conditions for the physical development of children and young people, the development of the body to adapt to concrete living conditions.

Another goal is the formation and development of basic motor skills and physical qualities of movement (strength, endurance, speed, dexterity) necessary in life and in sports. This goal aims to develop the skills and abilities of students necessary in life, but also the development of a healthy body by cultivating skills and love for physical activity. Through physical exercises, the students' body must acquire a series of physical qualities such as: strength, endurance, dexterity, speed.

The formation and development of the main moral qualities of will and character is an objective that aims to stimulate in order to develop a series of moral qualities such as: self-control, adaptive ability to integrate into group activities, fairness and modesty.

Another important role that physical education has at school level is the hygienic-sanitary instruction by introducing memorization exercises and repeating the hygienic-sanitary norms.

This goal involves:

- transmission of knowledge about personal hygiene, strengthening the body through natural factors: water, air, sun;
- rational exposure to the natural factors listed above;
- the formation of hygienic habits and habits necessary for performing physical exercises and sports;
- cultivating knowledge on healthy eating in compliance with the rules of food hygiene;

Ways to achieve physical education:

The bodily dimension of education is achieved through:

- physical education in the school environment;
- the introduction of psychomotor education (movement education) in the school curriculum;
- instructive-educational activities that involve motor and psychomotor coordinates (excursions to gymnastics clubs, swimming, painting);
- for students it is recommended to practice sports both in the school environment according to the program but also in extracurricular activities;

In order to achieve the above objectives, the following steps must be completed: organizing the team, preparing the body for effort, influencing harmonious development, mastering, improving motor skills, checking and assessing the level of training of performers, intensity of effort, conclusions and indications for independent work of students.

Taking into account this general structure, the physical education lesson can be:

- lesson for learning a new material (learning lesson);
- lesson of repetition, fixation and consolidation of knowledge;
- lesson to check the acquired knowledge, abilities and motor skills and the level of physical training (this lesson being considered as a control lesson);
- mixed learning and training lessons;

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In order to organize the lessons, several aspects must be taken into account:

- number of students;
- health status*
- level of physical development;
- psycho-individual differences (introverts, extroverts, shy, active, etc.);
- the place that the physical education class occupies in the class schedule;
- the material base and the conditions in which they work (in the gym, outdoors), the teaching materials that the teachers have at their disposal, etc .;
- it is recommended to respect the didactic principles and to use appropriate teaching methods according to the didactic objectives;

Among the forms of extracurricular activities in the field of physical education, we remind: physical exercises, gymnastics, games and sports competitions, tourist orientation activities and hiking.

Physical education requirements:

- students will participate in training activities taking into account their potential and characteristics;
- ensuring protection measures;
- ensuring the material base and the conditions for conducting physical education and sports classes;
- ensuring the weather conditions;
- understanding the decision-makers regarding the importance of physical education;
- stimulating students and training in various activities so as to be aware of the importance of sport in the harmonious development from a physical and mental point of view;

- the rational combination of the physical education classes with the instructive educational activities from class, by respecting the students' work and combating the neglect of learning;
- to take into account the real possibilities and preferences of the students;
- the real combination of physical effort with rest to avoid overload;

UNESCO attaches great importance to physical education and sports, emphasizing, among other things: the beneficial effect on solving social, political, economic problems, as a method of reducing school dropout and reducing juvenile delinquency and drug addiction. Physical education activities contribute to the development of team spirit, a sense of acceptance, thus contributing to social integration and increasing work productivity, by improving physical and health. It is a contribution to the prolongation of the active working age, of the retirement as well as to the improvement of the situation of the elderly and of the disabled people.

In any bilateral educational instructional process, at present the tendency is to transform the beneficiary of this process into the position of a true "subject" of his own transformation.

It is necessary to distinguish between methods, techniques and / or methodological guidelines. The methods are well-known and well-known. They refer to the concrete way in which teaching activities take place in different ways: verbal and intuitive, by learning what is taught (especially by practicing), correcting mistakes and evaluating how students those taught.

An important distinction in the teaching of physical education must be made between methods and procedures. Methodical procedures are concrete ways of "existence" of methods, of their expression. The methods do not exist as such, in reality. What exists in the practice of the field are only the methodical procedures. For example, there is no practice as a practical method of training.

Methods in physical education:

- actual training methods;
- methods of education;
- methods of correcting execution errors;
- methods of verification, assessment and grading;
- methods of restoring the capacity of effort.

Educational methods in physical education led to the fulfillment of the following objectives:

- development and education of motor skills;
- training of motor skills and abilities;
- influencing physical development factors;
- developing the capacity to practice physical exercises independently;
- in addition to the acquisition of practical knowledge, it is also necessary to acquire theoretical knowledge;

The physical education lesson requires a variety of teaching methods and procedures but also a priority in using practical methods.

The grouping of teaching methods of physical education in primary education are:

- verbal methods (explanation, presentation and conversation);
- demonstration methods through practical activities, explanations and exercises;
- observation method;
- the method of evaluation through constant appreciations and encouragements;

Repetitive, demonstrative and explanatory methods for primary school students have the greatest use. For young students (grades I and II) the execution of physical exercises is

facilitated if they are accompanied by attractive stories that suggest the future actions of students.

In order to increase the ability to perceive actions, in the situation of primary school students, it is important to repeat the exercises accompanied by verbal instructions that will contribute to increasing the ability to perceive actions in the development of motor skills.

It is necessary that during the physical education class, the teachers use the commands for the execution of the exercises, contributing to the development of an optimal rhythm of execution, orientation in space and specification of the number of actions and repetitions.

Demonstration activities can be used successfully with students in the lower grades (I and II) while with the students in the fourth grade, for example it is possible to work differently in homogeneous groups or in pairs.

The benefits of practicing physical education in high school students are those activities that contribute to capitalizing and stimulating the biological potential of students in accordance with social requirements.

Physical education training should not be seen as a mere transmission of knowledge at the school level, but is a learning context in which students interact with the educational environment. The education that students receive in school is very important is the basis for the formation of learning skills.

Aspects regarding the teaching methods of physical education in secondary education:

Physical education aims to make students understand and appreciate the value of the concept of being active and also to stimulate their motivation to make healthy choices in life. Through physical education classes, students explore concepts that lead them to become aware of the prospects of physical development, a central element of human identity, creating meaningful connections between people, nations, cultures and the natural world.

The purpose of physical education for high school students is to encourage them to ask questions in order to explore the concepts of physical education:

- to understand the real meaning of the positive impact that physical education classes have on their own development;
- to develop and maintain a healthy lifestyle;
- to learn what teamwork means, team spirit and to develop the ability to communicate and collaborate effectively at the group level;
- to develop positive relationships and take responsibility for actions;

Criteria for evaluating the objectives proposed in the physical education classes for middle school students:

- Knowledge and understanding - students will develop their knowledge and understanding of physical education with the aim of identifying and solving problem situations;
- Planning for performance - under the coordination of the teacher / coach, students will create, analyze and evaluate a plan to improve their performance;
- Application and execution - students will be encouraged to engage in various physical activities through which they will have to demonstrate motor skills and abilities, techniques, tactical strategies and movement skills.
- Reflecting and improving performance - students will set goals, perform their actions responsibly, will reflect on their own performance but also the performance of others;

At the end of each school year, the teachers of the physical education and sports curriculum will meet in the specialized commissions and will make an evaluation of the program in order to intervene with improvements if necessary.

Characteristics of physical education in high school education

High school education is a higher stage of our education system, following naturally - after high school and preceding university. It is, or should be, the stage in which the quality of the training process predominates (not only in physical education), against the background of an appreciable addition, in physical education, of quantitative order, consequence of the combined character "linear - concentric" of the curriculum. specialty.

For example, in Romania at high school level there are 2 hours / week of physical education and sports, there is a tendency to increase the number of hours to align with European standards.

Teaching the subject of physical education at high school level focuses on the following directions:

- consolidation - improvement - extension of skills specific to different sports;
- improving the capacity for optional involvement in competitions in different sports;
- continuous development of motor qualities, especially in combined forms of their manifestation;
- ensuring the time and space for training for students participating in various sports competitions;
- the constant extension and updating of the content offer with the sports disciplines desired by the students;
- the transmission to the students of some programs with physical maintenance exercises and of the knowledge necessary for their application;

The final model of physical education in high school education should reflect the aims of this instructive-educational process, given that most graduates do not pursue another form of education and will work in various sectors of cultural, social and economic life.

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The components and structure of this model must include:

- higher indices of harmonious physical development;
- basic motor skills; basic motor skills and abilities;
- a rich system of theoretical knowledge in the field of physical education;
- skills specific to the tests and branches of sports provided by the program and the ability to apply them;

The objectives of physical education in high school are:

- integration of knowledge in the field of physical education in order to optimize their own physical development and motor capacity;
- capitalization of sports knowledge and skills acquired in organizing and participating in competitions;
- analysis and evaluation of sports competitions, from the perspective of the spectator;

The methodology for achieving the objectives in high school education does not differ much from the previous stage of secondary education. Most of the contents in physical activities are superior in volume, complexity and intensity.

But it is noteworthy that there are additional issues in terms of self-organization, self-management and self-esteem. It is also more relevant in respecting the students' options, especially in the practice of tests or sports (motivated in terms of specific material endowment or local "offers").

As previously mentioned, as a basic organizational form, the physical education lesson has a typology and a structure similar to that of secondary education, but still predominate the lessons of consolidation of knowledge and even improvement, those of initiation being less common.

Competitions, especially those in the form of competitions, are much more frequent than those in the previous cycle of education (gymnasium). At the level of physical education lessons, the role of the student in the organization, management and evaluation of his own exercises or the executions of his group colleagues increases. The frequency of the elements of self-organization

and self-management (individual or in group) at the level of lessons also increases. It is important that as many students as possible be included in these pedagogical actions and that self-assessment and self-organization techniques should be transferable to the student's independent activity.

The lessons work a lot on biometric value groups, and in these groups most of the time the leaders have to be chosen by colleagues.

Why prefer to work on open value groups?

Because according to the principle of accessibility, it is necessary to modify the groups according to the topics approached. The potential of the students from a physical point of view is not at the same level for all the topics approached, therefore a differentiated approach is necessary. Remember that from a theoretical point of view it is correct but there may be situations in which the practice can refute.

During the lesson, the teacher's concern to be aware of the process of performing physical exercises, to explain - scientifically - the effects of these exercises and the need for a more accurate and efficient methodology (such as dosing of physical effort, work training, recovery after effort), etc.).

During the physical education classes, the teacher must take into account the following aspects:

- correct dosage of tasks;
- observance of the progressive principle both during the physical education class and from one lesson to another; in conclusion, the stimulation of the students to make an effort during the classes will be done progressively;
- the physical activities must be inscribed on an ascending curve in the repetition of the motor actions;
- the need to dose the time intended for practice;

In order to achieve the proposed objectives, it is necessary to use a set of means during physical education classes. According to the theory in physical education, physical exercises

are included as means specific to the field and a number of associated means from which they detach.

Environmental factors (water, air, sun) and factors related to hygiene are closely related to the place where physical exercises are practiced (on the sports field, in the gym, in swimming pools, etc.).

Another important aspect is the relationship between work and rest / recreation and some means of intellectual, moral and aesthetic education (used specifically for the specifics of physical education).

Exercise is the fundamental means of physical education. It is important in the instructive-educational process but it also has hygienic significance. They contribute to the functional and morphological development of the body and also positively influence the development of the musculoskeletal system, internal organs and central nervous system.

Exercise is a facilitator in the development and improvement of motor skills: speed, endurance, strength, dexterity.

In order to achieve the proposed goals through physical exercises, it is necessary that teachers, at the time of teaching, comply with certain requirements for the efficiency of sports activities:

- to respect the individual particularities of the student from a morphological, functional and psychic point of view;
- the practical activities will be organized taking into account the particularities of the place where they take place, the atmospheric and hygienic conditions;
- scheduling physical exercises in accordance with existing teaching materials;
- teaching physical exercises according to the objectives pursued;

- physical exercises will be scheduled taking into account the number of children and the time allotted;

The basic forms of physical education are:

1. Gymnastics - has the role of ensuring the harmonious development of students, the formation of a correct body position and the improvement of the main functions of the body.

Among the physical education-gymnastics activities, we mention:

- basic gymnastics;
- hygienic gymnastics;
- sports gymnastics;
- helpful gymnastics.

2. The games are divided into three categories:

- motion games (dynamic),
- preparatory and helpful games (development of movement skills specific to certain sports educational activities);
- Sports Games.

3. Sport - is the activity that involves a limited number of motor structures and is organized based on a predetermined regulation following the development of sports competitions between several participants;

4. Excursions as physical activities are more restricted than excursions in general, these excursions follow the way children and adults move from one place to another in different settings offered by the environment:

- recreational walks, disconnection, recovery, rest, strengthening health;

- trips offer cultural knowledge but also a hygienic value to strengthen the body;
- hiking- are considered as complex tourist activities, in which the students involved are necessary to overcome certain obstacles they encounter during the route; therefore it is necessary to follow certain rules such as: running, use of shoes, clothing, proper nutrition, observance of group movement in relation to the chosen itinerary, proper choice of resting places, measures for organizing camps, etc.;

Using means associated in physical exercise with natural factors contributes to the harmonious development of students by strengthening the body and respecting hygienic conditions.

It is recommended that students be accustomed to rationally using the influence of air, sun and water to strengthen the body.

For physical education classes it is recommended that the gyms be clean, airy and that students should have access only in accordance with the rules (eg appropriate equipment). Personal and social hygiene measures must be observed, this being an essential condition for the successful achievement of the objectives proposed at the physical education class

The means of education in physical education lessons:

In order to achieve the specific objectives of this discipline, it is necessary to have teaching materials and spaces arranged so that the teaching process is both outdoors (when weather conditions allow) and in the gym (in bad weather).

The physical education teacher together with the management of the school will be involved in arranging the spaces / places for sports activities according to the school program, for example:

- jump pit;

- tracing on the sports field;
- arrangement of running spaces and throwing markings;
- football gates / basketball boards etc.;
- different materials can also be purchased: balls, hoops, sticks, ropes, mattresses, flags, etc .;

We can also use simple, easily accessible materials:

- **strings** - used for high jumps, walking in balance, throwing the ball thrown, etc .; plastic bottles can become milestones, obstacles; steel wires can become circles; Plastic packaging can become landmarks, transport objects, targets, obstacles to which and with which a multitude of skills can be practiced.

It is important to have involvement and interest in the teaching activity of the physical education and sports teacher. Teachers constantly convey to students, parent's information about the beneficial effects of sports activities, important in maintaining health and the formation of hygienic and sanitary skills.

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Strengthening the profile of teachers and sport youth workers suited to the peculiar needs of young people in PE education while teaching through online

The crisis resulting from the COVID-19 pandemic has generated inconvenience in various areas of daily life.

As we all know, the suspension of lectures due to the global COVID-19 pandemic, to prevent the spread of the virus and infections, has affected the entire school population, has caused serious inconvenience to the education system as a whole and to the teaching-learning process in particular, where teachers make immeasurable efforts to develop the study program and priority objectives in the best possible way.

Children, even during a pandemic, need to continue their education.

Given this confinement, the education system in times of pandemic has had to urgently and unexpectedly transform into a virtual mode and all educational institutions have coordinated to remotely restore their students' education, i.e. online lessons supported by the technological resources available from the school communities, web, mobile phone applications, platforms, among others.

On the bright side, students of this generation are considered "digital natives," as they were born and raised during the "boom" of technology. Therefore, today's students have the quality of being highly visual, multifunctional, social and self-taught, especially when it comes to topics of interest to them. These qualities make the new teaching method easier for most students, as they handle themselves well when it comes to working in front of the digital screen.

This is why digital education is currently widespread all over the world and this has caused a great impact, especially in the field of Physical Education and Health, since this is mainly practical teaching with great bodywork.

Usually, the students looked forward to this subject, as it allowed them to socialize playfully. The classroom for this subject was often a free space or in contact with nature. Nowadays all this is just a memory because the scenario of the lessons is in front of a computer, behind the cameras, students often have only a small space in their homes to participate in virtual lessons.

From an educational point of view, it was found that when trying to adapt the Physical Education and Health lessons to the online mode, many contents of this subject had to be set aside, such as collective games, collaborative games and collective sports.

Carrying out the teaching work in the Physical Education class with the online distance working modality is, therefore, much more complex than in other disciplines.

First of all, teachers must be trained to be able to teach their subjects optimally, even at a distance. Teachers had to learn to use virtual platforms and to design study materials from different educational resources, such as work guides, presentations and educational modules, among others.

Teachers must understand that they need to look for new ways to reach students and capture their attention. The motivation of the students has been influenced by the new type of teaching, the desire to learn, to attend classes, is no longer the same as before. For this reason, teachers need to focus on planning lessons more interactively and making the teaching material more attractive to students, so that the topic is more interesting for them.

In online teaching we can identify two distinct teaching methodologies:

- The first is in a synchronous way, which consists in teaching live through streaming platforms, where students can attend a lesson in real time and interact with the teacher and also with classmates. However, it presents some critical issues that should be considered in the programming phase, strictly related to the percentage of

students who may have a good quality of the internet signal and their availability of suitable devices (computers, tablets, etc.).

- The second option is "asynchronous," where students learn through guides, activities and instructions uploaded to interactive platforms, such as Google's Classroom. This mode is adopted for students who do not have a good internet signal quality or who do not have technological devices available at all times. They can download the didactic material and follow the courses on a deferred basis.

Online training necessarily requires the use of the Internet and the quality of the lessons depends on the bandwidth, which in itself is the amount of data that is transferred between two points on the network at any given time. For this reason, synchronous classes with good bandwidth have no connection problems, but when there is no good service the live images become out of phase, as well as the audio, interrupting the actual rhythm of the class. This is why many who don't have good bandwidth opt for asynchronous classes.

Many times, the place of residence restricts online education, as students do not get the internet where they live or the speed is insufficient for their classrooms, especially in rural areas or where they use a provider that does not have antennas in remote areas.

Many teachers have had to adapt classes and materials for interactive platforms such as Classroom, Google Drive, and even YouTube. This happened especially in the case of institutions that opted for distance learning in asynchronous mode.

Next, the digital tools used for distance learning will be mentioned, in which there are three categories of software which are: chat, learning management systems and videoconferencing.

Firstly, in the “chat” category, there is “WhatsApp”, a platform for mobile phones and computers that is very popular due to its massive use by users. It allows you to chat, send multimedia files and documents and make video calls.

Then we have "Slack", a messaging system that allows you to manage in an orderly manner the conversations between students and teachers by creating conversation topics, and also allows you to attach documents.

Finally, we have the "Institutional Emails", which play the role of messaging and transferring documents in a more formal and orderly way for the interaction between teachers, students and parents.

Secondly, there is the category of "learning management systems", where teachers can organize their classes and their material. On these platforms, you can chat with students and follow their homework. They are compatible with all types of bandwidth, as they have no video conferencing and are widely used in asynchronous mode.

On the other hand, "Google Classroom" integrates with other Google tools, such as Google Docs and Drive, enabling online collaboration. Although anyone with a personal Google account can use Classroom for free, the ideal is to have an institutional G Suite for Education account, which brings together all the Google tools in an orderly manner (Classroom, Meet, Drive, Docs, Gmail, etc.).

Then we have "Edmodo", which offers a communication, collaboration and coaching platform for schools and teachers. The Edmodo network allows teachers to share content, assign quizzes, assignments and manage communication with students, colleagues and parents. Edmodo has several more advanced paid features.

Finally, there is the category of "videoconferencing". This category is particularly aimed at schools that have chosen the synchronous mode, as it requires users to have bandwidth that supports audio and video of the lessons. They allow for live interactions, screen sharing, and an internal chat for asking written questions. The most popular platforms are Google Meet, Zoom, Skype, YouTube Studio.

In the field of Physical Education, the **educational capsules** are a very interesting method to carry out lessons and, for students, to carry out activities at home or study the subject differently. The educational capsules have the advantage that they can be an excellent choice of the teacher for students who do not have a good Internet connection or who, for other reasons, cannot attend synchronous lessons so that they can see the same lesson as their classmates and carry out the same activities as others at another time.

"Educational capsules" are referred to as a pedagogical innovation that integrates the use of information and communication technologies in the generation of educational digital resources or content, intending to disseminate short thematic contents that facilitate the teaching process -learning.

The "educational capsules" can be defined, in a general way, as short contents in which a key concept of education is explained descriptively. They are also described as digital information entities that can be presented in different formats and used as a resource in educational activities, which group together a coherent, hierarchically articulated and sequenced set of learning units, learning objects and digital resources.

It should be noted that the capsules can also be used in lectures as an introduction or reflection on a topic for didactic purposes, since they have the characteristics of being interactive, easy to use and adaptable to the rhythm of each pupil. Other qualities that characterize the content of the didactic capsules are that they must be practical, contextualized, must be well written or with a relevant vocabulary and must be exemplified. The learning goal we want to achieve is what must primarily be taken into consideration when developing an educational capsule. Generally, the duration of these is between 5 and 10 minutes, depending on the topic covered.

Due to the context change that occurred because of the COVID-19 pandemic, several options have emerged for conducting online lessons, which also include teaching strategies.

Hannah Meineke[1] presents various suggestions for activities to be taught remotely. The suggested activities are divided into three groups: home live activity to be developed before the lesson, home live activity to be developed during the lesson, and home live activity to be developed after the lesson.

Among the activities that can be done before the lesson is communicating what you intend to do during the lesson, this way students know what to expect and can prepare in advance for what comes next. On the other hand, it is important to start the lesson by stimulating the interest of the students and stimulating their motivation to connect and attend the lessons. For this, the lesson can be started with interesting and attractive topics for the students. It is also important to take into account the technical complications that may occur in these cases, such as losing the connection, video or audio not working, etc. For this reason, teachers must ensure that they are prepared with short explanations, they must have pictures and supporting material, such as files or documents with information for students. Students' attention can be held longer if they view information on the topic in question, as otherwise, students are more likely to be distracted by situations or objects around them at home.

During the live lesson from home, the teacher can initiate an informal conversation with the students as they connect, so the students begin to be aware of what is being said. Hence, students are advised to turn on the cameras, as looking at their faces makes it much easier to establish a connection similar to that generated in face-to-face lessons. On the other hand, asking questions frequently during class keeps students active and aware of what is being discussed. The questions can be open, addressed to a particular student, or closed, where all students can answer yes or no by simply showing their thumb on the screen or

[1] Meineke, Hannah. (2021). *Virtually Uncharted Waters: How a Global Pandemic Has Taken Pre-Service Teachers out of Physical Classrooms and Perpetuated Pre-Identified Gaps in Preparedness for Working With Emergent Bilingual Students*. Journal of Education and Training Studies. 10. 21. 10.11114 / jets.v10i1.5404.

responding briefly in chat. Through these questions, you maintain the good participation of the students during the lesson. During synchronous lessons, students can also be asked for their opinion to find out what they think about the topic in question. In this way, a debate can be generated, keeping the students active, so that later the teacher can correctly explain the topic under discussion. On the other hand, it is important to control the time during the class activities and to keep an active rhythm between them, so as not to lose the attention of the students.

Finally, within the different activities that can be carried out after a live lesson or in sync from home, a good option may be to carry out short surveys of students at the end of the session, since their answers serve as feedback to measure the effectiveness of the lessons. The results of these surveys can contribute favorably to the preparation of future teaching activities and support materials and thus improve lesson plans.

Providing several options for doing online teaching work from home is extremely beneficial in these times, as they help respect the isolation that needs to be done due to the presence of COVID-19.

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A set of exercises for concretely developing the latter soft/hard skills for having good mental health and well-being through personalized sport activities

Credit: sdo-journal.ru

Introduction

Emerging as a cluster of unexplained pneumonia cases in Wuhan, China, the new coronavirus disease officially designated COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020 (WHO, 2020). The virus quickly spread not only in China, but also in other countries of the world. Isolation of people from each other has become one of the main strategies to combat the virus.

In the 21st century, infectious diseases have become one of the main threats to public health worldwide and this affects both physical and mental health.

Previous studies have shown that during outbreaks of infectious diseases, there is a wide spread of various negative psychological reactions, as well as the formation of psychopathological symptoms. People may experience fear of getting sick or dying, feelings of helplessness and manifestations of stigma. With an outbreak of influenza, from 10 to 30%

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of the population are quite worried about the possibility of contracting the virus. During the SARS outbreak, many studies noted psychological reactions from the uninfected community, identifying a wide range of mental disorders that were found to be associated more with young age and a tendency to self-blame.

As factors that negatively affect the mental health and psychological well-being of the population, the following are noted: uncertainty, seriousness of illness, disinformation, social isolation, economic consequences of the COVID-19 pandemic and their impact on human well-being (Brahmbhatt M, Dutta A., 2008; Huremovic DA, 2019; Shigemura J., Ursano RJ, Morganstein JC et al., 2020). Accurate, timely health information and adherence to precautions have been associated with minimal psychological impact of an outbreak and lower levels of stress, anxiety and depression (Wang C, Pan R, Wan X, et al., 2020).

Various authors classify the following categories of citizens as groups with a high risk of adverse effects on mental health: patients with COVID-19 and their families, persons with physical or mental illnesses (Shigemura J., Ursano RJ, Morganstein JC et al., 2020; Yao H., Chen JH, Xu YF, 2020), the elderly, homeless, migrant workers, pregnant women, children and adolescents (Ravi Philip Rajkumar, 2020), and health workers (Shigemura J., Ursano RJ, Morganstein JC et al., 2020).

Given this we have prepared a set of mental, breath and active physical exercises for reducing stress and anxiety ultimately leading to the development of good mental health and well-being.

Exercises for relieving psycho-emotional stress

Exercise to release emotional stress during the day

Exercise technique:

1. Sit comfortably in a chair, close your eyes. Shift focus attention from your thoughts to the rhythm of breathing.

Take 5 cycles of "inhale- exhalation.

The exhalation is slightly longer than the inhalation.

2. Then shift the focus of attention to the sensations in the body. If your attention has shifted and you are thinking about something, be aware of the distraction. Distraction is natural. Let go of that distraction, gently, returning the focus of attention to the breath. As you inhale, explore the tension in the body (stress is most often manifested by bodily tension), and as you exhale, relax. Study the tension in the back, neck, face. Do several cycles until you feel that the muscles are not tense.

3. Do 5 breaths again. Exhale slightly longer inhalation.

4. At the end of the exercise, open your eyes, ask yourself the question: "What is important to me now?" Maybe it will be something very simple, like drinking water.

Exercise to relieve tension from the facial muscles

Target: relieving tension from the facial muscles.

Instructions: Sit comfortably: put your hands freely on your knees,

shoulders and head are down, eyes are closed. Imagine a fly trying to land on your face. She sits first on her nose, then on her mouth, then on her forehead, then on her eyes. Your task, without opening your eyes, is to drive away the annoying insect.

Exercises for management of muscle tension and relaxation

Target: management of the state of muscle tension and relaxation.

1) Instruction: Sit comfortably with your hands on your knees (palms up), shoulders and head down, eyes closed. Imagine mentally that you have a lemon in your right hand. Begin to squeeze it slowly until you feel that you have “squeezed out” all the juice. Relax. Remember your feelings. Repeat the exercise. Relax again and remember how you feel. Then do the exercise with both hands at the same time. Relax. Enjoy a state of peace.

2) Instruction: Stand up, close your eyes, raise your hands up. Imagine that you are an icicle or ice cream. Tighten all the muscles in your body. Remember these feelings. Freeze in this position for 1-2 minutes. Then imagine that under the influence of the sun's heat you begin to slowly melt, gradually relaxing the hands, then the muscles of the shoulders, neck, trunk, legs, etc. Remember the sensations in the state of relaxation. Do the exercise until you reach an optimal psycho-emotional state. This exercise can be done while lying on the floor.

3) Instruction: Stand up, close your eyes, raise your hands up, take a breath. Imagine that you are a large balloon filled with air. Stand in this position for 1-2 minutes, straining all the muscles in the body. Then imagine that a small hole appears in the ball. Slowly begin to release air, while simultaneously relaxing the muscles of the body: the hands, then the muscles of the shoulders, neck, body, legs, etc. Remember the sensations in the state of relaxation. Follow exercise until the optimal psycho-emotional state is achieved. And, finally, with strong neuropsychic stress, you can perform 20-30 squats or 15-20 jumps on the spot. This will release the tension that has arisen.

Exercise for teaching breathing exercises

Target: learn breathing exercises, exercises will help get rid of internal tension.

Instructions: Stand up and close your eyes, take a deep breath and imagine that, inhaling, you are climbing up the rainbow, and exhaling, you slide off it, as if it were a slide. The exercise is repeated 3 times. Then repeat this exercise 7 times with your eyes open.

Exercise "Magic Words"

Target: learn to find words that will help get rid of feelings of anxiety

Instruction: remember a situation when there was a feeling of excitement. Then say a magic word to yourself, for example: "peace", "silence", "gentle coolness" or others, the main thing is that they help.

Exercises to reduce anxiety

Very often, the appearance of anxiety is accompanied by doubts about their competence and effectiveness. The person begins to over-criticize himself. Prolonged thinking about troubling topics and fixation on negative aspects causes a decline in activity and fatigue.

1) Exercise 1

Ask yourself a series of questions:

- How true is this?

- How useful is it for me to think about it now (can it help me in some way)?

- Would I talk about this to a close and dear person?

As soon as you notice that thoughts on certain topics are repeated, ask yourself: "What new thing can I say to myself?"

Answers to these questions will allow you to more accurately understand reality.

2) Exercise 2.

When in an alarming situation, ask yourself this question:

How can you look at this situation differently? What will this situation look like from a greater emotional distance? Or look at the situation through the eyes of another person? What would this situation look like after a while?

Analyze your answers. Did your emotional attitude towards the situation change at the end of the assignment?

3) Exercise 3.

Emotionally difficult situations can throw you off balance. Self-doubt may appear, it becomes difficult to express one's opinion, and fatigue arises. Support yourself with the following exercise.

Exercise technique:

The exercise can be done while sitting or lying down.

1. If you feel that anxiety and fear are getting out of control, ask yourself: "What triggers stress? What influenced me?" This way you can track the moment of anxiety, fear or anger.

2. Sit comfortably in a chair, close your eyes. Shift your focus from your thoughts to the rhythm of your breathing. Take 5 cycles of "inhale- exhalation. ”The exhalation is slightly longer than the inhalation.

3. Then focus your attention on the sensations in the body. If your attention has shifted and you are thinking about something, be aware of the distraction. Distraction is natural. Let go of the distraction by gently returning your focus to your body while exploring the physical manifestations of stress. Stress is most often manifested by tension in the body.

Study the tension in the back, neck, face as you inhale, relax as you exhale.

4. Move your focus again from the body to the breath. Take 5 breaths. The exhalation is slightly longer than the inhalation.

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5. Remember the situation that worried you. Become aware of the moment when the alarm occurs. Recognize that the situation was emotionally difficult for you. Think how you would kindly support your loved one in such a situation? A relative? A loved one? What would you tell him?

At the end of the exercise, repeat these words about yourself. Support yourself by placing your palms on the heart area.

Exercise "Emotional gymnastics"

Purpose of the exercise: removal of psycho-emotional stress.

We suggest you do "emotional gymnastics":

1) Try to feel as if you just woke up, and

you slept well;

2) Relax and try to feel as if you are

now start yawning. Raise your eyebrows and wrinkle your nose (facial expressions like when yawning). Yawn with delight;

3) Remember something extraordinarily pleasant in your life and smile. Hold a smile on your face;

4) Imagine that you are an athlete who has won. Rejoice;

5) And now: yawn, relax, smile and, again, rejoice.

Trash can exercise

Target: training in ways to relieve psycho-emotional stress.

Instructions: depict on a piece of paper in the form of pictures, words, signs, those

negative emotions that you would like to get rid of; or briefly describe situations that you would like to avoid. Then forcefully crumple this piece of paper, turning it into a small paper ball, and throw it in the trash can. After that, the trash can is removed from the room.

General issues on physical functions activity

Science and practice have proven that physical activity plays a universal role in the life of the body. It performs a number of functions: motor, incentive, creative, training, protective, stimulating, speech-forming, correcting.

Let's take a closer look at each function.

Motor function...It has become a textbook in relation to man.

the idea of the motor function as the sum of the movements performed by it in everyday life. With the help of this function, human interaction with the environment is carried out. Motor reactions are necessary for a person to communicate, through them contact with nature is carried out, they are an external manifestation of the labor process.

The classic of Russian physiology I.M. Sechenov back in the 19th century revealed that in humans, when adapting to the environment, "all the infinite variety of brain activity is finally reduced to only one phenomenon - muscle movement".

As you know, for the implementation of this mechanism, the body has a powerful muscular system, which is part of the musculoskeletal system, which uses various forms of activity: dynamic, static and tonic. All levels of the central nervous system and hormonal apparatus are involved in the process of unification and regulation of all forms of motor activity: the cerebral cortex, basal ganglia, limbic system, cerebellum, brain stem and spinal cord.

The involvement of all these levels of the central nervous system in the regulation of motor adaptation is an indicator of the multifaceted significance of motor activity for the vital

activity of the organism. Namely, motor activity triggers and determines many key processes and thereby ensures its functions and the progress of the body as a whole, which will be discussed below.

Incentive function...It has been proven that physical activity is a genetically determined biological need. Satisfaction of the need for movement is just as vital as any other, for example: for food, water, etc. The need for physical activity is innate, that is, it is genetically encoded. Moreover, the volume of movements per unit of time (day) is encoded. In the studies, it was found that newborn rat pups restricted in movement by swaddling them for one day, when released the next day, had a daily volume of motor activity twice that that was recorded before their fixation. This phenomenon is considered as compensation for "muscle hunger" caused by the forced temporary immobility of animals. As you know, the purpose of any need is to stimulate the body to its satisfaction. Hence,

Creative (developmental) function...According to the theory of I. A. Arshavsky, motor activity is the leading factor in ontogenesis, that is, the individual development of a person from the moment of birth to the end of life. This is implemented as follows. The functional activity of a fertilized egg (zygote) leads to its depletion of plastic resources. Their replenishment from the environment requires physical activity. For this, contractile proteins are formed in the cytoplasm, which set the zygote in motion. When moving, assimilation processes are stimulated, which not only reimburses, but also accumulates reserves of proteins and energy, that is, excessive anabolism (from the Greek anabole - an increase in assimilation). This surplus of resources prompts the cell to divide into two parts, each of which goes through the same cycle in the stage of embryogenesis.

It has been shown that during physical activity, the working cycle of exchange

substances (waste - recovery) can occur not only with a return to the initial level, but also exceeding it. This is a supercompensation of energy expenditures, which is called excessive

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anabolism. The phenomenon of supercompensation has been known for a long time. However, the study of it in ontogeny has shown that excessive anabolism is the basis of progressive development. The degree of development is determined by the nature of the work. In turn, the degree of recovery determines the subsequent intensity of energy, in particular, cellular respiration.

At all subsequent stages of development, the importance of muscles and motor activity as a leading factor in ontogenesis remains. This is the so-called skeletal muscle energy rule. Its essence lies in the fact that the features of morphofunctional changes and transformations of the respiratory and cardiovascular systems, as well as the systems that determine their provision, in the process of ontogenesis depend on the level of development of skeletal muscles.

Thus, physical activity creates a multicellular organism at the stage of embryogenesis and determines its progress and viability at all subsequent stages of ontogenesis.

Training function...Systematic moderate physical activity is an effective universal training factor that causes favorable functional, biochemical and structural changes in the body. The global training effect of physical activity is due to the fact that the body reacts to it according to the principle of consistency with the involvement in the process of various levels of organization of adaptation mechanisms: neurohumoral regulation, executive organs and autonomic support.

According to the theory of individual adaptation, formulated by F.Z. Meerson, two stages are traced in the training process: the initial stage is an urgent but imperfect adaptation and the next stage is a perfect long-term adaptation.

Urgent adaptation is a generalized mobilization of a functional system responsible for a specific activity (adaptation) to the maximum achievable level.

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Long-term adaptation is formed gradually, as a result of prolonged or multiple effects on the body of physical exercise. This stage begins with a transitional stage, which is determined by the activation of the synthesis of nucleic acids and proteins, hormonal and other factors, which leads to the selective growth of certain structures in the cells of the organs of the functional system responsible for a specific adaptation. The process covers all the links of the functional system (neurohumoral, motor and vegetative), which leads to the formation of a branched structural "trace" that increases the power of the system as a whole. The final stage of the process is the stage that ensures sustainable adaptation, the formation of a systemic structural "trace".

Thus, the result of systematic physical training is an increase in mass and physical strength, combined with an increase in mitochondria and the energy potential of skeletal muscles. The same positive morphofunctional shifts occur in the mechanisms of nervous and humoral regulation, as well as in the systems of blood circulation, respiration, and excretion. All this increases the adaptive capabilities of the body as a whole and strengthens health.

Protective function...The positive effect of physical training has two aspects: specific, manifested in the body's endurance to physical exertion, and nonspecific, expressed in increased resistance to other environmental factors and diseases. This determines the protective (prophylactic) function of an adequately dosed systematic motor activity.

It was found that the prophylactic nonspecific effect of physical activity is expressed in increased resistance to pain and negative emotions, improved learning ability and, especially important for a modern person, in increasing the body's resistance to factors that cause damage to the heart and circulatory system, among which stressful situations occupy an important place.

The protective (non-specific) effect of physical training is based on in violation of the contractile function of the heart and coronary circulation caused by stress, there are

components of the branched structural "trace" of this adaptation. This is, first of all, an adaptive restructuring of the central and peripheral regulatory mechanisms, leading to their economical functioning, and an increase in the power of the antioxidant system of the heart muscles, which protect them from destruction.

As for the protective effect of physical fitness in cardiovascular diseases, it is characterized by two main features:

1) preliminary physical training can contribute to an easier course of the disease that has arisen (for example, a completed myocardial infarction or acute transient ischemia) and a faster recovery;

2) fitness is a factor that prevents the very occurrence of the disease.

These features of adaptation are largely associated with a decrease in the probability of developing risk factors in trained people, which, in turn, is determined by the presence of the corresponding components of the structural "trace" of adaptation in them.

Physical exercise in moderate doses helps to restore the mechanisms of self-regulation of all vital processes of the body during recovery, thus "correcting" the defects associated with a particular disease.

Stimulating function...Our muscles are a real generator of biocurrents, which are the main stimuli of the brain. And these stimuli do not come from the external environment, such as light or sound, and from the internal, from the organism itself in the form of biocurrents. These biocurrents are born in working muscles and rush to the brain through the so-called feedback mechanism. They are called propriocentive afferentation, that is, muscle sensitivity. In practice, when muscles contract and relax, special muscle receptors (proprioceptors) are excited, which send nerve impulses (action potential) to the brain. The more intense the flow of nerve impulses (biocurrents), the more intensively the brain is stimulated, especially the

cerebral cortex. In such cases, it is stated that the tone of the cortex increases. It is known that the higher the tone of the cortex, the higher the level of wakefulness. An example of brain stimulation is morning exercise after sleep, which, by “charging” the brain.

Thermoregulatory function...To maintain the constancy of the internal environment of the body, in particular to maintain its constant temperature, a continuous flow of energy in the form of heat is required. In the mechanism of internal heat production of the body, the muscle component makes up a significant proportion.

Physiologists have shown that all transformations of energy in a working muscle obey the first law of thermodynamics, which says: whenever a certain amount of energy disappears, exactly the same amount of energy must be produced. With isotonic (dynamic work) muscle contraction, internal energy is essentially equivalent to heat content.

Biorhythmological function... The functions of the body are rhythmic, that is, they proceed in certain rhythms, which are called biological, or biorhythms. All biorhythms are combined into a certain system according to the principle of hierarchy (subordination). In this hierarchy, the leading ones are the biorhythms of the central nervous system (rhythms of the biocurrents of the brain), all the rest are slaves.

EB Sologub found that rhythmic motor activity (running, walking, etc.) has the ability to rebuild the rhythm of the brain biocurrents (recording of which in the form of a curve is called an electroencephalogram, or EEG). Scientists have shown that rhythms appear in the EEG of the sections of the cerebral cortex responsible for the regulation of movements during rhythmic physical activity (running). Such rhythms are called "tagged rhythms". They represent the slow potentials of brain biocurrents, manifested in the rate of movement, they can be called synchronizers of the rhythms of brain activity. With repeated repetition of rhythmic exercises, that is, with systematic training, such rhythms appear according to the reflex mechanism for a while. They arise in the appropriate setting and during the mental

"replay" of these exercises. That is why it is useful for an athlete to mentally reproduce the necessary physical exercises before competing. Mental reproduction of exercises triggers "marked rhythms", that is, a specific neural program of actions, and thus creates conditions for the readiness of the brain to work in the desired direction. "Labeled rhythms" can be developed both in micro- and macro-time intervals.

There are regular connections between the manifestation of "marked rhythms" and the level of efficiency and fitness. With overwork and the development of neurosis (in a state of overtraining), their severity decreases sharply. Further, the higher the level of fitness, the higher the stability of the “labeled rhythms” and the more pronounced they are.

Corrective function...It must be emphasized that exercise is a highly effective available means of improvement. Systematic physical exercises achieve not only physical perfection in the narrow sense of the word, but also a stable coordination of the work of all internal organs, as well as improving the functions of the nervous system and mental processes.

Speech-generating function...The active state of the muscles not only stimulates mental performance, but also promotes the development of speech. Scientists have shown a close connection between speech function and motor activity during early childhood. This is especially true for the finely coordinated movements of the fingers. By developing fine motor skills, you can speed up the formation of speech skills in children. The activating effect of motor activity of fingers on speech function in early ontogenesis is ensured by the fact that in the cerebral cortex, the centers of regulation of hand and speech movement are functionally and morphologically closely related (located next to each other).

Organization of physical self-improvement

Optimal physical activity improves health, mental and physical performance. Therefore, physical exercise and sports should be included in the student's daily routine. Along with

compulsory training sessions, the student's independent physical education is of great importance.

Self-study can have a different target orientation. The following main directions are distinguished: hygienic, recreational (recreation - rest, recuperation after work), general preparatory, sports, professionally applied and medical.

Hygienic direction. The main goal of classes in this direction is to optimize the state of the body, reduce the negative consequences of the training load, and increase the level of daily physical activity. Such activities are included in everyday life every day. Various forms of physical culture that are not associated with heavy loads are used here: morning hygienic gymnastics, physical education minutes, physical education classes at lunchtime and after work.

Special endurance development programs:

1. slide-training on a specialized platform (imitation speed skating refers to types functional training);
2. cycling (spinning, development of general endurance, imitation of bicycle race, imitation of driving on the plain, uphill, in the initial positions sitting and standing);
3. interval training (alternation of intervals of low, medium and high intensity, intervals of aerobic and power load and free weights);
4. circuit training (functional orientation, jumping howling orientation, on simulators; circuit training, decisive per- giving strengthening of certain muscle groups, training static and statodynamic orientation, training with short rest intervals; with anaerobic orientation; on fitballs for specialists social medical groups).

Numerous wellness aerobics programs:

1. aerobics as functional training (types of jumping tests, imitation of strikes, exercises with dumbbells 1–3 kg, squats);
2. basic (classical) aerobics;
3. step-aerobics;
4. aerobics with elements of martial arts (thai-bo);
5. dance aerobics (hip-hop, zumba, latina, modern, funk, strip, etc.);
6. pump-aerobics (with mini-barbells);
7. aerobics with elements of ballet;
8. mixaerobics programs (mixed programs);
9. slide-aerobics (on a specialized slide-platform), etc.

Psycho-regulatory programs:

1. Chinese gymnastics thai-chi, wellness gymnastics;
2. classical yoga and yogarobik, fitness-yoga;
3. a set of stretching exercises (stretching);
4. pilates, callanetics (at the junction of power and psycho-regulatory programs).

Mixed or combined programs:

1. part of the aerobics class, circuit training local or front mental orientation, elements of functional training;
2. athletic gymnastics and fitball elements-aerobics, composition crossfit training;

3. sports games as part of the activity and athletic gymnastics;
4. mixprograms with dumbbells, slides, core, BOSU, expander and etc.
5. fitness-class "(partially): 1/3 - aerobics, 2/3 - strength exercise
6. bodyflex and stretching, Pilates elements;
7. TRX-complex, elements of crossfit, kettlebell lifting;
8. an integrated power plant that allows you to simulate the different occupations with varieties of jumping, shuttle running, stretching the specialized rubber, at gifts on the "bag" from a single fighting, jumping on mini-trampoline, kettlebell exercises 2–32 kg, ropes and others (Sinergy 360).

Complexes on BOSU, core in sports training;

1. fitness-yoga with elements of dumbbell gymnastics (0.5–3kg), pilates;
2. programs to improve balance, balance, strengthening deep muscles, body shaping using core, BOSU, special social rugs;
3. super press, perfect buttocks, with silky back, chest and back.

Classes under the program "Fitness-class "suggest a combination of developing, dance and strength exercises. The aerobic part itself (1/3 of the total) includes the basic steps of aerobics and their combination into small bundles, blocks, as well as with sludge part (2/3 of the total volume) using various types of weights (medicine balls, bars, dumbbells), special equipment in the form of balancing platforms, BOSU (hemisphere).

Fitness program is a specially organized form of motor activity, mainly of health-improving or sports orientation. Wellness orientation fit- carried-programs is associated with solving problems to reduce the risk of developing illnesses, achieving and maintaining the proper

level physical condition (body weight, chest, waist, hips, shoulder, fat and we- neural components body, VC, biological age, body mass index, reaction to physical activity, breath-holding tests, body type).

Programs are classified by target and age cam, technical equipment, functional impact. In terms of functional impact, the most intensive programs are cross fitness, functional training, cycle, slide, running programs on the cardio-trainers, step-aerobics, fitness-aerobics.

It should be noted that in the system of physical culture education teachers often encounter such a problem as absence equipment and necessary equipment for fitness. By- for this, body bar programs will be acceptable for almost all gyms- workouts, classes on the step-platform in various formats, dumbbell gymnastics, circuit and interval training, fitness- yoga, crossfit, pilates, mixprograms, etc.

Fitness-programs are innovative, integrative, modification, variability, adaptability to development personal contingent of those involved, aesthetic feasibility, health-improving efficiency.

Modern technologies in the field of physical education can be of different directions: physical culture-wellness, sports medical-preventive, psychological-educators. Fitness-technologies are subdivided for educational, recreational, rehabilitation and sports.

So, to sports technologies include crossfit (high-intense cardio-and strength programs; crossfit competitions are held), classes on fitness-aerobics, who are currently received significant distribution in extracurricular and educational programs swing on physical education for girls. Main advantage fitness-aerobics - this is a significant improvement in overall physical fitness readiness and efficiency, the formation of a culture of movements. Fitness competition-aerobics are conducted at the university, interuniversity- local, city, regional, federal and international levels, in three nominations (basic aerobics, hip-hop aerobics, step-aerobics). Further, sports areas should include functional requirement with an

increase in the volume of high-intensity aerobic load, "explosive" exercises, percussion exercises, interval training - training, exercises "burpee", "Plank" and others. Functional training re- recommended by prepared students, students who play for national teams, athletes to improve special physical fitness...

Rehabilitation technologies include aquafitness, aqua aerobics... Such programs are recommended when restoring software after injuries and illnesses, especially musculoskeletal-locomotor system, lower com level of physical fitness and representatives of special medical groups. Pilates, stretching, fitness, yoga, callanetics, "isotone ", fitball aerobics, dumbbell gymnastics (0.5-3kg) local noisy focus also belong to the rehabilitation direction.

Recreational technologies: numerous areas of air bikers, mixed programs, group strength programs, pilates and aqua aerobics, athletic gymnastics and aerobics, aqua fitness, cycling-programs, adapted crossfit, mental fitness, etc.

So, recreational activity consists in the development and implementation a variety of entertainment, play, health, leisure programs for various groups of the population in order to restore the forces expended in the labor process, eliminate production voltage and also enhancements educational and spiritual potential.

Technology Generalized sense of technology can be considered as a system of methods, techniques, steps, the sequence of which provides a solution to the assigned tasks. According to the position competence approach any technology with will gain concept the actual part (leading positions, value orientations, principles of organization, diagnostically set goals), instrumental part (a step-by-step description of the activity, indicating the methods and techniques for achieving the goal), diagnostic support... Fitness-programs are subdivided aerobic, mixed, dance, by the cops of oriental martial arts, Body Mind(sentient body)...

There are five approaches to developing fitness-programs: eclectictic (based on cultural traditions), synergistic (integration, consistency), traditionally oriented, synthetic (tradition and innovation), diversifying (multiple options for one type of fitness activity)...

Fitness simulation-technologies for boys of the main group can be based on sports, recreational fitness-technologies (athletic gymnastics, crossfit, functional training, mixed programs, TRX-technology), for young men of a special group - based on recreational and rehabilitation technologies (aquafitness, grams of athletic gymnastics, billiards, circular fitness-friction-dumbbell gymnastics, adapted mixed programs).

Scientific analysis-methodological literature made it possible to identify principles of health-improving physical culture and its component - fitness: the principle of accessibility, biological expediency, programmatically-price left orientation, integration, interconnection and interdependence of mental and physical forces of a person, gender differences, individualization, age-related changes, aesthetic expediency, biorhythm microstructure, etc. Being part of the world health physical culture, fitness includes the principles and methods of medical physical culture, recreational and rehabilitation motor activity, health-improving types of gymnastics.

The benefits of fitness in the physical education of students:

1. high motor density; emotionality of classes, music badly-rhythmic and aesthetic education, the availability of gymnastic, dance and strength exercises;

2. high healing efficiency from the side of the cardiovascular and respiratory systems, as well as improving metabolic processes owls and a decrease in the body fat component;

3. increasing the physical fitness of those involved, namely: equal coordination abilities, flexibility, strength, endurance rainfall;

4. novelty of movements, equipment and inventory (stuffed balls, dumbbells 0.5-1.5 kg, medballs, BOSU, gymnastic skate, gymnastic stick, basketballs, step-platforms, TRX-loops).

Recreational aerobics as a fitness trend in physical nutrition

Aerobics - this is a direction of health-improving physical culture, combining general developmental, dance and strength exercises, you performed with musical accompaniment 120–160acts / min, combined in a continuously running complex for 32–96 accounts.

Basic(classic)aerobics - is a synthesis of general developing gymnastic exercises, varieties of running, jumps and jumps, performed with musical accompaniment 120-160 ditch per minute by serial or in-line method. The main physiological sky direction of this type - this is the development of endurance, improvement of functional endurance cardio-respiratory system.

The term "aerobics" first introduced by K. Cooper at the end of 60-x years. XX in., essence of the concept of "aerobics" is determined by aerobic processes of energy production in the presence of oxygen during completing exercises of a cyclical or streaming nature. The word "aerobics" comes from the Greek root aero- air...Respectively the definition of "aerobic" is translated as using oxygen.

According to Yu. V. Menkhin and A. V. Menkhin, the high training effect of aerobics allows us to attribute it to one of the areas of health gymnastics. Health-improving gymnastics safety which is conditioned by the observance of the methodological recommendations for the maintaining a sufficient level of development of motor abilities, minimizing the risk of overvoltage associated with inadequate load coy, prevent fortunes deep stress.

By definition E. S. Kryuchek, wellness aerobics - one of the directions of mass physical culture with controlled load. Numerous organizational forms of training, effective media methods

and methods of influencing the basic life support systems, on which human health depends and effect, give reason to refer aerobics to the section of health and wellness. tell physical culture.

E. B. Myakinchenko, M. P. Shestakov include health-improving aerobics to conditional-preventive direction of health-improving physical culture. In a broad sense, aerobic exercise includes walking, running, swimming, skating, skiing, cycling and other physical activities. Performing general developmental and dance vocal exercises, combined in a continuously performed complex, also stimulates the work of the cardio-vascular and respiratory system stem...This gave rise to the use of the term "aerobics" for a variety of different programs performed with musical accompaniment and dancing orientation. In connection with the specific goals and tasks solved in different areas of modern aerobics, tan- directional orientation, you can use the following classification aerobics training:

- applied;
- sports;
- wellness;
- fitness-aerobics.

Sports aerobics - is a sport in which athletes are complete a continuous and high-intensity set of exercises, including a combination of acyclic movements with complex coordination, as well as elements, structural groups differing in complexity and interaction between partners (in programs of mixed pairs, triplets and groups). The choreography in these exercises is based on traditional basic aerobic steps and their variations.

Applied aerobics - it is a means of health-improving physical culture of applied value in the form of training athletes of other sports, industrial gymnastics, physiotherapy exercises tours, recreational activities (show-programs, support groups for athletes, cheerleading).

Wellness aerobics - this is one of the areas of mass finance physical culture with adjustable load... A characteristic feature of aerobics is the presence of an aerobic part of the lesson, for the tension of which is maintained at a certain level, the work of cardio respiratory system (heart rate 130–160 beats / min). Over the development of the gram of aerobics, synthesizing elements of physical exercises, dance and music for a wide range of practitioners, various groups of specialists. In health-improving aerobics, a sufficient number of varieties can be distinguished, differing in the content and structure of the lesson. Wellness aerobics programs attract a wide range of students with their accessibility, emotionality, and the ability to change the content of the lessons depending on their interests and preparedness. Various exercises form the basis of any lesson. exercises performed in walking, running, jumping, dance combinations, as well as exercises for strength, flexibility, performed from different starting positions.

Health related aerobics can be included in the physical education programs of female students, which would involve the use of the use of a variety of non-traditional means of gymnastics. This sub- move will allow classes are more varied, which will increase interest in the subject "physical culture". The composition of the funds used for classes, you can include complexes of exercises for dancing aerobics, the main advantage of which is reduced to almost zero the possibility of injuries and negative reactions of the body of those involved.

Wellness training is not must be very energy intensive (350–500kcal), high energy consumption during exercise It leads to a significant decrease in carbohydrate stores. Wellness- Vital training contributes to an effective change in body composition for the better, contributing to the normalization of the work of all organs and systems on which metabolic processes in the body depend. Trainings the development of a health-improving orientation helps to increase the strength and endurance of almost all muscle groups. To develop strength and increase muscle mass it is necessary to include isotonic, dynamic or static exercises performed until severe fatigue in combination with other types of physical exercise.

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The types of training that include a complex of means aimed at increasing endurance (aerobic performance) can be considered as active.

To increase the functionality of the cardio-vascular- that and the respiratory system, aerobics should be practiced from 2 to4 once a week. The intensity of the exercise should help to increase the heart rate to a level of 50-90% of the maximum, the duration of the exercise - thirty-eight0 minutes. In this case, breathing exercises are mandatory means in health-improving aerobics. The benefits of breathing exercises is that the intense air flow passing through passing through the nasopharynx, gives a hardening effect; excursion of the diaphragm (deep abdominal breath) is an additional massage of the body new abdominal cavity; rare deep breathing increases the amplitude of the partial pressure of oxygen and carbon dioxide in the blood, which can stimulates relaxation of vascular smooth muscles; rhythmic deep breathing balances mental processes.

During the performance of static-dynamic exercises, there is an alternation of psychological tension (at the end of the approach) and relaxation. laziness in rest pauses. High partial pressure of carbon dioxide in the blood as a result of activation of anaerobic reactions, as well as a combination of increased concentration of carbon dioxide in the blood, irritating health center and increase the amplitude of the partial pressure of the acid kind in the blood and helps to normalize vascular reactions. These fast the effects contribute to the normalization of mental processes (the effect of mental relaxation), causing positive emotions, and relieve stress.

There are many directions of aerobics:

1. basic (classical) aerobics;
2. step-aerobics;
3. hip-hop-aerobics;

4. aerobics with elements of martial arts (thai-bo);
5. dance aerobics (zumba, latina, modern, funk, styp, etc.);
6. pump-aerobics (with mini-barbells);
7. aerobics with elements of ballet;
8. mixaerobics programs (mixed programs);
9. slide-aerobics (on a specialized slide-platform).

In general, an aerobics lesson consists of the following main phases: preparatory part, aerobic parts, parterre, conclusion significant parts. With an average duration of a lesson of 60 minutes, prepare body. The first part is 10 minutes, the aerobic part is 25 minutes, conclude bodypart of - 3 minutes, parterre part - 15 minutes, final - 7 minute.

In the preparatory part classes, the goal is to prepare pain large muscle groups and joints, increase body temperature; cause some second acceleration of the rate of cardiac acceleration so as to smoothly increase the pulse to values corresponding to the aerobic phase. To do this, use There are exercises that are simple in terms of coordination, performed with a low amplitude, and simultaneous (one-and multidirectional, alternating) movements of arms and legs, movements with turns, inclination us, varieties of basic aerobics steps, as well as exercises for stretching of muscles and ligaments. In the preparatory part, blowing to apply exercises of low and medium shock load.

The main part of the lesson contains, as a rule, two main times. Affairs - aerobic training and strength. Aerobic part - this part is busy, which is the main one for achieving a health-improving effect... The purpose of the aerobic part is development of endurance, education coordination abilities, increased physical fitness, improved the development of sports uniforms. In this part, the ligaments are learned (on 16–32 counts) and combinations (from

32 counts), which form the basis of the entire set of exercises, most often consisting of movements on 32–96 accounts, depending on the preparedness of students, their experience you- completing aerobics complex. Aerobic exercise increases the frequency breathing and heartbeats, without disturbing the balance between oxygen consumption and use, while performing the load last for quite a long period of time not with the maximum through efforts...

According to experts, in order to achieve healthy effective effect, it is necessary to deal with intensity, provide with a heart rate of 60–80% of the maximum. In the main part of the lesson, exercises are sequentially learned for 8 counts, then the ligaments - for 16-24 accounts, which are combined into blocks (combinations) performed on 32 counts - the so-called blocks are combined into a complex, which at the end of the main part is repeated ryes, by the frontal method 3–6 times.

Know your maximum heart rate... For a twenty-year-old girl - this is an average of 200 beats / min. Optimal heart rate for aerobics classes is 130–160 bpm. This heart rate must be maintained continuously. at least 20 minutes per ness. For female students of special medical groups, the pulse should be set 120-140 beats / min. To do this, they should use a step-board, a form with a height of 10 cm or a low tempo of music (in a separate subgroup), or perform movements with a low amplitude, reducing the number of jumps, jumping, running, replacing them with walking, imitation of jumping.

Parterre part of it stands out from a set of power, air conditioning, correctional with a clearly regulated technique performed, which allows you to selectively affect certain muscle groups...Exercises of a static-dynamic nature are used, performed in the mode of light, medium or heavy load. Dosage load is also carried out by the length of the lever (torque control). In this part of the lesson, to increase the load, you can use additional equipment: rubber shock absorbers, dumbbells, steps, balls, etc. The most commonly used exercises are affecting the muscles of the abdominal press, chest, back, shoulder, pelvis. The starting

positions when performing the exercises are selected in such a way as to provide, if possible, an isolated action on certain muscles.

Final part classes are of a restorative orientation ness, is used to eliminate psychomotor and general stress, while are used at relaxation or stretching exercises. Generally, flexibility exercises are used – performed in a prone, sitting and standing position to restore and maintain a level of flexibility. Stretching exercises are performed in a static, statodynamic mode for a slow, calm language...

Frontal method execution of the complex is typical for all group fitness programs and assumes simultaneous and sequential implementation of the complex by the whole group under the guidance of an instructor (teacher of physical education). The method allows evaluate the synchronism of the movements, their amplitude and correct technique of exercises, as well as to set narrowly focused tasks for concepts and implement them.

With the repeated method, repeatedly performed aerobic exercises of various duration and intensity alternate with rest intervals, the duration of which is determined by the time of feeling of readiness to perform the next load.

Streaming way of organizing traditionally used for aerobics, while the exercises are performed continuously, without stopping, with than the end position of the previous exercise is source for the next.

Interval method characterized by repeated performance of exercises with a set duration of rest pauses, due to slow recovery time of heart rate up to 120–130 beats / min. This method co- includes intervals of power, corrective orientation and aerobic intervals; special exercise intervals with dumbbells to strengthen the shoulder girdle, back, oblique and rectus abdominis muscles and step intervals-platform...

Types of aerobics

According to the intensity of the classes and the safety of the step- aerobics is equated to running at a speed of 12 km / h, on impact action on joints - to walking at a speed of 5 km / h. Step lessons-aerobics are aimed at developing general endurance, working capacity, coordination of movements, as well as improving reserve methods respiratory and cardiac-with vascular systems. Feature step- aerobics is the use of a special step-circuit boards-shape, let- performing steps, jumping on it and through it in various directions exercises, and also use the platform to do abdominal and back exercises. In the device platforms can be adjusted ling height, therefore, physical activity. This allows conducting classes with students of different physical fitness at the same time. Step-aerobics Not recommended with diseases and injuries of the knee joint, a predisposition to varicose rhenium veins, with obesity 1–2-th degree.

The uniqueness of the healing effect of exercises on gymnastic balls is due to the physiological mechanism of action of elastic properties on the spinal column and, as a result, - for the whole support-motor- body apparatus and the work of all systems of the human body. Exercises on balls of large diameter contribute to the development of strength, endurance, ordination of movements, improvement of posture and prevention of its violation, create optimal conditions for the correct position of the trunk. Per- gymnastic ball exercises create a positive emotional mood, thereby improving the general well-being of students.

Dance aerobics - one of the areas of health-improving aerobics, which is a set of exercises, based on musical and dance styles, logically and consistently connect with elements of modern choreography, with exercise sportive character, performed with musical accompaniment. Dance aerobics contributes to the overall health of the body, teaches students the art of dancing, forms a culture of movements, develops plasticity of movements, consistency of movements of arms, legs, development increases rhythm, improves the state

of posture. Dance aerobics also contains exercises of a sports nature, strengthens the muscles, especially the lower body, stimulates the work of the cardio-suck system, improves the sports form of students, forms a culture of movements, improves posture.

Dance aerobics characterizes the movement and music appropriate to a certain style of dance. Trainings are carried out in a mode of medium or high intensity, having a positive effect on vascular system. The duration of the lesson is 60- 80 minutes, while specific dance movements contribute to the development of plasticity and coordination abilities. Depending on the level of preparedness, you can choose the most suitable lesson: for beginners, improving or professionals. Possibility to divide main and special groups into subgroups after- blowing to reduce the amplitude of movements, the number of jumps, intense bends, and also to reduce the number of repetitions of the learned complex of exercises.

Aerobics with elements of martial oriental arts based on a combination of classical aerobics with elements of boxing, karate, ushu, kick boxing. Due to the high-speed work of the muscles, the high intensity of the muscles are toned correctly and quickly, endurance, dexterity, excessive aggressiveness, mental tension is removed, the fatty component of the body decreases, self-defense skills are developed. These types of aerobics include thai-bo, tai-chi, ki-bo, tai-kick and etc... This point nets with elements of martial arts contribute to the development of physical preparedness, fast weight loss, as well allow perfect keep fit...

In the structure of aerobics classes with elements of martial arts, there are no combat fights, the practitioners work in pairs, only helping the parties to do a stretch or to study what-some movement. Exodus- position for any movement in aerobics with elements of martial arts is a boxing stance: arms bent at the elbows, slightly The left side of the body is pushed forward. During the practice of strikes, sometimes use dumbbells weighing 1–1.5 kg. Duration of health-improving training the exercise should be at least 60 minutes long and consist of a large number of different ligaments and combinations of exercises. In the educational

process, such a program can be implemented for 30-45 minutes, the rest of the time - prepare production and parterre part, as well as stretching. Should be monitored the state of health of girls, heart rate values, the level of coordination of movement and the reaction of the skin to physical activity, since significant the physical part of the female students has a low level of physical fitness. ness...The positive aspect of such a program is that tai-bo. Both girls and boys show high interest in training. Also have they form self-defense skills as the competence of physical culture.

Research Studies show that in the course of aerobics training, the body is healed. Physical readiness of those involved develops in a continuous way of organizing classes and performing exercises with practically no rest pauses during 60-90 minutes from performing in the preparatory part of the lesson varieties of running, jumping, climbing the step-platform, walk, basic steps aerobics (8-10 min) using a strictly regulated exercise method.

In people, regularly engaged in health-improving aerobics, there is an increase in aerobic performance and endurance... These positive changes include an improvement in the vital capacity of the lungs (VC), an increase in blood volume and hemoglobin level, stroke and minute volume of blood circulation, while the capillary network, lumen and elasticity of capillaries. As a result, the peripheral resistance to blood flow and decreased blood pressure. Changes in the capillary network occur not only in muscle tissue, but also in the heart muscle, brain, liver, other organs and tissues involved in providing muscle work. The permeability of the walls of blood vessels for oxygen, nutrients, and metabolic products increases. All this creates more favorable conditions for metabolic processes in tissues.

At the same time, the size of the heart increases, especially of the left gland.

daughter, the strength of the heart muscle increases. These changes provide increase in stroke volume (number blood thrown out the umbilical ventricle into the systemic circulation

in one contraction). Aerobic work has a positive effect on the immune system, improves adaptive capacity, increasing the body's resistance to colds, infectious and other diseases.

Physical activity has a beneficial effect on the human respiratory system, since in the process of training, the number of alveoli involved in work increases, and the vital capacity of the lungs increases. Breather- a well-developed apparatus, developed in this way, makes it possible to better assimilate a genus that provides full-fledged vital activity of cells, increasing the working capacity of the body. At rest in a trained person century, the respiratory rate decreases. This enables the body (even when entering the lungs the same amount oxygen as before regular exercise) extract more oxygen from the lungs.

Oxygen demand increases with muscle activity, and the so-called reserve alveoli, areas of their distribution, are included in the work. positions begin to be actively supplied with blood, the saturation increases oxygenation of the lungs, significantly reducing the risk of inflammatory processes. In addition, there is an increase in the intensity movement of the diaphragm and an increase in its amplitude during operation, which makes it possible to activate the inflow and outflow of blood in the internal organs.

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Model lesson plans and approaches in PE education

OLYMPIC GAMES IN ANCIENT TIMES

Introduction:

Champions in ancient Greece http://photodentro.edu.gr/v/item/video/8522/609

http://photodentro.edu.gr/v/item/ds/8521/10440 **Olympic Games flag**

http://photodentro.edu.gr/v/item/ds/8521/10439 **ancient games**

https://www.youtube.com/watch?v=FlRvxEp2Y88 **Guffie goes to Olympics**

https://www.youtube.com/watch?v=N9VZ9-8hdcg **Γ Δ Ε ΣΤ**

https://www.youtube.com/watch?v=xJsQGmT5gcs **Olympics of 1996 The 1st**

Olympic games in modern times

https://www.youtube.com/watch?v=TU_SEA1U1y4

https://www.youtube.com/watch?v=41sDOm3Miq4 **ancient games**

https://www.youtube.com/watch?v=c1MGll330tM&t=9s SUMMER OLYMPICS HOST CITIES QUIZ FITNESS. AT HOME KIDS WORKOUT

Teaching Fair Play:

COURSE TITLE: FAIR PLAY

SUMMARY

The educational scenario refers to the teaching and explanation of what we mean when we say: "Fight well and fair play or otherwise fair play". according to which the basic principles of the institution are taught which are:

- Justice in sports.
- The spirit of noble rivalry.
- Respect between athletes, opponents and actors.
- The prize is the joy of participation and not just the victory.

KNOWLEDGE AREA INVOLVED-CREATIVITY

- History of the Ancient Olympic Games
- Language
- Study
- Visual arts.

Fair Play:How do we teach children the concept of effort and healthy competition from an early age?

Positive impact of healthy competition

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- Improves the performance and abilities of the child.
- It increases self-confidence.
- It makes the child happier.
- It teaches the child its limits.
- It teaches the child his failure

Negatives of unhealthy competition

- It reduces the child's self-esteem and abilities.
- It makes the child suffer if he gives importance to victory and not to effort
- **Are the sports ideal as a mean to teach healthy competition?**
- Sport is the child's effort in a sport aimed at improving his performance.
- Sport cultivates the soul, the body, and the moral values.
- It promotes virtues such as kindness, respect, solidarity and dignity.
- Helps the child develop self-control and ways to manage defeat.

COMPATIBILITY WITH APS- DEPPS

The educational scenario is compatible with the APS, since it is mentioned in the book Physical Education in the 6th grade (chapter 9, correct athletic behavior).

CLASSES ADDRESSED

It is addressed to the 6th grade.

TEACHING ORGANIZATION-MATERIAL INFRASTRUCTURE

Teaching organization: The students are organized in groups of three, having at their disposal a computer, in the computer room.

Logistical infrastructure: Computer Room, Interactive Whiteboard, Video Projector, A4 Sheets.

EDUCATIONAL SOFTWARE

Brief report and presentation of Power-Point, Google Earth, You Tube.

TEACHING OBJECTIVES

Pedagogical

- Describe to children at least three of the rules of fair play.
- Apply these rules to their games, distinguishing healthy from unhealthy competition.
- To practice in collecting, organizing and displaying information.
- To practice in teamwork.
- To develop cooperation skills.

Emotional

- They are trained and active happily, since the goal is not only victory.
- They increase the feeling of respect and mutual help between them.
- They practice and play in solidarity, cultivating their body and soul, without the stress and fear of failure and rejection.

ESTIMATED DURATION= 2 teaching hours

1st Teaching Hour:

Students in their teams will record personal experiences and events from

their sports life (duration 10 ').

They will present their recorded experiences (duration 10 ').

This will be followed by a discussion between the groups and a report of the positive and negative events and situations so that they can identify where there was justice and where there was not.

Meanwhile, the teacher lists on the board, keywords characteristic of the principles of healthy and unhealthy competition (duration 20 ').

2nd teaching hour:

Brainstorming, discussion and description of concepts derived from the keywords, which have been recorded in the table, such as: joy, justice, respect, cooperation, rivalry, self-confidence, equality, friendship, etc.

EXPANDABILITY: The results of each group are collected in a single file.

Teaching and assistance from the History and Language teachers.

WORKSHEET 1: (Given to student groups):

1st Activity:

Watch the video https://www.youtube.com/watch?v=5tjlEVPd89Y

And answer the questions.

- What is the importance of respecting the opponent and the rules?

…… ..
…… ..
…… ..

- How important is the concept of friendship to you?

…… ..
…… ..
…… ...

- It is played competitively or competitively and why?

…… ..
…… ..
…… ..

2nd Activity:

A) Positive personal experiences of children from their sports life.

B) Negative experiences and behaviors and how they were managed.

WORKSHEET 2: (Given to student groups):

1st Activity

Each group will individually answer the questions corresponding to the pictures below.

Question 1:

Do you play for joy or only for victory? What do you choose? Why;"

Question 2:

Is justice valuable in games? Read it caption of the image.
What did Demis gain with his choice? "

Question 3"

" You like to do what you see in them your _____Teammates and your classmates? "

Question 4:

" How do you feel when you help your fellow athlete? even if you do not finish first? "

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PURPOSE:

After all the above and especially with the reference to the Ancient Olympic Games in relation to the modern ones, the children are trained to cooperate, to learn, to play and to create, with joy, mutual respect, noble rivalry and healthy competition !!!

Traditional Greek dances modern approaches:

Goals in teaching traditional dances:

-Learning the motor skills of the dances

-Cultivation of rhythm, aesthetics and expression

-Cognitive elements of the tradition and cultural elements of the dances

-Social skills and cultural values (communication, interaction, sociability, art, etc.)

-Creating a positive attitude and behavior for traditional dances

Indicative fundamental concepts of interdisciplinary approach:

Tradition- Culture

Individual set

Art-Communication

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Collaboration - Collectivity

Indicative Work Plans in Traditional Dances :

Study and presentation of local-traditional dances

Local or national folklore characteristics of traditional dances

School event and performance with traditional dances

Interdisciplinary teaching of Traditional dances:

-Kinetic elements-rhythm-music-song

-Cognitive elements of folk tradition

-Kinetic expression, harmony and symmetry of movement

- Representation and revival of customs

- Artistic competitions

1. Teaching Script Title

Traditional dances - "Tsamikos"

2. Cognitive Objects Involved

Interdisciplinary: Physical Education, Music, History, Modern Greek Literature.

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3. Prerequisite knowledge of students

Students to know the steps of the dance "Syrtos in three". - Students have the basic computer skills, can navigate the internet and work on different types of software (Google forms, Cmap Tools, Hotpotatoes).

4. Class to which it is addressed

DG Lyceum, Department of Economy, Unified Special Vocational High School – Lyceum

5. Purpose

The initiation of students in the Greek dance tradition combining the learning of traditional dances with the use of ICT

6. Learning objectives

- in terms of the subject matter

Gain knowledge related to traditional dance, music and song locally and nationally
To distinguish the steps of the dance "Tsamikos"
To perform the steps of the dance "Tsamikos" following the rhythm of music and song
To report historical and cultural elements related to the dance of "Tsamikos"
To control the movements of their body parts through the dance melodies
To develop their rhythmic ability
the use of new technologies

Discover the use of the computer as a source of information. To adopt a positive attitude towards computers as a tool for extracting information
Easily handle various types of software

- in terms of the learning process
To feel free and creative

To cultivate team dynamics, communication, collaboration and self-discipline
To discover knowledge through collaborative and exploratory processes

7. Duration: The script is developed in 2 teaching hours.

8. Logistical infrastructure

Computers
CD player
Hotpotatoes software and Cmap Tools will be installed on the computers that will be used.

9. Brief description of the scenario

The specific didactic scenario was designed according to the syllabus of special education (APS, 2003) of the physical education of the Technical Vocational Schools (TEE) of Special education A 'and B' level (now Unified Special Vocational High School - Lyceum). It will be applied in the multipurpose room for the learning of motor skills and in the area of the school IT laboratory for the utilization of ICT. Students will have the opportunity in an exploratory way to discover elements of our dance tradition and specifically through the search for elements for the traditional dance "Tsamiko" to get in touch with historical and folklore elements of the local and wider community and through practice to learn to dance this particular dance. In the first lesson, ICT tools (websites, youtube) will be used to explore elements that characterize the "Tsamikos" dance. In the second lesson after teaching and performing the dance "Tsamikos" with music and song accompaniment, in the computer lab students assess the knowledge gained by using the software "Hotpotatoes" and completing a conceptual table.

<u>Preparation of teaching</u>

Students with disabilities have significant learning disabilities due to a variety of disorders. Each student displays certain characteristics and peculiarities that are the result of many factors (disorder, family environment, wider social environment). The design of a lesson or a teaching unit should take into account the type of disability,

the characteristics and the difficulties of each student in learning and motor level. The course should be structured in such a way that he is encouraged and motivated to participate in order to achieve his goals, without being discouraged and giving up. For the needs of learning the dance "Tsamikos" was chosen the appropriate method of teaching the moving part (progressively partial teaching method), the appropriate ICT tools (video, website search, concept board, hotpotatoes software) and the necessary material. At the same time, the students were divided into groups of two people.

Teaching method

The present scenario utilizing ICT, proposes the enrichment of the teaching of traditional dances through group forms of teaching for a more integrated, interdisciplinary approach to the subject. For the learning of the motor part of the specific skill, the progressive partial teaching method will be used, while for the teaching of the historical and cultural elements that accompany the dance, the guided exploration / discovery and the collaborative teaching are suggested. Students with the help and guidance of the teacher are involved in exploratory and collaborative activities. They refer to selected websites of the Internet which they can utilize, extracting important information on the topic that the specific section deals with. The role of the teacher in this context acquires a counseling and supportive character. It acts not as a mere body of knowledge, but more as a coordinator of active and participatory learning processes. Group work encourages students in discussions about the subject of the work, allows them to process the material autonomously and generally shifts the responsibility and initiative of learning from teacher to student. Above all, however, it exercises students' ability to collaborate and communicate with others. It also gives them the opportunity to get closer to each other, to acquire a team identity, to shape and accept the values of the team. All these are important conditions for the activation of learning motivations.

Organization of the Order

The teaching of the unit will be applied in the computer lab, where students will work in groups of two on the computer and in the multipurpose room where they will learn the steps of dance. The training of the groups for the activities that concern the socio-historical elements of the dance will not be done in a random way, as would be done

in the activities of general education students. As we address students who are in a special school class, the design of each group, the diagnosis of each child, his / her inclinations and interests and his / her learning level must be taken into account. The students are placed in pairs on a computer on which we have already installed the software that we will use and the rest of the material (worksheet, instructions, etc.). For the learning of the dance, it is proposed first the free dilution of the students in the space of the hall and then in the dance circle.

Added value of ICT

The contribution of ICT to the education of students with disabilities has resulted in ensuring accessibility and active participation for all students. Using ICT, students drive knowledge in a fun, easy and collaborative way, discovering various sources on the internet, watching videos and using various web 2.0 tools on the subject. In particular, dance instruction by utilizing software of various video formats, exclusively or as Auxiliary tool along with other web 2.0 tools significantly helps the educational process. Combining audio and video, video has been used in various educational support frameworks as a dynamic tool that listens to the theory of constructivism. Students can happily and creatively learn information about the dance tradition, get to know the customs and traditions of their place and country and be transported to places and events that would be impossible to attend.

Teaching Activities / Phases

1st teaching hour:

At the beginning of the teaching, the topic to be taught is introduced and the students are divided into groups of 2 people per computer in the computer lab. Instructions are given through a worksheet about the tasks that each group will perform. Each group deals with different tasks given through Google forms (25).
The first group deals with the collection and presentation of historical and folklore data on the dance "tsamikos" with a targeted search (specific links are provided for pumping the material) from the internet.

Suggested links

https://el.wikipedia.org/wiki/%CE%A4%CF%83%CE%AC%CE%BC%CE%B9%CE%BA%CE%BF%CF%82
https://www.mixanitouxronou.gr/tsamikos-o-leventikos-choros-pou-i-antres-ton-chorevan-mazi-me-ta-opla-tous-o-othonas-thavmase-tous-choreftes-ke-o-choros-kathierothike-dite-tin-istoria-tou-vinteo/
https://paroutsas.jmc.gr/dances/sterea/1tsamikos.htm
http://vlahofonoi.blogspot.com/2011/12/blog-post.html

The second group deals with the collection of data concerning the characteristics of the "Tsamikos" dance (number of steps, measure, hand grip, etc.) and variations that we encounter nationwide.
http://pelop.pde.sch.gr/sym11-mes/wordpress/%CF%86%CE%B1/%CE%B4%CE%B7%CE%BC%CE%BF%CF%84%CE%B9%CE%BA%CE%BF%CE%AF-%CF%87%CE%BF%CF%81%CE%BF%CE%AF/%CF%84%CF%83%CE%AC%CE%BC%CE%B9%CE%BA%CE%BF%CF%82/
https://www.pemptousia.gr/2014/05/choros-tsamikos/
https://paroutsas.jmc.gr/dances/sterea/1tsamikos.htm

The third group deals with the collection of information on how the specific dance is danced in their own area (Central Greece - Etoloakarnania), the search and recording of songs of their area that are danced to the specific rhythm and the reporting of their historical data.

https://iaitoloakarnania.gr/2017/11/i-paradosiaki-chori-tis-etoloakarnanias/
https://stefanosotiriou.wordpress.com/2018/05/15/%CE%BA%CE%BF%CE%BC%CF%80%CE%BF%CF%84%CE%B9-%CE%BA%CE%B1%CF%84%CF%89-%CF%83%CF%84%CE%BF%CF%85-%CE%B2%CE%B1%CE%BB%CF%84%CE%BF%CF%85-%CF%84%CE%B1-%CF%87%CF%89%CF%81%CE%B9%CE%B1/
http://d.daskalosda.gr/?p=1544
http://mwlosnews.blogspot.com/2015/06/blog-post_375.html

Then the answers of each group (12΄) are presented in plenary. Finally, to connect with the next lesson that refers to the teaching of dance, it is suggested to watch the video https://www.youtube.com/watch?v=cGeDSQHkOjM which includes a presentation of the steps of the dance "tsamikos" with simultaneous information regarding the temporal and spatial positioning of each movement (8΄).

2nd teaching hour

Students learn to dance in the multipurpose room with the help of the teacher. Initially, the students free in the space try to keep the rhythm with clapping listening to the music of "Tsamikos". They repeat the same, trying to keep the rhythm counting from 1 to 10. (5΄) Then the teacher presents and analyzes the dance from the 1st to the 10th step. He then divides the dance into its basic parts and teaches it to the students. After mastering the individual dance pieces, the students try to dance by connecting all the parts of the dance by counting the steps aloud as they dance. (15 ')

After consolidating the basic steps of the dance, they dance the dance to the accompaniment of music. (13 ').
Finally, in the computer lab, following the instructions in worksheet 2, fill in the closed-ended questions contained in the quiz (hotpotatoes) and the concept map (Cmap Tools). (12 ').

Extensions

- Dances that have the same movement pattern, the same handle, etc.
- The benefits of dance in human health and in life in general
- The place of dance in human life from antiquity until today
- Application of the scenario to students of general education schools (6th grade).

1st Teaching Hour

Tsamikos

Quotation marks

Presentation, using video, of the dance with a dancer who counts (without music)

https://youtu.be/xu6XxuVkPvk

2nd Teaching Hour

Tsamikos

Presentation, using video, of the dance with a dancer without counting (with music)

Presentation, using video, of the dance with a group of dancers

https://youtu.be/xu6XxuVkPvk

3rd Teaching Hour

Zonaradikos

Quotation marks

Presentation, using video, of the dance with a dancer with count (without music)

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https://youtu.be/0-ayrVR49Rw

4th Teaching Hour

Zonaradikos

Presentation, using video, of the dance with a dancer without count (with music)

Presentation, using video, of the dance with a group of dancers

https://youtu.be/0-ayrVR49Rw

WORKSHEET 1: (Given to each student groups):

Activity 1: Tsamikos Group

Answer the questions.

- In which areas is the tsamiko danced?
  .....
- What is its rhythm?
  .....
- How many steps does it have?
  .....

Activity 2: Zonaradikos Team

- In which areas is the zonaradikos danced?
  .....
- Where did it get its name?
  .....
- What shape does this dance have?

  .....

WORKSHEET 2: (Given to student groups):

Activity 1: Tsamikos Group

Learning and presentation of the tsamiko from the first group, with figures.

2nd Activity: Zonaradikos Team

Learning and presentation of the zonaradiko by the second group.

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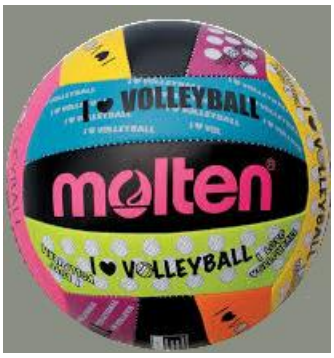
VOLLEYBALL:



INTRODUCTIVE video FOR THE TEACHING OF THE PASS:

https://youtu.be/E1zDRQQ2Rgl?t=3

The pass with fingers:

Basic elements of teaching are:

- **--observing the trajectory of the ball.**

--accurately transfer the ball to a specific point on the court.

PAY attention:

Player position:

To be just below the ball with his shoulders pointing in the direction the ball is coming.

Posture:

is high or medium depending on the trajectory and speed of the ball.

The legs:

1. in dimension at the shoulder opening

2. almost parallel to each other with the one foot slightly in front of the other.

3. The knees are slightly bent and

4. the body is upright.

- **Hands:**

-the arms are loose,

-the elbows bent at about a right angle

-the hands are in front of the body.

-the palms are cup-shaped, to form a "D" or "triangle".

- **Ball reception:**

We meet the ball above the head and in front of it,

with all fingers.

- **Ball promotion:**

a) a very fast grip and flying.

b) The hands "push" the ball from below, forward, up and out.

pass with fingers after movement

We pay attention to:

1. start moving quickly, observing the trajectory of the ball,

2.the position and opening of the legs, bent knees and elbows,

3.your hands should be in a triangle with pointers and thumbs,

4.the contact with the ball is made at the height of the forehead

WE can use the links:

VIDEO FOR LEARNING THE PASS

https://youtu.be/3bWtoOgki_Q

WORKSHEET D1

(One copy is given for each student)

Class:....

Class:... .

Name: .....

- **1. In the first video we saw, the "pass with fingers" is presented, which is the most common pass in volleyball.**
- **Answer the following questions:**
- What did you notice and what impressed you the most?

.....

.....

- Who participated in the activities?

.....

.....

- Is volleyball just a game and a competition?

.....

.....

- Would you like to try?

.....

.....

1. In the next picture we see some schoolgirls holding the ball in a receiving position.
2. Can you spot any mistakes?

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- .....
- .....
- .....
- .....
- .....
- .....

3. Search the internet for pictures, photos and videos that contain "pass with the fingers in volleyball" and create a collage and present it to your class!

Weekly, monthly and annually personalized sport programmes

Sports activity in general and in schools in particular has been quite limited over the past two years due to the Covid-19 pandemic. The relationship between sport and digital technology has therefore been strengthened and many projects have emerged in this direction. Before relating this development and in the absence of resources on the Internet to constitute a basis for describing current projects, it is important to first relate the current government policy in this area and then to bring some actions and projects of associations who work in the field of sport.

Government policy

In France, during school time or outside school time, as part of physical and sports education, actions are offered by schools, school sports associations ("Associations scolaires" AS) and local sports federations.

The key figures for school sport, taken from the website of the Ministry of National Education, are:

- 2,700,000 students graduated in school sports federations.
- 20,000 students and parent vice-presidents of secondary schools.
- 32 agreements signed by the Ministry of National Education, Youth and Sports with sports federations.
- 3,713 school sports sections, for nearly 80,000 students.

The current priorities of the Ministry in charge of Sports focus on two major priority learning from an early age: Learning to swim and knowing how to cycle independently. These two

learnings are for the ministry a public health and safety issue, especially as the end of confinement approaches and the start of the summer school holidays.

Encouraging daily physical activity is fundamental. This is manifested by the launch of an initiative in association with the organizing committee for the Paris 2024 Olympic and Paralympic Games, offering each primary school teacher to devote 30 minutes per day to physical activity, during school or extracurricular time. Several academies are experimenting with 30 minutes of physical and sporting activities this year. This incentive constitutes a well-being and health issue for the ministry.

The associations

In addition to compulsory PE lessons, volunteer students are offered the opportunity to practice physical and sports activities within the framework of their school's sports association.

School sports federations run this network of associations and organize meetings and competitions. These school sports associations are at the crossroads of compulsory education and sports practices within clubs.

Digital at the service of sport in times of pandemic

Many applications for free download and websites offer accessible content to facilitate the practice of physical activities at home.

In addition to the Be Sport, My Coach and Goove app applications with which a partnership has been concluded to offer free training sessions, the Ministry of Sports recommends several applications under different themes:

- To burn off,
- To build muscle,

- To pay attention to your weight,
- To relax,
- For those in a hurry,
- For the family,
- For kids,
- For people with disabilities,
- And to get away from it all.

Examples of programs

Many sports programs exist in France, some examples will be listed below. These examples show:

- The richness and diversity of the projects launched in France in terms of sports practices, despite the recent health crisis linked to Covid-19,
- The degree of innovation of new projects promoting the practice of a sporting activity,
- The entanglement between sports practices and the country's medical and societal issues.

"Combating inequalities through sports practice": a program of the "Fondation de France"

This program aims to strengthen cardiovascular capacities, reduce the risk of diabetes and certain cancers, prevent mental illness, combat stress and anxiety, improve self-confidence and strengthen social ties.

For sick people, for example, and particularly in rural areas, it is difficult to move to practice a sport. Also, because of gender stereotypes, fewer girls than boys play in a sports club.

Based on these findings, the “Fondation de France” encourages actions to use sport to promote the social and professional integration of young women and improve the health of patients. Two priority axes emerge:

1. **In fragile territories, a program for fragile audiences**

Ce premier axe a pour but d’améliorer la santé et lutter contre la récidive en soutenant les activités physiques régulières des personnes malades vivant en milieu rural ou en quartiers prioritaires et en participant à la dynamique territoriale par la création de réseaux multi professionnels.

2. **Help women rebuild physically and mentally**

This second axis aims to help women and girls in vulnerable situations to rebuild themselves through sport. Physical activity allows both to strengthen self-esteem, to reclaim the body but also to regain confidence in your ability to act, which is essential for the success of a global integration course.

“J’apprends à nager” (I am learning to swim), a swimming training course developed by the “Union nationale du Sport scolaire”

The objectives of the swimming training course developed by the UNSS are to learn swimming from an early age: from aquatic ease for 4-6 years old to knowing how to swim for 7-12 years old. The training is crowned by obtaining the swimming skills certificate at the end of 6th year or at the end of cycle 4. Practicing aquatic and nautical activities in complete safety and preventing drowning are the major assets of this course.

An example of events organized within the framework of this project is the one organized in Vichy from October 13 to 15, 2021 which brings together for 3 days and 2 nights, 150 students divided into 6 groups. Two places of practice are proposed: the aquatic stadium and the Allier Lake. Six initiation workshops in connection with the federations concerned and local clubs

and a final workshop are organized. An introduction to first aid and eco-responsibility as well as awareness of drowning are targeted.

"Education, health, leisure and competitions": The municipal sports project of the city of Redon

Since sports practice is diverse and evolving, the municipal sports project of the city of Redon, since 2017, aims to animate the following three dynamics:

- "Sport-education"
- "Sport-health-leisure"
- "Sport-competition"

1. **The « Sport-education »**

Sport and physical activity are a powerful driver of education for young people. Teachers, sports educators, whether professionals or volunteers, and first and foremost parents, all can find through sports practice the foundations necessary for a coherent educational process. The transmission of rules and values such as solidarity, respect and surpassing oneself should allow everyone to flourish. The practice of a physical activity is a compendium of educational approaches that should be shared and developed between the different actors.

2. **The « Sport-health-leisure »**

Sport, or physical activity, is a major lever for preventing risks, maintaining, or even regaining a healthy body. Physical activity makes it possible to act on the excessive sedentary lifestyle which is one of the causes of many health problems. But health and well-being are also about feeling comfortable in your body, in your social environment and in your life. However, even

if the practice of a physical activity is recommended, it must be adapted to the capacities of each one and be reasoned so as not to involve additional risks.

3. The « Sport-competition »

Competition, even if it is not an exclusive purpose of sport, is one of its essential components. Competition is often the engine of effort, the reward for the work accomplished and the attractive effect for future licensees. It is the showcase of the practice which contributes to the influence of the club and the City at the local, departmental, regional and sometimes national or international level.

"Promoting sports practice among young people and mobilizing the educational community around civic values", Olympic and Paralympic week

The Olympic and Paralympic week aims each year in France to promote the practice of sport among young people and to mobilize the educational community around civic values.

Olympic and Paralympic Week is about teachers, students, and their parents, from kindergarten to university. It is an event that mobilizes high-level athletes, sports associations, sports federations, and local authorities every year.

The objectives of this event are:

- Raise awareness of the Olympic and Paralympic values by mobilizing the educational and fun tools made available.
- Use sport as a teaching tool in teaching.
- Discover Olympic and Paralympic disciplines in collaboration with the sports movement, by organizing sports practice workshops.
- Changing the view on disability by relying on the discovery of para-sports and by integrating para-sports or shared sports meetings.

- Awaken young people to volunteer and civic engagement.

In 2022, this week will be held from January 24 to 29 on the theme of sport for the environment and the climate.

"Balance, flexibility, strength and endurance": The health caravan of the "Union Nationale du Sport Scolaire"

In partnership with the regional office of the UNSS Versailles and the University of Paris Saclay, 80 college students were able to perform tests allowing them to assess different physical resources: balance, flexibility, strength, and endurance.

In a context where physical activity is appropriate and where the cardio-pulmonary capacities of middle school students have decreased by 23% in 30 years, this project makes it possible to raise students' awareness of sedentary and health issues.

"Integration of overweight or obese children in a regular practice of physical activities": City of Villeurbanne by the « Direction du sport » and the « Direction de la santé Publique »

The project aims to bring children from 8 to 12 years old identified as overweight (or obese) during the nursing check-ups at school to integrate a regular physical practice.

The themes addressed within the framework of this project are:

- Awareness of behaviors (motor, relational and affective),
- Awareness that physical activity is a fundamental factor in the protection of health,
- Specific motor skills in opposition games and in adaptation to the environment,
- Food balance, role of snack,
- Identifying foods and their nutritional values,

- The importance of hydration,
- The role of sleep.

Il s'agit d'un accompagnement de l'enfant et de sa famille pour aller vers la pratique d'une activité sportive et donc pour la prise en charge de l'excès de poids.

The obtained results:

- A significant improvement or stabilization of the body mass index for the entire target group of children,
- A transition to physical activity for three quarters of the participants,
- A change in eating behaviour.

"Les Jeux des Jeunes" (The Youth Games): Program to raise awareness by the "Union nationale du sport scolaire"

« Les Jeux des Jeunes » is a program to raise awareness of the practice of sport for 5th and 4th year students. Launched by the CNOSF, UNSS and UGSEL, this program is part of the Paris 2024 Olympic and Paralympic Games.

The 2021 edition took place in 2 stages:

- A local stage from March 31 to June 23, 2021: Within schools in all French departments.
- A national stage on October 16 and 17, 2021: At the "Institut National du Sport, de l'Expertise et de la Performance" (INSEP), in Paris.

The objectives are:

- Promote sport from an early age,

- Promote an active lifestyle by spreading the message that regular, appropriate and varied physical activity combined with a balanced diet helps maintain good physical and mental health,
- Facilitate membership and sports practice within federated clubs.
- The local stage will revolve around two axes:
- Move (Fitness test): measure the physical conditions of participants using various tests of flexibility, strength, balance, and endurance. Questionnaires on the level of physical activity and eating behaviour are also set up.
- Educate (pedagogical and dynamic Run-Quiz): participants must answer as many questions as possible in 5 minutes around the themes of nutrition, the benefits of practicing physical activity, Olympism, the values of sport and citizenship.

Qualified teams meet in Paris around 4 to 6 sporting activities, collective and different from those traditionally practiced in schools. An extra-sporting program is also offered. The two days of immersion allow participants to have a unique moment combining physical activity, challenge, and conviviality.

"Tous en selle" : a Project in Grenoble

As part of the work carried out by an academic group, the regional UNSS and its working group are launching the "Tous en selle" project, the challenge of which is to know how to ride.

The objectives set are:

- Show that the Grenoble academy is an academy when it comes to "knowing how to ride".
- Launch this experience to extend it to other academies.
- To arm young people with more security.

- Respond to secure eco-development issues.
- Achieve the most to know how to ride within the establishments.
- Offer to non-graduates to join the AS (Sportive Association) to acquire a skill.

"On avance sans essence" (We advance without gasoline): a Project in Besançon

The Besançon Academy has developed a project called "On avance sans essence" (We move forward without gasoline) which aims to develop active mobility within the framework of the bicycle plan.

Each sports association must try to accumulate the maximum "green km" to obtain the UNSS label for sustainable development.

The purpose of this program, which is not compulsory, is therefore twofold:

- Make a gesture for the planet, because each kilometre travelled by a car produces around 200 g of CO2,
- Improve health. If every day of the week the participant decides to come to college on foot, by bike or on rollerblades, he will help his body to develop and improve his health.

"Sport et santé en territoires fragiles" (Sport and health in fragile territories), a set of projects supported by the "Fondation de France"

One of the initiatives of the "Fondation de France" launched in the context of the health crisis related to Covid-19 in the form of calls for projects. The aim of these calls is to encourage sports and medical associations to offer target populations innovative sports practice projects.

The aim here is to build a health course integrating the practice of physical or sports activity for patients living in rural areas or in priority neighbourhoods.

Physical activity is an integral part of the health journey co-constructed between the healthcare team (medical and / or paramedical), physical activity or sports professionals and the patient.

In view of the context of the health crisis, these projects integrate compliance with the health instructions in force in the territory concerned and promote the inclusion of the target audience in local sports clubs.

"Femmes et sport, vers un nouveau départ" (Women and sport, towards a new start), a set of projects supported by the "Fondation de France"

Second example of initiatives launched by the Fondation de France to integrate physical or sports activity into the reconstruction process for vulnerable women and girls.

Young girls and women in vulnerable situations need specific support to regain self-confidence, accept their body image and envision a more peaceful future.

These projects in France therefore aim to use physical or sports activity aimed at women or young girls showing signs of vulnerability, to:

- Promote the (re) construction of self-esteem.
- Participate in the reappropriation of the body image.
- Promote the (re) discovery of an ability to act to participate in improving their overall integration journey.

The health crisis confronts professionals with realities that question their models of intervention. They therefore offer adaptations in methods of practice or innovation, such as

hybrid solutions combining nutrition, the fight against anxiety and physical activity. These solutions also aim to support young girls and women exposed to violence.

Operation 30 minutes of daily physical activity in elementary schools

More physical and sports activities from primary school is the objective of this operation launched by the Ministry of National Education, Youth and Sports in collaboration with the National Sports Agency, the organizing committee Paris 2024. It is part of the perspective of hosting the Olympic and Paralympic Games in France in 2024.

This device, which is distinct from the teaching of physical and sports education (EPS), aims to generate a movement of support around a shared objective in the service of the well-being of students and their health, and for the benefit of their learning.

The forms taken by the operation are varied and are adapted to the context of each school. They are spread over various school and extracurricular times. Playtime can also be invested to get children to spend more and fight against a sedentary lifestyle with playful practices.

Sportswear is not necessary, the schoolyard, school premises and the surroundings of the school are used as a priority. All the actors of the educational community are involved in the definition of a project which is part of the school project. These 30 minutes of physical activity are preferably organized on days when there is no scheduled PE teaching.

This system is a flexible framework based on voluntary service. It does not aim to impose a uniform or restrictive model on all schools, but to propose avenues, tools and examples.

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General information about sport and mental health relations

The teaching of physical education today should not ignore paying due attention to elements that are too underestimated concerning the overall health of children.

Training only the body, or proposing playful, recreational or occupational activities without a carefully designed and finalized purpose, is not considered current and ethical towards the users of boys and girls who could, however, derive multiple advantages from this teaching.

Here we want to raise awareness among teachers and coaches of subjects related to physical education concerning the issues strictly related to this discipline, highlighting the multiple aspects to be taken into consideration when designing an activity plan that involves young students.

We believe some considerations and technical clarifications are useful to sensitize teachers to better structure their educational programs. As well as the exposure of the numerous researches relating to the close bond existing today between physical activity and its repercussions on more purely psychological, as well as physiological aspects.

Research on the benefits of physical activity and sport is generally framed within purely medical issues, which promote the practice of sport as a way to reduce the likelihood of heart, respiratory and metabolic diseases.

There are enough arguments to point to a sedentary lifestyle as a public health problem that has been associated with a growing number of clearly identified conditions. At all levels, public administrations are implementing plans to promote healthy lifestyles, with initiatives to encourage physical activity, giving it an undoubted preventive value.

But the lack of physical activity is not exclusively linked to health problems such as those mentioned above. Although this type of research and dissemination are fundamental, the

importance of sport in other contexts of human life has long been neglected or, at least, not sufficiently recognized.

Mental and psychological health is also essential for overall development, especially in childhood. It is therefore worthwhile, also retracing some research carried out on the subject, to highlight the benefits of a healthy physical and sporting activity in terms of socialization processes, prevention from the onset of mental and psychological problems, school results and overall improvement of the quality of life. There is important evidence to suggest that the practice of physical activity can improve cognitive function and promote better well-being in people suffering from a psychological or psychological problem, such as anxiety, depression or stress disorder. The benefits it can have on the academic performance and self-esteem of school-age children were also determined[1].

The beneficial effects on the health of regular physical activity are definitively established and increasingly evident and have been studied and addressed in an interdisciplinary way by various professional fields, including Psychology.

Since man appeared on earth millions of years ago until today, there have been notable changes in lifestyles, a multitude of different factors have arisen that end up affecting our health and that produce an impact on our life.

The industrialization of the last century, the globalization of the current one, the dizzying technological progress and the way of life that advanced societies generate, are the reason for the appearance of phenomena such as obesity, sedentary lifestyle, stress, depression and many other degenerative diseases.

Faced with such epidemics in so-called developed societies, the scientific community is engaged in an intense race to analyze the variables involved and the possibilities of alleviating such pressing problems. In many of them, physical activity has acquired a great specific gravity as a preventive measure.

Interest in lifestyle arose in the 1950s in the public health field when chronic diseases began to become a major health problem. Since the 1980s, concern about lifestyles, healthy habits and health in general has increased. One of the paradigm changes that, among other things, leads us today to talk about physical activity and psychological well-being, is the change that WHO makes in the definition of HEALTH, concluding that health is a complete state of physical, mental health. and social well-being and not the simple absence of disease (WHO, 1948), which well-being passes through, among other things, through the adoption of a healthy lifestyle.

There are numerous publications that since the end of the 80s and the beginning of the 90s have dealt with the issue of healthy habits of life, with particular attention to physical activity, rest and proper nutrition, the cornerstone of the harmonious development of people.

Sports psychologists have been concerned about the possible health benefits of physical activity and have also collaborated in the development and implementation of physical activity programs for therapeutic purposes, trying to prevent the phenomenon of abandonment from occurring and thus promoting what has been called "adhesion" (International Society of Sports Psychology, 1992).

Physical activity contributes to health and increases the quality of life which, therefore, not only improves physical and mental health but can lower mortality and improve life expectancy. In conclusion, there seems to be clear evidence that regular physical activity as a healthy habit and at appropriate levels can add life to years and years to life.

While it's not a recent idea that mind and body work in unison, research into the potential psychological benefits of exercise is still quite young.

The vision of a healthy body and mind take us back to classical Greece and Rome and already from the 1st and 2nd centuries we have references to societies that were concerned with balance in the physical and psychic. The Greeks had already intuited that intelligence and

reason could only function 100% when the body is healthy and strong: vigorous spirits and strong minds inhabit only healthy bodies. (In fact the famous phrase healthy mind in a healthy body of Decimo Giunio Giovenale wants to show the vanity of values or property - such as wealth, fame and honor - that men are trying by all means to get. Only the wise it becomes account that all this is ephemeral and sometimes even harmful. According to Decimo Giunio Giovenale man should aspire to only two goods: the health of the soul and the health of the body. They should be the only requests to be made to the divinity. In modern usage the phrase has a different meaning: to have healthy souls, one must also have healthy bodies, according to the psychophysical unity. Source Wikipedia)

Layman wrote a review in the 1960s highlighting the role of exercise and sport for the development and maintenance of physical health, as well as for mental health and social adaptation. Furthermore, he pointed out that the principle of mind-body union was valid and that there was a close relationship between organic health and mental health. He also argued that if exercise and sport contributed to the maintenance of physical health, they would also promote mental health and therefore the prevention of his ailments. [1].

In some recent studies, conducted with different populations, it has been shown that the most important effects of exercise are not only physiological but also psychological, in the sense of an improvement in self-esteem and changes in some personality traits[2].

Sport, exercise and physical activity reduce stress, anxiety, depression, help fall asleep by improving rest, increase happiness and the feeling of well-being, help you look and feel better about yourself, improve school-life quality, work and sexual performance, avoid the feeling of tiredness, help socialization, physically improve many diseases and disorders that are directly linked to the loss of quality of life and the consequent effect on our mood... in short, infinite improvements, benefits and positive effects.

Focusing on the subject, two initial reflections should be made:

1. Feeling good (or feeling better). Basically, this term refers to the well-being that a person experiences during and after exercise. Many people who exercise regularly report feeling good. We all know that exercise relieves tension, promotes concentration, and can produce a feeling of optimism and well-being.

Sime and Folkins[3] looked at 64 studies that sought to demonstrate the effects of improved fitness in both the normal and clinical populations.

They examined the following aspects of psychological functioning: cognition, perception, some personality and self-assessment traits as well as some clinical syndromes, such as psychosis, depression, alcoholism and mental retardation.

The conclusions they reached were that the improvement in physical fitness following exercise facilitated the emergence of positive emotional states and an increase in self-concept.

Some of the possible health benefits of physical activity:

GETS BETTER	ATTENUATE
School performance	Absenteeism from work
Activities	Alcohol abuse / Smoking
Confidence	Anger / Hostility
Emotional stability	Anxiety
Independence	Confusion
Intellectual functioning	Depression

Internal locus of control	Headache
Memory	Phobias
Perception of moods	Psychotic behavior
Positive body image	Consequences of stress
Self-control	Stress
Sexual satisfaction	Coronary heart disease risk
Well being	Dysmenorrhea
Efficiency at work	Back problems

The phenomenon of adherence or permanence is of great importance, since, only if physical activity is practiced regularly, can certain guarantees on possible psychological benefits be obtained. Therefore, it is important to keep alive people's interest in engaging in a certain physical activity.

Statistics indicate that around 50% of people who start end up quitting during the first six months[4].

This suggests that permanence and adherence are subject to personal and environmental factors, and that situational factors appear to be the most important for fostering continuity. These include injury prevention, comfort of the environment, employment status, partner's attitude and support, and the number of group members. A supportive and structured environment that allows you to achieve both short and long-term goals will improve your chances of success and facilitate consistency in exercise.

The most important personal factors are: positive attitudes towards health, extroversion/introversion, self-motivation and the degree of commitment.

The research shows that, although physical activity can help to get out of anxiety or depression, as well as improve aspects such as self-confidence, sense of control and self-sufficiency or self-image related to age.[5], it is equally true that it cannot change the levels of introversion and extroversion. Therefore, there are still unclear points about how physical activity interacts with certain personality traits.

In any case, if an individual is sufficiently motivated to continue with physical activity regularly, there is no doubt that they will gain several psychological benefits and that this will happen if the activities are aerobic lasting more than 30 minutes.

2. Prevention against possible disruptive emotional states and mental disorders.

That is, physical activity as a therapy. It is essential to make some considerations on the use of physical activity and exercise as therapy. For example, some people do not respond positively to a treatment carried out solely through physical activity, being more effective, and sometimes necessary, to use this strategy in combination with other forms of therapy[6]. Likewise, staff using combined strategies must have multidisciplinary training in medicine, psychology and physical education, emphasizing both the benefits and possible dangers (injuries) of continuous and regular physical activity[7].

The interest in the possible use of physical activity as therapy has led to terminological confusions, erroneous beliefs and contradictory research that do not allow firm conclusions.

Following Christenson, Powell and Caspersen[8] we will define the following terms:

- Physical activity

- It is any body's movement produced by the skeletal muscles and which produces an energy expenditure usually measured in kilocalories.

- Exercise

  - It is a planned, structured and repetitive physical activity to acquire, maintain or improve certain aspects or levels of physical fitness. For example, if I enjoy working in my garden, I am doing physical activity, as the only goal I pursue is to have fun. But if I'm gardening intending to maintain and improve my skill level, that's exercise.

- Fitness

  - It is the ability to carry out daily activities correctly, without fatigue, and having sufficient energy reserves to enjoy recreational activities and to solve unexpected situations that require extra effort.

Thus, we see that exercise is a form of planned physical activity and that physical fitness refers to health-related skills (cardiorespiratory and muscular endurance) and also other types of skills such as agility, speed, coordination, etc.

It is clear from all the existing research that regular exercise is beneficial to health.

Continuing with the terminological clarification, we can say that mental disorders are a major health problem. World statistics show that one in four adults suffer, at some point in their life, from moderate states of depression, anxiety, emotional disorders, excess alcohol, or substance or drug abuse.

As in the case of the three previous terms, multiple definitions have also been given of mental health. Without going into the etymological and epistemological controversy of the concept of psychological well-being or subjective well-being, it should be noted that there are many

ways of calling what society commonly means to be well, to be well "in the head", have no disorders or, simply, be psychologically balanced.

However, many authors have dealt with the concepts of mental health such as Meninger, Layman, Cureton, Morgan, Hughes, Dannenmaier... As a general idea, we could stay with the definition of Skidmore, Thackeray and Farley[9], according to which mental health should be considered a positive state of personal mental well-being in which individuals feel satisfied with themselves, as well as with their roles in life and their relationships with others.

Cureton[10] thought that personality structure was associated with physical form, in such a way that personality deterioration paralleled physical deterioration, and that improvements in physical fitness would minimize both types of impairments.

Morgan[11] reached similar conclusions: he thought fitness was inversely correlated with psychopathology, as psychiatric patients appeared to have consistently less aerobic capacity than non-hospitalized subjects.

Another author, Dannenmaier[12] presented a different perspective. He considered mental health as a state of mind that allows optimal exercise of one's talent, as well as optimal satisfaction of one's needs.

Mental health, however, has different degrees from person to person and from situation to situation.

Psychological benefits of physical activity

There is a lot of literature on the benefits of vigorous physical activity, such as improved self-confidence, a sense of well-being, sexual satisfaction, decreased anxiety, decreased depression, or improved intellectual functioning. The types of physical activity most examined, when considering the potential psychological benefits, are aerobic and rhythmic,

such as running, walking, cycling or swimming, compared to activities such as basketball or tennis, which are considered less optimal than aerobics.

A Dishman investigation[13] found that 1,750 doctors prescribed physical exercise for depression (85%), anxiety (65%) and addiction to certain substances or drugs. In this study, the most frequent form of prescribed physical activity was walking, followed by swimming, cycling, muscle training, running, and others.

In some cases, exercise reduces the need for drugs, which reduces the risk associated with them, even though the possible interactive effects between exercise and some drugs are not well understood.

An explanation of the possible benefits of exercise on mental health from a psychological perspective has been summarized as follows by Sime and Folkins[14] :

- Improving physical fitness produces feelings of control and competence, which lead to a feeling of well-being.
- Aerobic exercise is often fun.
- Exercise is a form of meditation and can produce an altered state of awareness.
- Carrying out physical activity can distract from the stimuli that cause or produce anxiety.

Several studies[15] clarified the psychological benefits of long and short-term physical activity in the sense of psychological well-being. The conclusions obtained were that physical activity has a positive causal effect on changes in self-esteem in adults. Aerobic activity can reduce anxiety, depression, tension and stress and increase energy levels and facilitate cognitive functioning[16].

Rodin and Plante[17] reviewed all the existing literature since 1980 on the impact of exercise on mental health and psychological well-being in the non-clinical population. The conclusions were that exercise favors the emergence of positive emotional states by producing a sense of psychological well-being, also reducing the levels of anxiety, depression and stress.

From a clinical point of view, the use of physical activity as a therapy in preventing the onset of mental disorders is proposed.

It has been estimated that about 25% of the so-called normal population may suffer from moderate states of depression and anxiety and other emotional disorders. Some can cope with these ailments without the need for professional help.

In this sense, engaging in physical activity in the environment in which the individual normally lives can be of great help. Studies with people suffering from depression have shown that aerobic exercise can be as effective as psychotherapy and prevent the tendency to suffer from mild forms of depression. People who swim are significantly less tense, depressed, angry, confused and anxious after physical activity[18].

Similarly, weight lifting has been associated with improved self-concept in men[19].

People who practice yoga appear to be less anxious, tense, depressed, angry and confused.

Practically, thanks to various types of physical exercise, emotional states such as tension, depression, anger, fatigue and confusion seem to decrease, while energy levels increase.[20].

The psychological benefits of physical activity include:

- positive changes in self-perception and well-being,
- improvement of self-confidence and awareness,
- positive changes in emotional states,

- relief from tension and states such as depression and anxiety, premenstrual tension,
- increased mental well-being,
- promptness and clarity of thought,
- increased energy and ability to cope with daily life,
- increased enjoyment from exercise and social contacts,
- development of positive coping strategies[21].

The existence of a positive relationship between physical activity levels and mental health has led experts to encourage and advise regular physical activity. Specifically, it is recommended that people engage in more than one activity, switching between aerobic and anaerobic, avoiding possible competitive situations without forgetting the playful and friendly nature, and predicting continuity.

If the activity isn't pleasant, people are unlikely to feel better after participating. To obtain the greatest psychological benefits from physical activity, moderate-to-low intensity is recommended (30-60% of the difference between maximum heart rate and resting heart rate)[22].

A duration of 20 or 30 minutes may already be enough to reduce possible states of stress, 60 minutes can produce even greater psychological benefits.

Furthermore, the activity must be established in space and time, and include rhythmic and repetitive movements.

However, there is little data on the influence of the duration of physical activity sessions. Thayer[23] reported that a duration of at least 5 minutes, such as walking, favors positive emotional states, although other researchers have proposed a longer period, preferably 20-30 minutes.

In summary, considering the potential psychological benefits of exercise globally, these could be summarized as:

- Exercise can be associated with anxiety reduction.
- Exercise may be associated with a reduction in depression levels, considering that anxiety and depression are symptoms of an inability to cope with stress.
- Long-term exercise can be associated with reduced levels of neuroticism and anxiety.
- Exercise can be used as a supplement in severe cases of depression, which normally require professional treatment such as medications, electroconvulsive therapy, and/or psychotherapy.
- Exercise can help reduce stress, with reduction of muscle tension, and heart rate recovery.
- Exercise can have beneficial emotional effects on all ages and both genders.

Emotions and moods

The term emotion is often associated with subjective sensations, pleasant or not, of little or great intensity and duration and which may or may not interfere with behavior. Most people when they talk about emotions are referring to fear, anger, shame, humiliation, fun, pain, etc.

About two hundred different types of emotional states have been identified, which could explain the difficulty and diversity of the approaches used to study them. This study is made more difficult due to the relationship of emotions with other psychological processes such as perception, memory, learning, reasoning and action.

Most psychologists agree on the importance of feelings and emotions in various areas of behavior, conscious experience, personal development, and social life. Additionally, affective

problems appear to be important for mental health, individual adjustment, and personal happiness.

There is widespread consensus that physical activity has beneficial effects on emotions for men and women of all ages. Neglect will be less if positive emotional experiences such as fun, joy, self-satisfaction, confidence, pride, enthusiasm, or excitement are evoked through physical activity, rather than focusing solely on the health benefits [24].

The term psychological well-being, sometimes called subjective well-being, generally refers to satisfaction with life or the degree of personal happiness.

Researchers have studied this important dimension of mental health among physically active people and concluded that they have a more positive view of themselves than inactive individuals. Paradoxically, differences between the sexes were found, the relationship between psychological well-being and physical activity (sports participation) being stronger among women. Some researchers have suggested that the positive relationship between sports participation and psychological well-being may be a result of the inherent pleasure and enjoyment associated with games, sports, and similar activities[25].

Positive correlations were found between feeling happy and exercise habits.

One possible explanation for this apparent relationship would be that changes in the nervous system occur as a result of exercise, along with increases in levels of self-efficacy, as well as greater opportunities for social contact through exercise.

Although more studies are needed, those carried out so far show the positive effects of physical activity on individuals' perceptions of well-being.

However, the mechanisms involved in this positive relationship are not well understood, be they physiological, psychological, social or an interaction between them.

Moods are defined as states of emotional or affective activation, with a variable non-permanent duration. Mood is more nuanced than emotions, which are considered to be more intense and of shorter duration. Moods are often interpreted as devices for responding in certain emotional ways and experiencing certain feelings. Feelings of euphoria or happiness that can last from a few hours to a few days would be an example of a state of mind, while anger or fear, more acute and with a greater sense of urgency, are examples of emotions. Improved mood after exercise may explain why many people engage in exercise over a long period of time.

An extreme form of exercise-induced positive mood is the "runner's high". This is a term that refers to something very positive that happens occasionally while people are running. The sensation is not only psychological, it often borders on what could be a mystical experience or even an altered state of consciousness. In many ways, this state is very similar to the peak experience that occurs in moments of very intense happiness. It is characterized by space-time disorientation and an emotional reaction made of questions, fear, submission, reverence and abandonment. Loss of fear, anxiety, and inhibition also appear, along with feelings of gratification, joy, and fun. When you are in this state, you feel you have reached the pinnacle of strength and full functioning, effortlessly and effortlessly.

Sachs[26] defined this experience as a feeling of euphoria experienced during the race, unexpectedly, in which the subject feels a great sense of well-being, spontaneity and the absence of barriers in time and space.

Not all runners experience this state and there is also great controversy among scholars due to the difficulty of its measurement.

Three possible hypotheses were considered[27]. The first argues that the distraction of stressful stimuli is more responsible for the mental state than the exercise itself.

The second has been called the monoamine hypothesis; derives from experiences with animals that suggest that levels of neurotransmitters such as adrenaline and serotonin (both monoamines) increase with exercise and would be responsible for this experience.

The last is the endorphin hypothesis: endorphins are substances produced by the brain and pituitary gland that can reduce the sensation of pain and produce a state of euphoria. These compounds, the most important of which is beta-endorphin, are released during psychological or somatic stress. In short, research in animals and humans indicates that plasma endorphin levels increase with exercise.

In any case, the conclusions do not yet seem definitive and the controversy continues to grow and could constitute a source of future research. Other possible explanations were also considered, such as the placebo effect which appears to increase endorphin levels [28]. This placebo effect has been observed with some individuals who report experiencing analgesic effects from a placebo drug. In particular, it has been suggested that the increase in endorphins as a result of subjective experience leads to this curious phenomenon.

Motivation and adherence to the exercise

The term motivation derives from the Latin “movere”, which means to move, therefore motivation implies movement or activation. Terms such as activated, energized, excited, and intense are used to refer to a high level of motivation. Understanding why some people choose to exercise while others don't, or why a high percentage of those who start quitting after some time would be psychologically valuable.

The investigations of Gerald Kenyon[29] constituted a serious and rigorous effort to investigate the reasons that lead people to be physically active. He developed a hypothetical theoretical model with six subdomains that explain the value of the physical activity.

1. Physical activity as a social experience. Through some form of physical activity, some

people satisfy their social needs. In some cases, it's a way to make new friends or keep existing ones.

2. Physical activity as a means of maintaining health and improving skill levels. People who exercise to improve their skills.

3. Physical activity as a search for dizziness or new sensations. This section includes those looking for risk, speed and new sensations. Skiing or mountain biking are examples.

4. Physical activity as an aesthetic experience. This section is about people interested in beauty, grace, symmetry or other artistic qualities. Ballet, aerobic dance, or synchronized swimming are representative of physical activity as an aesthetic experience.

5. Physical activity as catharsis, as a means of relieving tension and letting go of repressed emotions.

6. Physical activity as an ascetic experience. Desire or pursuit of often hard and painful entertainment in pursuit of a particular goal. Training for a marathon could be a good example.

Many assumptions have been made to study the reasons why people engage in physical activity. A Brunner study [30] attempted to explore the differences in motives between active and physically inactive people, using the Adjective Check List as a tool. The subjects to whom the questionnaire was administered were of similar age and professions. The author found that physically active individuals identified fitness benefits for feeling better physically and mentally, enjoyment and weight control. The inactive group, on the other hand, indicates relaxation, feeling better, having fun and being away from home as the most important advantages.

In any case, the reasons vary depending on the population studied. Few differences were found between the sexes, and the predominant reasons appear to be health and fitness for

men and women. Regarding the importance attributed to the psychological benefits related to physical activity, both sex and age differences appear to be included.

The issue of adherence or permanence is becoming increasingly important for Physical Education professionals, although the studies and reviews existing so far, rather descriptive, have not been able to explain and predict this phenomenon to the point of designing systematic interventions that help to modify behavioral patterns in different strata of the population. Despite the undoubted benefits of physical activity as a preventive measure and recovery from various ailments, about half of people who start physical activity stop in the first six months, that is, long-active subjects suddenly decide, for one reason or another., to abandon training. What ultimately determines the decision to continue physical activity or not? Probably the answer is that when people go for exercise they bring with them a series of beliefs or thoughts, as well as specific sensory perceptions (feelings)[31]. These so-called personal factors interact with the situational ones, the latter being probably easier to modify than the former (personality traits). Situational factors can be both peculiar aspects of physical exercise and the environment in which it is carried out. They can also be aspects of people's daily life, such as habits that can facilitate or, conversely, make it difficult to carry out physical activity.

Many of the characteristics of the exercise environment have powerful influences on individual motivation. A small group is better than a large group or a single individual, which suggests that social relationships that usually develop through regular physical activity reinforce the behavior of many people - this tends to be especially true in pleasure-reinforced extroverts. proven in social interaction.

The importance of social reinforcement is also revealed by the motivating effect of the presence of others[32]. On the other hand, the place where the exercise takes place must be accessible and convenient for the individual (where a person lives and works.

Moderate intensity is recommended to avoid the risk of possible injury. Particularly for the unmotivated, the activity should allow the subject to remain in a comfort zone (without pain).

Sensory factors can also exert a powerful influence on behavior. Beliefs about the health benefits of exercise seem to have a motivating influence only if the person is aware that their health is not as good as it should be. On the contrary, if you do not see an advantage in a short time, it is likely that, even in poor health conditions, you can abandon the company.

Other groups of factors come from the "lifestyle", for example in the case of smokers, who are more inclined to give up[33]. There are other situational factors that in principle are not easily changed, such as the socioeconomic status or hostile attitudes of a wife or close friend.

Similarly, attempts to change lifestyle, quit smoking, or behavior after a coronary accident pose complex dilemmas.

Many studies have used "behavioral contracts and lotteries", for example by signing a kind of public contract in which the subject agrees to continue to exercise for a certain time. The amount of exercise required by a person is determined by a random draw. On some occasions, the subject deposits a certain amount of money which will be recovered only if the initial conditions of the contract are respected.

Others involve a "behavioral contingency" in which the achievement of a certain goal (reward or reinforcement) will depend on the amount of exercise performed.

Another widely used technique is goal setting. In some studies, it has been shown that flexible goals, chosen by the subject, are more conducive to adherence than rigid goals set by another person. Long-term goals, rather than short-term ones, also seem to be more useful. For example, "I will exercise for six weeks" would be more effective than "I will run for fifteen minutes today"[34].

Depression

Statistics show that a high percentage of the normal population suffers, at some point in life, from moderate to intermediate states of depression, reaching suicidal tendencies in the most severe cases. Women seem to be more susceptible than men.

Some authors[35] try to explain this difference with hormonal changes and, in some cases, social influences. Beyond the simple mood swings experienced from day to day, some forms of depression can last longer over time. When people talk about depression, they usually refer to hopelessness, sadness, disappointment, low self-esteem, and pessimism. Symptoms range from minor to increased fatigue, irritability, indecision, social withdrawal, and eventually suicidal thoughts [36]. Reactive depression originates in life events, while endogenous depression has an unknown origin.

Treatment of depression is determined in part by the severity of the disorder. While mild states of depression spontaneously disappear over time, others can last six months or longer. Traditionally, psychotherapy, pharmacological treatment and, in the most severe cases, electroconvulsive therapy are used.

Some of these alternatives have more and more unwanted side effects, which is why the idea is emerging that controlled exercise can become very viable, albeit still a much debated and controversial alternative.

As in previous cases, studies have been conducted with different populations, such as some with patients who have suffered a myocardial infarction (an increasingly widespread disease in our time), evaluating the effects of controlled exercise or under medical supervision within programs of rehabilitation[37].

The conclusion was that the depression was decreasing, although other studies conducted under similar conditions seem not to agree.

In another similar work, done by Gurman, Klein, Greist, Lesser, Neimeyer, Smith and Bushnell in 1985[38], the effect of running was compared in one group of subjects with those of two other groups practicing meditation-relaxation and therapy. The three groups showed similar reductions in depression and the effect persisted in some subjects for up to nine months. The authors concluded that running could be added to the list of possible interventions with depressive subjects. Similar conclusions on the positive effects of aerobic exercise on depression were obtained in women.

Martinsen[39] studied a group of depressed subjects who were hospitalized and who were randomized to two experimental conditions, aerobic exercise or occupational therapy.

The aerobic capacity of these people was determined by a cycle ergometer test. Lower scores were obtained using the Beck Depression Inventory (BDI) only in those subjects who had increased their cardiorespiratory capacity by 15% or more.

Therefore, it was concluded that a psychological change had occurred in parallel with a change in physical form. In another study subsequently conducted similar conclusions were reached in the sense that aerobic exercise was found to be more effective than placebo or no treatment, being as effective as individual or group psychotherapy or as relaxation/meditation.

The effect of eight weeks of physical activity (light runs of about 30 minutes three times a week) compared to a mixed treatment based on relaxation and various sports activities has recently been studied in psychiatric patients. The results obtained showed that running is a very effective treatment, which improves body satisfaction and reduces both depression and psychoneurotic symptoms[40].

Other possible explanations for the antidepressant effect of exercise were also considered. Sime [41] summarized them as follows in 1984:

- The increased blood flow and oxygenation that accompany exercise has beneficial effects on the central nervous system.
- Exercise is known to increase norepinephrine levels, low levels of which may be associated with depressive states.
- Exercise can cause a feeling of mastery and self-control, helping to get out of depressive states.
- Improvements in one's body image and self-concept associated with regular physical activity help prevent and come out of depressive states.

Dishman[42] also offers us other possible alternative explanations for the antidepressant effects of physical activity, such as feelings of achievement, feelings of self-control or competence, symptoms of relief or distraction, and replacing good habits with bad habits.

These benefits apply to primary depression (lasting a month or more) and reactive depression (caused by life events).

Exercise can also reduce the depression that accompanies illness or rehabilitation (people in cardiac rehabilitation).

Furthermore, patients regain self-confidence, returning to a more or less normal life.

Many people with low levels of depression can use physical activity without seeking professional help to maximize results. For this, Sime's proposed techniques [43] is as follows:

- Encourage people to run with someone who supports them.
- Use rewards at the start of the activity.
- Teach people to see the short-term benefits of physical activity, such as relieving stress and having fun.

- Teach people to anticipate possible long-term benefits.

Berger[44] adds other suggestions such as:

- Approximate duration of the exercises of about twenty minutes.
- Make a kind of diary as a source of motivation in which to describe both the immediate progress and other qualitative aspects, such as the positive feelings experienced during the experience.
- Fun is an important aspect to consider. This can be achieved by choosing the place to train, the time of day or the use of music to listen to in headphones while practicing the workout or any other measure that occupies or distracts attention.
- Encourage people to explore the feelings of mastery of the body. For many people, feeling physically strong, powerful and responsive is a new and exciting experience.
- Set goals that are as realistic as possible.

All of these principles, tips or even techniques have their application in both the treatment of depression and its prevention.

- Try exercising with other people
- Use rewards
- Recognize the short-term benefits
- Anticipate the long-term benefits
- Duration: about twenty minutes
- Record your progress
- Consider the fun aspect

- Explore the feelings of mastery of the body
- Be realistic in your goals

Anxiety

Worry and anxiety are part of life today.

For most people, a special event does not need to occur to trigger anxiety, but it is everyday life that can affect their serenity and their physical and mental health. Anxiety differs from worry in that the source of the former is not specific.

The most accepted definition from a psychological point of view is that it is a palpable but transient emotional state characterized by feelings of apprehension along with the excessive activity of the autonomic nervous system.[45].

Behavioral manifestations of anxiety can range from extreme arousal or hyperactivity to stupor[46].

High levels of autonomic nervous system activity and psychosomatic disorders such as fear, nervousness, irritability, nausea, fatigue and muscle aches are very common. Even very mild episodes of anxiety are often associated with decreased work efficiency, absenteeism and personal unhappiness.

The distinction between state and trait anxiety is important in understanding its effects on behavior.

State anxiety is a transient emotional state characterized by feelings of tension and apprehension and excessive activity of the autonomic nervous system. It can vary in intensity and fluctuate over time. It is an emotional reaction that occurs at a specific time and in a particular situation. It is accompanied by symptoms such as high heart rate, muscle tension and an inability to concentrate.

Trait anxiety refers to the relatively stable individual differences that predispose the subject to consider situations as threatening and to respond with a heightened state of anxiety.

Individuals with high scores on trait anxiety also exhibit a higher state of anxiety, due to a tendency to view a wide variety of stimuli as a threat.

Numerous studies have explored the effects of exercise on anxiety, both state and trait, over the past twenty years.

In one of these, exercise was combined with positive images after anxiety-inducing stimuli to evoke positive feelings.[47].

To explain the decrease in anxiety levels, the authors suggested the distracting nature of the exercise.

In another study[48], the effectiveness of exercise and rest (forty minutes) were compared to see the reducing effects on state anxiety and blood pressure.

The subjects were divided into two groups, those with normal blood pressure and those with pharmacologically controlled blood pressure. In the case of people with normal blood pressure, there was a decrease in anxiety levels after exercise, but not after rest. In the second case, for individuals with pharmacologically controlled blood pressure, no significant quantitative differences were found between the two treatments, but qualitative, which showed longer and lasting effects after exercise.

The long-term effects of exercise were also investigated. Thus, in a study of middle-aged policemen and firefighters who trained three times a week for twelve weeks, anxiety levels decreased[49].

The beneficial effects of exercise are also present in psychiatric patients. In an exploratory study of thirty-six subjects, it was found that after eight weeks of a training program

consisting of daily aerobic exercises, anxiety decreased in parallel with increased physical work capacity.

Although the anxiety-reducing effects of different types and intensities of exercise are not yet fully understood, some considerations can be made. First, the exercise should be of moderate intensity (60% of maximum heart rate) and last 20 minutes. For exercise to effectively reduce anxiety, it must make breathing heavier without hitting the subjective limit, and it should last anywhere from twenty minutes to an hour or even longer. Also, physical activity should be done at least three days a week, depending on the intensity of the anxiety symptoms[50].

Until further research is conducted, low-intensity exercises such as walking, as well as weight training, aerobic dance, or flexibility exercises should not be excluded.

Stress

Few psychological terms have been addressed as extensively in the past two decades as stress, due to its impact on physical and mental health.

The effects of stress are of great interest to various professionals such as doctors, psychologists, sociologists, sports professionals, etc.

Some of the consequences of stress[51] are alcoholism, allergies, depression, digestive disorders, fatigue, headaches and insomnia, among many others.

Generally, when we talk about stress we refer to the stimulus or causal factor of reference to the reaction and process involved.

Conceived in this way, stress would be a “motivational” label that is used to define a complex and interdisciplinary area of study.

The stress process begins when the individual receives requests that can be generated by himself or by the environment. The requests that come from the outside can be as trivial as a queue on the highway, or events of daily life that produce very profound changes.

The subject's reaction will be determined in the interpretation of threat or not that he makes of the stressful stimulus, and not everyone reacts in the same way to a given stimulus.

The stress response is made up of psychological, behavioral and physiological components. From a psychological point of view, these are

- irritability,
- anxiety,
- loss of concentration with diminished perceptual abilities.

From a behavioral point of view they can be the appearance of

- fears,
- sleep loss
- loss of verbal skills.

Physiological symptoms are those of an alert reaction: pupil dilation, increased heart rate and blood pressure, muscle tension along with an increase in catecholamine and corticosteroid levels.

If this reaction is triggered frequently, psychosomatic diseases such as ulcers, changes in the coronary artery, cerebrovascular stroke, migraines and others can appear.

Stress and coping are two sides of the same coin. The term coping generally refers to behavior aimed at solving or mitigating a problem with the help of changes in the situation or its perceived implications, or by combating the negative emotions generated[52]. Fokman

and Lazarus [53] define coping as constantly changing behavioral and cognitive efforts to meet specific internal or external demands that are considered to be excessive or excessive for the person's resources. Coping strategies can be divided into two groups: coping method (active cognitive, active behavioral, avoidance) and coping focus (problem-centered, emotion-centered).

Exercise can play an important role in "coping" with stress, as it lowers arousal levels.

Many investigations have attempted to clarify this positive relationship, using physiological parameters (blood pressure, heart rate) in most cases to quantify the psychological effects.

In a well-known study[54] Aerobically trained subjects were compared with untrained subjects, using physiological indicators to detect the psychological consequences of stressful stimuli.

It was found that trained subjects show higher and faster levels of noradrenaline and prolactin, as well as faster heart rate recovery and less anxiety following exposure to stress.

Therefore the conclusion would be that aerobically trained subjects are able to recover faster, both physiologically and emotionally.

In many of the studies, a possible explanation of the effect of programmed physical activity has been given in the sense of an increase in "self-efficacy", in terms of the perception of one's own affective abilities, the level of motivation and thought patterns.[55].

The increase in self-efficacy appears to be related to effective coping (greater persistence and more active attempts). In summary, aerobically conditioned individuals use more effective coping techniques to cope with stress.

Assuming for the moment that exercise has a mitigating effect on stress, the question of whether some forms of exercise are better or more appropriate than others still needs more

rigorous investigation. Activities such as walking, running, cycling, and swimming were considered appropriate for reducing stress.

Some authors argue that for exercise to be effective in reducing stress, it must have the following characteristics:

- aerobic,
- devoid of personal competition,
- scheduled
- constant.

Considerations on intensity and type of exercise

In some studies, it has been suggested that low-intensity exercises, such as walking, climbing stairs or working in the garden, can potentially be psychologically beneficial for people starting out and whose fitness is not very good, for those with a certain level of disability and also for the elderly[56].

Martinsen[57] suggests that anaerobic exercise may be more advisable than aerobic exercise for depressed individuals, as the latter may be too strenuous. However, there are still not enough studies on the importance of exercise intensity and its influence on mental health.

Other results showed that the dropout rate was considerably lower in those who practiced low-intensity exercises.

The authors concluded that regular non-intense exercise for 30 minutes several times a week was effective in treating depression and anxiety.

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Exercise tips and sample models

30 minutes of physical activity for elementary school children: Jumping

As part of the "30 minutes of daily physical activity" scheme, the Académie de Créteil has developed a repertoire of resources to develop the acquisition or stabilization of essential motor skills, rebalancing the course of a day at most. close to the findings of inactivity, tension, or fatigue in the students, to wake up the body and create the conditions to improve the climate of the classroom.

Several materials can be used for this jumping exercise aimed at elementary school children. Among these materials we have cups, hoops, ropes, rubber bands, etc.

Example with cups

Material:

- A set of 40 cups
- A whistle
- A stopwatch

Initial preparation:

Arrange the cups in the yard

Instructions:

- Move by walking
- For each dish, jump respecting the instructions given.

Evolutions / Variables:

- Vary the movements: walking, running, running fast, sideways movement (not chasing), backing up,
- Vary the forms of jumps: on one foot, feet together, by chaining together feet together and one foot alternately, alternately on one foot; step over, jump far, jump high, jump sideways,
- Together.

Multiple examples for skipping are contained in the self-service PDF:

https://medias-generation.paris2024.org/2021-10/Paris2024-Fiche-30min-Sauter.pdf

30 minutes of physical activity for elementary school children: Running

Several variations for this activity based on the exercise of running, including this one called the Treasure Game.

Material:

- A whistle
- A treasure of your choice (rings, small balls, scarves, etc.)
- Plots, chalk
- Benches so that waiting students can sit (or sit on the floor)

Initial preparation:

- Delimit the lanes and the race distance.
- Teams of 4 or 5 students.

Instructions:

- At the signal, the first of each team leaves as quickly as possible, circumvents the block, and brings the treasure to the second.
- The second starts with it, and so on until the last one.
- The winning team will be the one that has its entire treasure on the bench first.

Evolutions / Variables:

- Vary the number of team members.
- Place obstacles to be avoided on the race line.
- Increase or decrease the number of items to collect per team.
- The moving relay: to win, you must bring back 8 items as quickly as possible.

Multiple examples for skipping are contained in the self-service PDF:

https://medias-generation.paris2024.org/2021-10/Paris2024-Fiche-30min-Courir_2.pdf

30 minutes of physical activity for elementary school children: Throw

Several variations for this activity based on the exercise of throw, including this one called the target hoop.

Material:

- Hoops
- Paper balls, foam balls, straw balloons, seed bags
- A chalk
- A whistle

- A stopwatch

Initial preparation:

- A hoop for 2 or 3 students
- A launcher and 1 or 2 target hoop carrier (s).
- Throwing zone to be defined by moving back 3 to 5 steps.

Instructions:

- Throw the object through the hoop held by 1 or 2 comrade (s).
- Throw 3 items each and switch roles.

Evolutions / Variables:

- Vertical position of the hoop at hip height.
- Vertical hoop position, arms raised above head.
- Horizontal position of the hoop.
- Move the hoop from bottom to top and vice versa; or hold the hoop in front of you, arms outstretched, and move in shuffled steps from right to left and vice versa.
- Vary the type of objects thrown.

Multiple examples for skipping are contained in the self-service PDF:

https://medias-generation.paris2024.org/2021-10/Paris2024-Fiche-30min-Lancer.pdf

30 minutes of physical activity for elementary school children: Dancing

This resource brings together 15 files around the action family: dancing. The front of these sheets specifies to the teacher the necessary material, the instructions / situations as well as the possible evolutions and / or variables allowing to enrich the basic situation. The reverse side illustrates the proposed situation.

Several variations for this activity based on the exercise of dancing, including this one called the musical thread.

Material:

- One thread per student (possibility of using ropes such as skipping, gymnastics, climbing ropes or rubber bands, cotton threads, cords, a ribbon, etc.).
- Provide a large loop at each end to hold the thread.
- Possibly provide musical support.

Situation:

Dance with a thread and explore space with it, alone or with others.

Instructions:

- Throw the thread and let it fall to the ground (observe the pattern formed by the thread).
- Once the thread is on the ground, go around the shape of the drawing with the tip of your foot, your finger, your elbow, your knee, your head, etc.
- Evolutions / Variables:

- In class: throw the thread and let it fall on the table, then follow the drawing with your finger, elbow, head, etc.
- Body variable: fix and stretch the wire between 2 parts of its body and move (or move part of its body along the wire), without touching it, keeping it taut.
- Relationship variable: in pairs, one of the 2 students fixes and stretches his thread between 2 parts of his body, then remains motionless; the other student must move their body or part of their body between the wire and their classmate, without touching the wire or the classmate.
- Relationship / space variable: group together 2 pairs. The 2 pupils of the first pair stretch a thread between them. The students of the other pair walk around the wire (above, below) with or without contact between them. Reverse the role of pairs.
- Variable space / time: vary the length of the wire between the partners, the speed of movement, etc.

Multiple examples for skipping are contained in the self-service PDF:

https://medias-generation.paris2024.org/2021-10/Paris2024-Fiche-30min-Danser.pdf

Small physical exercises to practice with the family, offered during confinements linked to Covid-19 in France

During the confinement periods operated in France during the health crisis linked to Convid-19, several PSE teachers offered their students, and their families exercises to do daily at home. The following exercises, illustrated by a small video each, were proposed by Matthieu Gandolfi, PE teacher and sports coach.

1. The superman or superwoman board

Face to face, bust against the ground, legs stretched out and out, we take turns passing a ball after having spun it behind the back of the neck, without ever resting our hands on the ground.

This helps work the lower back, glutes, and hamstrings.

2. The swing legs

It is always necessary to make sure to work the agonist and antagonist muscles in the same session, in other words the muscles which are opposite to each other. So, after the lumbar, we can work the abdominal belt.

After grabbing the ankles of his mum or dad, the child stretches his legs and pulls them up, keeping his back on the ground. The adult gently pushes them back in front, to the left, to the right. The feet must not touch the ground.

3. Thighs like Killy

To strengthen the thighs, nothing like the chair: legs bent, back leaning against a wall, we try to hold this position as long as possible.

On this exercise, nicknamed Killy (in homage to the French skier), children are often better than adults.

4. Work on cardio

After these different exercises, your child may not yet be sufficiently let off steam. You can then make him work the cardio: a rubber band stretched around his waist, he must run forward while you hold him back.

Do five sets of 30 seconds with a 30 second break between each.

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If you want to work on your core while your little one is working out, this exercise is for you! You do the plank, your child crawls under your stomach on the outward journey and jumps over your back on the joint foot on the return.

Do five sets of 30 seconds with a 30 second break between each.

5. The fluff box

Finally, you can set up this fun workshop: your child lies down (if possible, on a rug or carpet) with a pile of soft toys at his feet. His mission? Grab the teddy bears with its feet and drop them into a crate or basket behind its head.

This exercise allows to work the abdominals and specially to make flexibilities. It can be practiced with two children lying on either side of the basket, the first who has put away all his stuffed animals to win!

The 7-minutes session: the 12 home EPS exercises

These exercises make it possible, during confinements linked to Covid-19, to offer students a daily sports activity at home. They allow them to derive maximum benefits for their health, their mood, and their intellectual performance, by doing only 7 minutes of sport per day at home.

This solution is simple and involves doing 12 exercises for 30 seconds each, at the maximum intensity that the student is capable of and taking 10 seconds of rest between each exercise.

1. The jumping Jacks

The student jumps, spreading his legs and raising his arms above the head. Then he jumps again, returning his legs and arms to the normal position. And so on.

2. The chair

The student sits against a wall with the thighs horizontal, 90 degrees to the wall. The back is glued to the wall.

3. Pumps

Resting on the hands and feet, the body sheathed, abdominals and buttocks contracted. The feet are together, and the hands a little more than shoulder width apart. It is about lowering the whole body while remaining sheathed, thanks to the only work of the arms. The body descends until the chest touches the ground. The elbows should not point outwards but should stay alongside the body to form an angle of 0 to 40 ° with it.

If the “classic” push-ups are too difficult, it is possible to do push-ups on the knees, taking care to keep a good alignment of the knees-pelvis-shoulders.

4. The abdominals

Lying down, legs bent, feet placed close to the buttocks. Raise the bust to bring the palms of the hands above the knees. Then lower the bust but without placing the shoulder blades on the ground. Avoid abs with the hands behind the neck because, over the repetitions and fatigue, we tend to pull on the neck.

5. Getting in and out of a chair

Always at maximum intensity, it involves chaining up and down a chair (or a step or a staircase) for 30 seconds.

6. Squats

Standing with your legs slightly apart, bend your legs to bring the thighs horizontal. Keep the knees above the feet. The buttocks go backwards (as if you wanted to sit on a chair). The back, straight, leans slightly forward. During the ascent, make sure to contract the abdominals and glutes.

7. Chair dips

Or on a bench or a staircase. Back to the chair, feet on the ground, buttocks in the air. Balance on the hands with the arms and forearms forming a 90-degree angle. Then, pull up on your triceps until your arms are straight. Then go back down and so on for 30 seconds.

8. The board

Resting on the forearms and toes, keep the body sheathed with the abdominals and glutes contracted. Hold the position without moving for 30 seconds.

9. Race on the spot

It is about running in place, raising the knees to bring the thighs horizontal. Use your arms to stay balanced. Keep the bust straight.

10. The slots

Standing, bring the right leg forward and then flex it to bring the thigh horizontal while bringing the left knee close to the floor. Then come back up and do the same with the left leg.

11. Pumps with rotations

At the end of each push-up, raise one arm to the sky while rotating. Change arms at each push-up.

12. The side planks

Resting on one forearm (at 90 degrees to your bust), the body sheathed, the other arm rests alongside the body. After 15 seconds, change sides.

Educational hockey: 10 initiation sessions

To allow the practice of hockey from kindergarten to university but also through activities offered by leisure centres, local authorities, etc., the French Hockey Federation (FFH), through its structures (clubs, committees, leagues) has been able to adapt and offer: “educational hockey”.

This initiative aims to diversify the physical and sports activities taught in these structures and of course to develop field and indoor hockey. By the public and the context of the activity, an adaptation of the practice of this sport has been made both in terms of rules, equipment, and objectives.

10 introductory workshops, illustrated by videos, are offered by the Federation:

1. **The discovery of lacrosse: Lacrosse**

Duration:

- 15 minutes

Material:

- 1 stick per student

Instructions:

- Lacrosse dress is the same for right-handed and left-handed people.
- Position the left hand at the top of the handle (palm of the hand on the flat side of the butt).
- Position the right hand in the middle of the butt.

Goals:

- Understand the material.

Success criteria:

- Understand that only the flat side of the stock should be used.

2. **The discovery of lacrosse: 1, 2, 3 sun**

Duration:

- 15 minutes

Mtaerial:

- 1 stick per student
- 1 ball per student

Instructions:

- Draw a start line and a finish line.
- At the teacher's signal, (1,2,3 sun) the student goes into ball driving.
- If the ball is not stopped in the sun, the student starts over.

Goals:

- The ball remains stuck to the flat side.
- Respond quickly to an audible signal.
- Know how to stop your ball.
- Go fast.

Success criteria:

- Stop your ball before the sun.

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- The first 3 to stop their ball behind the finish line score a point.

3. Handling the ball: Driving the ball

Duration:

- 15 minutes.

Material:

- 1 stick per student
- 1 ball per student
- Different colored cups

Instructions:

- Put as many blocks as students on two lines. One student per plot.
- The student must drive the ball from his stud to the stud opposite the same color (forehand drive).
- After a round trip, explain how to stop the ball with the flat side.
- Develop the game in pairs (remove balls from students on the same side).
- The student must drive the ball to B and stop it.
- When the ball is stopped, the partner brings the ball from B to A.
- Once you understand the exercise, do it as a run.

Goals:

- To be able to drive his ball from point A to point B.

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- Drive your ball with the flat side.
- To be able to stop his ball.
- Control your ball and its speed.

Adaptations:

Easier:

- Start each side in turn.

Harder:

- Add a stud in the middle and lead his ball around before going back to B.
- Clockwise then counterclockwise.

Success criteria:

- One point for whoever comes first after respecting the 5 golden rules

4. **Handle the crossse: Relais Kangourou**

Duration:

- 15 minutes.

Material:

- 1 stick per team
- 1 ball per team
- 4 sticks on the ground per team
- Plots and hoops

Instructions:

- Make 4 teams.
- Place 4 sticks on the ground (every other time with the spout to the right).
- When driving the ball, slalom between the sticks (pass to the side of the beak), stop the ball at the stud then come back running and jump with both feet (above the sticks) before passing the baton to the next one.
- Round 2: Right bell-foot.
- Round 3: Left bell-foot.

Goals:

- To be able to drive his ball while slaloming.
- Go fast.

Adaptations:

- Arrange the sticks in a line and jump from right to left (vary the jumps).

Success criteria:

- Respect motor skills.
- 1st = 4 pts, 2nd = 3 pts, 3rd = 2 pts, 4th = 1 pt.

5. Propulsion / Control: The clock

Duration:

- 15 minutes.

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Material:

- 1 stick per student
- 1 ball per team
- Cups

Instructions:

- 2 teams.
- A team (blue) stands in a circle to set the clock and a second team (red) in a column behind a stud.
- The team in circles passes (long passes) after controlling the ball (low control *) while the other team goes back in time by driving the ball off the clock (in relay).
- When the team is done going around the clock, switch roles.

Goals:

- Know how to make a long pass.

Adaptations:

- Possibility of doubling the workshop and doing a second winning vs. wining round.
- Turn in the opposite direction.

Behaviours to promote:

- I don't hit the ball.
- I bend my legs and do not change the position of the hands during the low control.

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- I'm waiting until my partner is ready to pass the ball to him.

Success criteria:

- A low control + a long pass = 1 pt.
- The team with the most passes wins the round.

6. **Propulsion / Control: The crocodile pond**

Duration:

- 25 minutes.

Material:

- 1 stick per student
- 1 ball per student
- Cups

Instructions:

- In pairs, one ball per pair. Go in exchange for the ball and end with a shot on goal.
- Evolution: delimit a corridor 2m wide and along the length of the field.
- Place a student (the crocodile) in the pond whose goal is to prevent the students from crossing the pond by releasing their ball.
- For the students, the goal is to cross the pond, driving the ball without getting caught. When the student crossed the pond, he ended up with a shot on goal.
- If the student is eliminated, he leaves the field.

- Round 2: start in pairs with a ball (2vs1) in turn. Change the crocodile on each round.

Goals:

- Take the right information.
- Knowing how to get around your opponent.
- Know how to make a long pass.
- Know how to make a low control.
- Know how to stand out (see the concept of marking / standing out).

Adaptations:

- Add a second crocodile.
- Enlarge or shrink the defense zone (the pond).

Success criteria:

- The last one wins 1 pt.
- Round 2: 1 point for each successful passage by pair.

7. Opposition: Cats and Mice

Duration:

- 20 minutes.

Material:

- 1 stick per student
- Balls

- 5 or 6 hoops

Instructions:

- On a group size, 2/3 are mice (blue) and 1/3 cats (red). The mice must go and put the cheeses (balls) in the refrigerators (hoops). Announce a maximum number of cheeses per hoop!
- Cats should prevent mice from bringing in the cheese by biting the ball of mice. Cats must return the ball to the mouse zone without entering this zone.
- The areas are refuges for mice. Cats are prohibited from entering it.
- At the turn of if # and the educator, we count the number of balls and we change the roles.

Goals:

- 1 vs 1 opposition.
- Know how to navigate in a large space.

Adaptations:

- Change the roles of the teams.
- Decrease the number of hoops and / or increase the cats.
- Increase or decrease the time.
- For the little ones, put shelters (blocks or hoops) placed on the ground for the mice.
- Make a challenge between the 2 groups of mice.

Success criteria:

- Number of balls in the hoops (refrigerators) in a limited time.

8. **Opposition: The hawk**

Duration:

- 10 minutes.

Material:

- 1 stick per student
- 1 ball per student
- Stopwatch
- 1 whistle
- Plots

Instructions:

- Rules of the classic hawk.
- Are considered caught, all children whose ball has been touched by the flat side of the hawk's butt.
- They then make a wall that they do not have the right to take.

Goals:

- Hold the stick correctly (left hand at the top, flat of the hand towards you; right hand to the upper third of the stick, flat of the hand towards where I am heading)
- Respect the rules of hockey (respect for the side of the stick, foot faults).

Adaptations:

- Vary the number of hawks
- Give the right to capture to players not taken
- Vary the dimensions of the playing area
- Play 2 teams of 2 hawks, one from each team (the team with all members taken first loses).
- Make the players start on the 2 opposite bases.

Success criteria:

- The last player not taken wins and replaces the hawk.

9. Advance the ball collectively towards the goal: Up / Down

Duration:

- 5 minutes.

Material:

- 1 stick per student
- 1 ball per court
- 8 studs

Instructions:

- Make teams of 2 on 1/4 of the field.

- On each 1/4 of a field, create 4 mini goals in the angles of these fields. Use blocks to form these goals.
- Players pass each other to their goals.

Goals:

- Know how to stand out or mark a player.
- Know how to pass to his teammate.
- Know how to take the ball to a target.
- Know the role of the attacker and the defender.

Adaptations:

Harder:

- Require a minimum number of passes before going to goal.

Success criteria:

- Point awarded when the student takes the ball into the opponent's goal. Foul if the 5 rules are not respected.
- Victory for the team that scores the most goals.

10. Advancing the ball collectively towards the goal: Tournament 3/3 without goalkeeper

Duration:

- 30 minutes.

Material:

- 1 stick per student
- 1 ball per court
- Cups
- Chasubles

Instructions:

- Make teams of 3 - Trace 3 half-courts.
- Apply the throw-in rules. There is no goalkeeper.
- Accompany the ball to the goal to score.
- Play 5 min matches.

Knowledge and skills:

- Have the students take turns refereeing.
- Respect for the rules, for the referee and for others.
- Training of the person and the citizen.

Goals:

- Know how to stand out or mark a player.
- To be able to chain two actions: control + mark or control + pass.
- Know how to take the ball to a target.
- Know the rules of the game.

Adaptations:

Harder:

- Draw a shooting zone (be inside to score).

Success criteria:

- Point awarded when the student takes the ball into the opponent's goal. Penalty if the 5 rules are not respected.
- Victory for the team that scores the most goals.

Home Gym Exercises for Parents and Their 2-4 Years Old Children

Yes, sporting activity can be learned and practiced in a fun way from an early age. No equipment is needed here, just a comfortable outfit with a little bit of imagination so that parents can practice sport with their young children. In the form of fantastic stories, nursery rhymes or other funny ideas, simple exercises for cladding, muscle strengthening, and breathing are offered to them to do at home.

Introduction to the session:

“Once upon a time, there was an incredible world, the world of Decatoons in which small creatures live, so small that humans could not see them ...: fairies! You should know that these little fairies are sacred pranksters, they love to play tricks on humans with their magic wands! Follow me!" and there, as if you were a bird with gigantic wings, jump through the house to arrive in this fabulous universe ...

Exercise 1: The flamingo

“Ah! There is one that touched me! She turned me into a flamingo! "

And hop on one foot, you strengthen your ankle and by imitation, you can be sure that your child will follow you!

"To deliver me you have to turn around my leg!"

This is the time when your little one develops his sense of space. Repeat this several times to strengthen both ankles.

Exercise 2: Earthworms

“Be careful, hide, we're going to crawl to the big velvet rock! Olala, it's hard on the stomach, we try on the back! "

By crawling, you continue to activate your heart and that of your child by mobilizing the whole body. You can invent obstacles, hiding places, don't be afraid of the ridiculous! It doesn’t exist for children.

Exercise 3: Toads

“Oops, I think she touched both of us (or both of us)! Croâ Croâ!”

This is one of the most cardio exercises on the list and we don't cheat: get on the ground and then very high towards the ceiling while jumping.

Exercise 4: Marmosets

"Oh! She turned us into a marmoset! Do you know what marmosets do to get around with their parents? They climb on the back when the parents crawl.”

Make sure your child is snug around your neck and don't move too fast to keep them balanced.

"I have an idea! We're going to try to catch the little fairy to annoy her! You're ready? And hop, oh no missed! Still!"

Exercise 5: The elevator

"I have an idea! We're going to try and catch the little fairy to annoy her! Are you ready? And presto, oh no miss! Again!"

Grab your child at armpit level, bend your legs keeping your back straight and lift him up to the ceiling, famous lion cub style. Repeat it ten times. You become a child lift and at the same time you strengthen your arms and shoulders.

Exercise 6: The Koala squat

“Well, she's definitely too fast! See I'm a big koala! How do they make koala babies? They hang around the neck but in front!”

Once your little one has hooked up, it's time for 2 to 3 sets of 10 squats (keep your stomach tight, back straight and legs parallel). Attention placement: you risk hearing laughter on each descent!

Exercise 7: The tunnel

"Oh! Here I am transformed into a tunnel! You have to go under me to deliver me!”

Yes, it's time for sheathing! Make a nice board, be sure to place your back well so as not to arch and not climb the buttocks, you are making a tunnel not a mountain!

Exercise 8: The bridge

“Oh, and now I have become a bridge! Go under me!”

Sheathing one way, sheathing the other! On your back, raise your pelvis to the sky, both feet anchored to the ground, squeeze your stomach and buttocks while your offspring crawls below you!

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Exercise 9: The rocking horse

“Come close to me... She turned me into a rocking horse! Careful, wouhou!”

With a rounded back and your children back pressed up against your stomach, rock back and then come back. The abdominals get hot, don't they? And you stimulate the back space in your child to help him in his conception of space.

Exercise 10: The bubbles

“The little fairy is telling me a secret... you have to whisper; she will soon be going home to rest. What if we sent him huge bubbles to accompany him to his house? We take some air, and we blow for a long time and the bubbles swell, swell, inflate, and we let them fly towards the sky... (make several big bubbles) Goodbye small bubbles, goodbye little fairy... see you soon to play!”

You have just done a little breathing exercise that allows some quiet time for you and your child. This ritual is important to indicate that you are no longer playing.

Special four-exercise program for teenage girls

Exercise 1: Front lunges

Repetitions:

- 12 to 15 of each leg

Description:

1. Stand with your arms on either side of your body.
2. As you breathe in, flex your knees together, making sure you keep your body straight.
3. Return to your initial position while exhaling.

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4. Once you have completed the exercise on one side, continue with the other.

Note:

- When bending your knees, get as close to the ground as possible without ever touching it.

Exercise 2: Hip abduction

Repetitions:

- 20 on each side

Description:

1. Lying on your side with your arms supporting you.
2. While exhaling, perform a hip abduction.
3. Return to your initial position while inhaling.
4. Once you have completed the exercise on one side, continue with the other.

Exercise 3: Plank

Repetitions:

- 15 to 30 seconds

Description:

1. Lie on your stomach, your 2 arms below your chest.
2. Elevate your body and stabilize it using your forearms and the tips of your feet.
3. Once the period has elapsed, return to your original position.

Note:

- When performing this exercise, make sure that your body is in an upright position.

Exercise 4: Lateral trunk flexion

Repetitions:

- 15 on each side

Description:

1. Stand with a dumbbell in each hand.
2. While making sure your pelvis is fixed, perform a lateral trunk flexion to the left, then repeat on the right side.

Note:

- When performing this exercise, it is important to go with maximum amplitude (you should feel a slight stretch on each side of your trunk).

Three exercises for the back muscles

1. **Rowing on a bench**

Rowing on a bench straightens the back and prevents “sagging” shoulders. The arms remain very close to the bust during their flexion. The elbows do not deviate. Their vertical maintenance is ensured by the contraction of the rhomboids which bring the shoulder blades together and the posterior bundles of the deltoids which ensure the action of retropulsion. The head is raised. The support on the bench goes from the bottom of the sternum to the pubis.

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2. **One arm pulling or rowing**

The support on the bench secures the back. The knee and hand which provide this support place the back on a low oblique angle close to 30 °. The dumbbell is vertical to the shoulder at the start of the pull-up. It is directed towards the hip. The bust remains straight and does not begin to rotate during the rise of the load.

3. **The Butterfly inverted in a sitting position**

The inverted Butterfly strengthens, like the bench row, the rhomboids, and deltoids. He also avoids having a round and arched back. It is carried out sitting on a very inclined bust; it must remain straight with the head in its extension, therefore without extension. The stomach should not be compressed. The load should be moved up to the horizontal line passing through the shoulders, keeping the arms almost straight. The displaced weights must always allow a technically correct execution without straightening the torso.

“Nike Training Club”, one of the examples of applications for practicing sports at home in France

In the context of the health crisis and the confinements decreed by the French government, several sports applications have been developed on iOS and Android. Most of them are free but offer in-app purchases to access more features.

One of the most popular sports apps is “Nike Training Club”. It has the advantage of being quite complete and personalized.

The application consists of several features grouped together in a menu that appears at the bottom of the screen: News feed, Activity (history and performance), Workouts and Shop.

The Workouts category is the most interesting of the sports app, this is where you can find the exercises. Once the level is entered, the application offers training adapted to the person

concerned. The application shows the details of the movements, the duration of each and the video showing its execution.

In the Browse sub-category, you can choose a muscle group, a type of training or select the equipment available.

Another feature of choice is the creation of more specific programs based on the intended objectives. For example, you can choose the six-week "Refine" program and then fill in the equipment, the number of workouts per week, whether running is included and the difficulty of the program.

Regarding rewards (in the Activity category), the application offers to complete victory badges at each stage completed. You can be honoured with the early bird, yogi, or night owl prize. Steps based on the number of workouts are also provided, along with the number of workouts per week and the number of sets. In the News Feed category, you can find articles on recipes, Nike products as well as the details of the execution of certain movements.

The "30 days fitness challenge" application

This sports application has the merit of living up to its name, so that you will be able to set yourself a clear goal as soon as it is launched. The other advantage is that it has a comprehensive nutrition area even with the free version. Otherwise, the free version launches some invasive advertising videos.

This sports application, the objective of which is clear, is based on each person's priorities (losing weight, toning up, etc.). After entering the objective, the genre, the areas to be worked on, and the number of sessions per week, we have the choice of taking the paid version or the paid version which costs 63.99 euros per year.

On the menu side, we find the categories "Programs, 30 challenges, Report and Profile". In the first category, we find our personalized and paid program. It is possible to test the app for free for a few days.

There is also the food program, which is quite complete and detailed, and offers vegetarian options.

With the paid version, we are entitled to 30 challenges based on the area of the body we want to work on as well as our level. On the app, these are not videos, but animations that show the movements in detail.

As with many sports apps, this one brings together the basics in the form of a schedule, calories burned, and completed workouts.

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A variety of games for the students like yoga, rhythm, movement, and mindfulness

A variety of games for the students

We would like to sensitize all physical education teachers to implement in their school program activities more strictly aimed at the care and development of the psychological well-being of students, in addition to the usual gymnastic and sports activities normally carried out at school.

The concept of teaching Yoga and Mindfulness is relatively recent in the West, while in the East it is integrated as an essential part of children's development, through a series of techniques that will be beneficial for life.

The application of these interventions could bring many advantages, thanks to the benefits deriving from the practice of yoga, meditation and relaxation techniques for children.

Practicing "mindfulness" (meditation, yoga, etc.) reduces stress and relaxes, but also produces morphological changes in the brain. Performing these practices over a long time has been shown to increase gray matter density in the hippocampus (an area of the brain important for learning and memory).

During childhood, every systematic and planned educational action will increase the cognitive potential of children, thanks to the massive and rapid increase of both neurons and synapses in a deep and lasting way, which will then allow children the easy articulation of new learning. These brain changes result in a great ability to acquire, assimilate, learn and retrieve information quickly and without great effort.

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Yoga and meditation help us to breathe consciously, to maintain a correct posture, to relax, to play down problems and to live fully in the present, without thinking about the past or the future.

Basically, they are techniques with undisputed power in controlling stress and anxiety.

Currently, children start experiencing stressful situations at a very early age, being vulnerable because they do not have effective tools to allow them to cope and adapt to change. Various factors trigger the stress of the child, from the birth of a new family member, to the forgetting of a school assignment or the pressure generated by the expectations of parents and teachers. The school also represents a different space from the home, where the child experiences the loss of his true freedom, conditioning himself to certain rules, which do not make much sense to him, such as the sound of a bell, which indicates the beginning of the lesson.. Similarly, in the school environment, another of the "stressful" factors is related to adaptation. Previous studies on school adaptation show that children, during the first three to six months of entering school, produce an increase in the levels of cortisol in the blood[1].

This can have a negative influence, generating anxiety and tension in children.

The child's view of school, as well as the demands that come from teachers, are one of the main causes of childhood stress.

Furthermore, in delicate situations of affective deprivation, the feeling of abandonment can trigger various emotional disturbances in children, which manifest themselves in:

- mood swings,
- exaggerated reactions to minor problems,
- aggression,
- sleep disorders,

- depression,
- attention deficit,
- behavioral difficulties,
- radical changes in academic performance,
- anxiety and isolation,
- some cases psychosis and suicide.

Providing tools that allow them to become aware of their emotions to manage anxiety will allow them to respond in more appropriate ways to the difficult situations they face.

To properly manage stress, socio-emotional development is of great importance in preschool. In addition to the socio-emotional aspect, the connection of the body and mind is also of great importance during the development of the child. It is the body that allows us to become aware of what a person feels. Children start learning to express their feelings consciously in preschool.

When a child does not recognize his emotions, he cannot manage relationships with himself and with others, because his body and mind are separated from his emotions.

Yoga for children aims to harmonize the body, allows the child to acquire self-awareness, thus improving his emotional quality which, consequently, favors his academic performance. It also contributes to the detection of any emotional problems and to the prevention of conflicting behaviors in the school and family context.

In addition, Yoga techniques improve basic mental skills for education. In this way, stress can be controlled through breathing techniques and postures carried out in the practices, providing the child with self-regulating tools to control their impulses. [2].

For its part, Mindfulness helps to have an objective perception of the situation and emotion experienced by the child in the present and allows us to understand that feelings of anger, sadness, fear, joy, are reactions to some lived situation or to something thought that, as soon as they are perceived in the body, they immediately transform into other thoughts.

This allows you to become aware of yourself and be more connected, promoting a learning community that maintains an emotional balance, adequately managing stress, creating healthy relationships.

These techniques are fundamental for children, to establish personal contact with their peers, in group tasks and games, to build a knowledge of themselves and others, to facilitate conflict resolution, to learn to identify their emotions and those of others. All this will be accompanied by a relaxed atmosphere and a serene environment, in which listening is privileged, and therefore empathy and sociability through various game strategies.

Games

There are different types of games that are presented in Mindfulness practices such as cooperative games with imaginary names, which invite the child to relate directly to nature, an area that Mindfulness values a lot.

Another important point is to leave spaces of spontaneity and take into account the energy level of the children during the activities: in the case of children with excess energy, the activities should be carried out outdoors; conversely, when they are calm and attentive, the teacher will be able to do some work in the classroom.

Sometimes the strategy of dividing children into smaller groups of the same age allows them to feel more comfortable with their surroundings, feeling accepted and included.

Below we present possible exercises to be proposed to the students, which have been adapted to the age, the needs and the characteristics of the students. Students are intended

to feel motivated and comfortable when doing them. For this, a playful, participatory and engaging methodology will be used.

Session 1:	The tree and the firefly relax us
	Mondays are tough days for students who return to class after spending the weekend playing games and not having to get up early. For this reason, activities based on the day of the week have been chosen that allow them to achieve calm, develop concentration and open their minds to be predisposed to learning.
Goals:	• Introduce children to yoga • Encourage concentration and attention. • Learn to breathe mindfully.
Duration:	40-45 minutes.
Materials:	Candles, relaxing music and torch.

Activities:	We explain to children that breathing is something we do involuntarily from birth, but we can control it if we want to. We suggest some exercises you can do to control your breathing. - First the children arrange themselves in a circle around the teacher and take a deep breath, simultaneously raising their hands with the palms facing up, until they reach the height of the head. When we have taken all the air we release it slowly by lowering the hands with the palms facing down, until reaching the tip of the toes. We repeat three times. - Then they will take air through their nose, covering one of the nostrils, and when they release it, they will have to cover the other. - For the last breathing exercise, we light a candle and the children sit around it. Each one is called individually and they approach the candle taking air and releasing it very slowly so that the flame does not go out. Once they are relaxed, we will introduce kids to yoga with some easy poses suitable for their age. We will start with the tree pose. The session will end with the game of fireflies: - The children will be sitting on the carpet with the lights off and the teacher will tell them the story of the firefly that hides in the classroom. The children will get up and will have to walk slowly without making any noise in search of the firefly. The teacher will take a flashlight and focus on a place in the class, the children will follow the light to try to catch the firefly. When they arrive you will quickly change seats.

Evaluation criteria:	- Mindful breath control. - Ability to concentrate. - Correct imitation of positions.

Session 2	We eliminate the accumulated tensions
Justification:	During this session we will make the spine and the whole body more flexible, expelling the bad energies and tensions we have accumulated. Attention and concentration will work to prepare the mind and keep it clear and open for better learning later in the classroom.
Goals:	- Make the body more flexible. - Improve attention span. - Expel the accumulated tension.
Duration:	40-45 minutes.
Materials:	Ghost objects, blankets to cover objects, mats and music that encourage relaxation.

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Activities:	We are going to expel the tension that we have built up in the body. For this we use the lion game: - We circle and squeeze our whole body: hands, face, eyes, legs, etc. When the teacher points it out, we relieve the tension by screaming. - We will close our eyes and breathe calmly, inhaling through the nose and exhaling through the mouth. Let's imagine we are lions and we are walking in the African savannah. There is a lot of sun and we are very tired. We are looking for a place where we can drink water and be safe. Everyone imagines where that place is and what it is like. When we reach it we will breathe easier and even more slowly. The lion falls asleep and we can open our eyes little by little. In this session we will practice the cat pose. To conclude the session we will use the game of ghost objects: we show the children a certain number of objects, which will be suitable for their age and maturity. We present them to them and name them to make them remember them. When everyone has seen them, they cover themselves with a blanket and are asked the following questions: - What was there? It is about remembering the objects they have seen before without discovering them. They can draw a picture of it or make up a story. - What has changed? Objects are moved and they have to find out which ones have changed. You can also add a new one or remove one of the ones that were presented.

Evaluation criteria:	- Ability to concentrate during exercises. - Promotion of bodily expression. - Attention check.

Session 3	We love massages!
Justification:	This session is intended for students to establish trusting bonds with their peers. They will be able to know their own body and that of others. They will also be able to relax the mind and fill the body with energy.
Goals:	- Promote trust in one's peers. - Promote body movement. - Promote social relations within the group.
Duration:	45 minutes.
Materials:	Dolls or soft toys and relaxing music.

Activities:	We will start the session by learning how to do massages. To begin with, we will do it with dolls or soft toys that the children will have brought from home and that we will keep in a trunk in the classroom. Everyone will take their stuffed animal and sit on the carpet. The teacher takes another soft toy and shows them how to do the massage. We start with the head, continue with the neck, go down the back and so on. As the sessions progress, they will massage their partners in pairs or even in a chain. When they finish the massage, we will ask them how they feel. Next, we will perform the dog pose. To end the session we will play whose game is it? - For this we will pay close attention to all classmates. The master will begin by telling the characteristics of a boy or girl for others to guess. They will have to say, for example, that he is a blond boy with curly hair, he has sneakers and red pants. The first who guesses it will have to give the clues to continue discovering information about his companions. They will have to be very attentive to all the details to be the quickest to say it.
Criteria of assessment:	- Knowledge of your own body and that of your companions with the massage exercise. - Relationship with peers. - Attention level during the session.

Session 4	We relax by blowing and breathing
Justification:	With this session we will help strengthen and flex the back, hips and legs, as children spend many hours a day sitting. It will also help us relieve stress and improve digestion.
Goals:	- Carry out proper breathing. - Encourage imagination and creativity. - Mastering different body postures.
Duration:	40 minutes.
Materials:	Straws, cork balls, door shoe boxes, tissue paper, duct tape, sheets, mats or rugs, relaxing music and mantras.

Activities:	We will start the session with a breathing and blowing activity. They will first take three deep breaths to relax and then begin the breath game: - Play soccer with your mouth. With the help of a straw, they will blow a cork ball from the field to the opponent's goal to score a goal. You will need to monitor your breathing to know when to blow hard and slower. - The teacher will place a strip of tissue paper on the forehead of each child that hangs up to the mouth. As indicated, babies should blow hard or softly and see the movement they make with their breath. - With the piece of tissue paper they will form a ball and carry it along a path of adhesive tape that the teacher will have made, making sure that it does not come off. In this session we will perform the triangle pose. To conclude the session we will invent our mantra. A mantra is a word or set of words sung to focus our thoughts and emotions. Since mantras are captivating and they like to chant them for meditation, they will now come up with their own. They will take note of the syllables and words they want to include and then the music will be added to it. They can sing it whenever they need to relax.
Evaluation criteria:	- Posture done correctly. - Relaxed time. - Degree of student participation.

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Session 5	By meditating we control the mind
Justification:	On Fridays, children are really tired from all week, so the relaxation and butterfly pose was chosen for this day's meditation session, which helps relieve anxiety and fatigue. With meditation we gain the awareness necessary to learn better and, therefore, prevent possible learning difficulties.
Goals:	- Encourage the creation of a relaxed atmosphere. - Listen actively. - Maintain balance in positions.
Duration:	35 minutes.
Materials:	Mats, mantras and relaxing music.

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Activities:	To start the session we will do a meditation of 1 or 2 minutes: - We sit cross-legged on the floor with our hands above the knees with the palms facing down. We can also raise our hands by joining the thumb with the index finger. The back will always be straight. - Let's imagine that we have become a big giant rock, we cannot move or speak. We try to leave the mind empty, thoughtless, empty. For this we will focus on the sound of our breath and the sensations of our body. - We inhale and exhale for a minute feeling how our belly swells when we inhale and how it deflates when we release it. We put our hands on the chest, join the palms of the hands and repeat the OM mantra three times. We will carry out the butterfly pose. To conclude the session we will take a short relaxation to calm down and be able to work concentrated for the rest of the day. For this we have to lie on our back on the carpet or mats. The arms will be extended with the palms facing up, the legs a little hip-width apart and the feet relaxed. We close our eyes and imagine that we are standing on top of a large white cotton cloud floating above the sky. There is nothing that can upset us and take us out of our state of tranquility. We hear the birds singing around us, it's nice to hear their sound. Each time we are there we are more relaxed and our body weighs very little, almost nothing, until we become feathers and we are gradually falling from heaven to earth. Once we reach the ground we feel the contact of our body on the ground. We relax the right hand, left hand, head, neck, etc. We will be in a relaxed state for about 5 minutes. After we wake up, moving our fingers and toes and turning our body to one side to slowly rise.

Criteria of assessment:	- Degree of relaxation. - Breathing control. - Correct posture of the whole body.

Session 6	Attention, concentration!
Justification:	With breathing we help reduce stress, and by leaning on a soft toy or doll we will make children feel more comfortable and safe with the attachment figure they have chosen.
Goals:	- Breathe consciously. - Make your spine, arms and back more flexible. - Encourage attention.
Duration:	40 minutes.
Materials:	Plush, relaxing music.

Activities:	We will start by doing the teddy bear meditation. For this we need a large place where we can lie down comfortably and a stuffed animal that they have brought from home previously so that they have a certain attachment to it. We will tell them that he is our baby and that we have to make him fall asleep by rocking him with the movements of our abdomen as he rises and falls as he fills and empties with air. We will carry out the position of the cobra. The session will end with the game of Vedo, I see: - The children will be sitting on the carpet and the teacher will start saying I see, I see; but instead of specifying the object he is seeing, he will make a description of the object, its geometric shape, its texture, its structure, etc. Any child who guesses it will have to start the game again, giving a lot of details and trying to catch the attention of their classmates.
Criteria of assessment:	- Ability to relax. - Correct execution of postures. - Degree of participation in the activities.

Session 7	Our heart is full of emotions
Justification:	With this session we will bring our attention to our heart, we will see that it beats at great speed and we will discover what feelings and emotions we have within us at this moment, here and now.

Goals:	- Feel your heart beating. - Mastery of body postures. - Listen to the feelings and emotions.
Duration:	35 minutes.
Materials:	Clock with stopwatch, sheet with heart design, materials for decorating the heart.
Activities:	Sitting on the mat with your legs bent and your hands on your knees, they time your heartbeat. We will teach children to measure their pulse in the chest and neck, which are the easiest areas. They will have to count the number of times their heart beats with their eyes closed. They may also try to count the heartbeats of others. We will carry out the laying of the crane. The session will end by drawing an image of our heart. We will pay attention to what our hearts and feelings are like in that moment. We will try to draw or paint our hearts with colors. We will provide a template of a hollow heart and the materials to decorate it as they like. They can use colors to express if they feel sadness, anger, fear, etc.
Criteria of assessment:	- Control your body and master the positions. - Externalize your emotions and feelings. - Degree of imagination and creativity.

Session 8	The torch "lights us up"
Justification:	This session aims to develop the habit of silence, accustoming children to be silent on certain occasions or specific times of the day. By remaining silent we can appreciate sounds that we are not aware of when we speak.
Goals:	- Experience the feeling of calm when you turn on the different parts of the body. - Strengthens the legs, back and arms. - Encourage listening and attention.
Duration:	40 minutes.
Materials:	No specific material is needed.

Activities:	We will begin the session with practicing the all-seeing magic lantern. Children sit on the floor with their legs crossed and their hands resting on their knees. We will take three or four deep breaths and relax the tongue. We will ask them to close their eyes and imagine that there is a magic lantern lighting up their brains. It is of a very beautiful light, of the color that everyone wants. Light passes through all parts of our body and turns them on little by little as we breathe and focus on the light. They will be asked to find and shine a light on the part of the body where they have the most tension, because their clothes tighten or their shoes hurt. We will perform the warrior posture. The session will end with the daily sounds game: - We will ask the children to shut up and close their eyes so as not to be distracted. We will pay attention to the sounds that are present around us every day but that we do not hear because we are not silent. We will be silent for about two or three minutes and when time passes we will make a list of the sounds we have heard.
Criteria of assessment:	- Relaxation level of children. - Make the body more flexible. - Calm and calm weather during the session.

Session 9	Silence enriches us
Justification:	Sounds can help us hear our breathing better. The letters vibrate in different parts of the body. For example, U resonates in the belly AND can relieve stomach aches, O strengthens the heart and the ability to love, AND vibrates the neck and shoulders, revitalizes the mind and purifies the lungs.
Goals:	- Learn to breathe with letters. - Make the body more flexible. - Promote a climate of silence.
Duration:	35 minutes.
Materials:	Hourglass.

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Activities:	We will start the session with a letter breathing game. We sit on a chair, inhale deeply and during exhalation the vowel is pronounced with constant intensity, trying to perceive the place of vibration. We will guide the children by showing them where we notice the vibration. We will also include the variant "the bee", exhaling with the mouth closed, while the sound vibrates inside our mouth, imitating the sound of the bee's wings during flight. We will carry out the laying of the bridge. We will conclude the session with the game of silence: - We will sit on the carpet around a large hourglass. The teacher will explain what it is and what it is for. He will turn it around and when the sand begins to fall they will have to shut up and watch the sand go from place to place until it is empty. Times can be extended with more durable watches as sessions progress.
Evaluation criteria:	- Breathing control by imitating sounds. - Ability to be silent. - Correct imitation of postures.

Session 10	The sea reassures us

Justification:	In this session we will work on activities related to water, more specifically the sea, as water is the symbol of purification and destruction of the negative.
Goals:	- Control your breathing consciously. - Encourage concentration and attention. - Imitate postures and movements.
Duration:	40 minutes.
Materials:	Sheets of paper, quiet music.

Activities:	We will begin the session with meditation on the waves of the sea. To begin we will put one hand on the belly and the other on the chest and we will make them both move with our breath. We will give the children a square of paper to make a boat. We will ask them to think of something or someone they love very much and they will have to imagine putting it inside the boat. The pirates stole the ship and sailed out to sea. Suddenly there is a storm and the pirates fall into the sea. We are the waves of the sea and with our breath we are able to guide our little boat to the port. If we do it very slowly, the waves will gradually rise when we inhale and slowly descend when we exhale. So our little boat will go up and down the waves while we direct our breath. If we do it slowly the boat will not fall out of our belly, but if we do it quickly it could fall. Once they are relaxed, we will perform the boat pose. We will end the session with the game of "I am a jellyfish": - There will be groups of 4 or 5 children who will go together imitating the jellyfish. Soft, relaxing music will play and they will move slowly, moving their tentacles and swaying with the movement of the sea waves. They will have to try not to separate from their group and not to clash with others because they can "bite" them.
Evaluation criteria:	- Breathing control. - Team play. - Adequate imitation of postures.

References

[1] Turner-Cobb et al. Quoted in Flores and Ostrosky, 2012

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[2] Ebert, M. (2014). Yoga in the classroom. Green Teacher Magazine # 97. http://greenteacher.com/yoga-in-the-classroom/

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A set of outdoor exploring activities of varying lengths for children and families

Credit: Alexandra Beier / Getty.

Currently, a whole complex of means has been developed to improve the functional capabilities and increase the adaptive reserves of the child's body. COVID-19 unprecedented forced isolation has proved the need of not just regular physical activity but outdoor physical activity – without masks, aside from walls, with ability to breath freely and (re)socialize. This

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is especially important for children and families, given the negative consequences of 'distant education' and rising level of conflicts within the families packed for a long period together.

Outdoor games and play exercises with running

Colored cars

Inventory and equipment: gymnastic bench, flags (steering wheels) red, yellow and green by the number of children, flags (green, yellow, red) for the presenter.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; develop attention, the ability to act on a visual signal; foster a culture of interpersonal relationships in game activities.

Game rules: at the signal of the presenter, the children "leave" the garages and return to the garages; if the checkbox is unchecked, children stop moving.

Game actions: movement by running with an object in hands, movement in steps, search for a place.

Game progress

Children (cars) sit along the wall. Everyone is given a flag (steering wheel) of any color. In the center, the presenter (adult) stands facing the playing children. In the hand there are 3 colored flags, according to the colors of the traffic light. Leading person raises a flag, children with a flag (steering wheel) of this color run around the site in any direction, on the way they hum, imitating a car noise. When the presenter lowers the flag, the children stop and at the signal "Cars are back!" walk to their garage. Then the presenter (adult) raises a flag of a different color, and the game continues. The presenter can raise 2-3 flags at the same time, then cars of the corresponding color leave the garage at the same time.

Find yourself a mate

Inventory and equipment: flags (handkerchiefs) 2-4 colors according to the number of children.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; to form the ability to perform movements by sound signal (verbal command), quickly build up in pairs; develop initiative, ingenuity; foster a culture of interpersonal relationships in play.

Game rules: at the appropriate signal from the presenter, the children run around the site and looking for a pair.

Game actions: running, searching for a pair.

Game progress

The players stand along the wall. The adult gives each one flag (handkerchief). At the signal or verbal command of the presenter, “Run! " children scatter around the playground. On another signal or the verbal command "Find a mate!" children with flags (handkerchiefs) of the same color find a pair. Each pair, using flags, depicts a shape of its choice. An odd number of children participate in the game, one child must be left without a pair. The players say: "Vanya, Vanya, don't yawn, quickly choose a pair!" Then the children go back to running position (stand along the wall). The adult replaces the odd flag with a different colored flag, and the game continues.

We are funny guys

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Credit: fb.ru

Inventory and equipment: not required.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; to improve skills of running in a certain direction with dodging; perform movements on a verbal signal; foster a culture of interpersonal relationships in game activities.

Game rules: you can only cross over to the other side after verbal command; the child touched by the trap moves to the side; those who have crossed over the line to the other side cannot be caught.

Game actions: dashes with a change in direction.

Game progress

Children stand on one side of the playground. Drawn in front of them. There is also a line on the opposite side. On the side of the children, between the two lines, there is a trap (ловишка) - a child assigned by adults. Children in chorus say: “We, funny guys, love run and jump. Well, try to catch up with us: one, two, three - catch! " After the word "catch" the children run across to the other side of the playground, and the trap catches up with the runners. The one whom the trap touched before the one who has crossed the line is considered caught, he sits on the bench. After 2–3 runs, the caught participants are counted and a new trap is selected.

Game variant... The lines are drawn on both sides of the site. Children stand behind the line on one side of the playground. Between the lines of separation objects (cubes, skittles). On both sides of the children, in the middle playgrounds, there are traps - 2 children, chosen by counting. Children in chorus say: “We, funny guys, love to run and jump. Well, try to catch up with us: one, two, three - catch! " After the word "catch" kids run across to the other side of the site, running around objects, and catch up with the fleeing. The one who is touched by the traps is considered caught and sits on the bench. After 2-3 runs, the participants in the game caught are counted and new traps are selected.

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Little owl

Image from a public domain.

Inventory and equipment: not required.

Tasks: contribute to the adaptation of functional systems of the body to physical activity of different nature and volume; improve running skills in different directions with stops; the ability to perform movements on a verbal signal; foster a culture of interpersonal relationships in game activities.

Game rules: start running with the verbal command "Day!" and finish on the command "Night!".

Game actions: imitation of acting characters, jogging with movement delays.

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Game progress

The nest of the owl is indicated on the site - the circle in which it is located. The rest of the players are mice, bugs, butterflies, birds. They are located throughout the site. On the verbal command of the host, The Day! children walk, run around the playground, without touching each other, conveying the character of the animal's image with their movements. Through some swarm of time an adult says: "Night!", and all the children freeze, sitting in place in the position in which the team found them. Owl flies out of the nest and the one who moves, takes away to its nest. On the verbal command "Day!" the owl flies away, and the mice, bugs, butterflies, and birds start frolicking again. The game is repeated with another leader (from among the children who have never been caught).

Game variant... A cube is placed on the site - the owl's nest, on which it sits. The rest of the players - mice, bugs, butterflies, birds - sit on the benches. On the verbal command of the presenter "Forest animals - butterflies, mice, birdies - fly in the sun, play with each other" children jump off benches, walk, run around the playground, without touching each other, conveying the character of the image with their movements. After a while, an adult says: "An owl is flying, an owl is flying, hurry up and save yourself, kids. And on the account "One, two, three!" run to hide faster!" The little owl wakes up. Before flying out of the hollow, she broke through the hoop (or jumping off the cube) and begins to catch the children. Children run in the direction of the benches and climb onto them with their feet. The game is repeated with another leader (from among the children who have never been caught).

Whose column is faster will be built

Inventory and equipment: not required.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; to improve running skills in different directions without

interruption up to 1.5 minutes, column building skills; develop quickness and dexterity; nourish the culture of interpersonal relationships in the game.

Game rules: children carry out a change of actions according to the verbal signals "Run!", "Quickly into the column!"

Game actions: competition, search for a place.

Game progress

Children playing stand in 3-4 columns on different sides of the playground. At the verbal signal of an adult "Run!" everyone scatters around the site. After a while, an adult gives a signal "Quickly to the column!" The winner is the team that completes the task quickly and correctly.

A train

Credit: dou193.ru

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Inventory and equipment: not required.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; to improve skills of running one after another, in alternating running one after another with walking scattered; develop quick response to a sound signal; foster interest in joint outdoor games.

Game rules: children are built one after another at the signal "Whistle"; disengage after the words "Faster, guys, go for a walk."

Game actions: imitation of train movements.

Game progress

Children are being built one after another, an adult stands in front of them and says: "You will be carriages, and I will be a steam locomotive." The locomotive beeps - the train starts moving slowly at first, and then faster and faster.

The movement of the locomotive is accompanied by sounds that are pronounced by the players. From time to time, the locomotive slows down and stops. The adult says, "Here comes the stop!" Then the locomotive beeps again, and the train moves on. An adult says:

Now our train is going, the wheels are knocking.
And the guys are sitting on our train.
We arrived at the forest, stop again.
Faster, guys, go for a walk.

Children disperse and walk around the playground. When the locomotive beeps and the train starts to move, the children (carriages) catch up with the locomotive and "cling" one after the other. The game repeats itself.

Pilots

Inventory and equipment: skittles (cubes) 3-4 colors.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; to improve running skills in different directions one by one and in a column; develop quickness, dexterity, auditory and visual attention; educate to develop a culture of interpersonal relationships in game activities.
Game rules: children carry out the change of actions according to verbal commands: "Pilots, prepare the planes for flight!", "Refuel the planes!", "Fly!", "Landing!"

Game actions: running in different directions.

Game progress

Children are built in 3-4 columns on different sides of the site, in front of each column is placed on one object of a different color (skittle, cube etc.). Ahead of the column is the commander. On a verbal command, an adult says "Pilots, get the planes ready for flight!" children scatter in different directions. "Refueling planes!" - children bend over and rotate the arms in front of the chest. On the verbal command "Fly!" - stretch their straight arms to the sides, spread their wings and run in various directions. On the verbal command "Landing!" everybody on the run are recruited to the links behind their commander, and he leads them to the landing to place at the airfield (to an object of a certain color).

Trap

Inventory and equipment: ribbons by the number of children.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; improve the skills of running in different directions with

catching and by turning; develop dexterity, speed; foster a culture of interpersonal relationships in play.

Game rules: the child touched by the trap leaves the site.

Game actions: short dodging dashes.

Game progress

With the help of a rhyme, the leader is selected - a trap. He comes to the middle of the site. At the command of an adult, «One, two, three – catch»! all scatter around the site, dodge the trap, which is trying to catch up with one of the children and touch (stain) with his hand. The one whom the trap touched with his hand moves to the side. When 3-4 children are caught, a new trap is selected. The game repeats itself.

Option game... The leader is selected with the help of a rhyme. He stands in the middle of the site. For children, they fasten on the back of the belt ribbons (tucked in at one end for an elastic band). By command of the adult "One, two, three - catch!" everyone scatters around the site, dodging are carried from a trap who is trying to catch up with the children and rip off the ribbon. A player without a ribbon leaves the game - sits on the bench. After 1–1.5 minutes, the game stops, the number of ribbons torn off is counted. A new trap is selected. The game repeats itself.

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Come on with your eyes closed

Credit: ponymashka.ru

Inventory and equipment: skittles.

Tasks: contribute to the adaptation of functional systems of the body to physical activity of different nature and volume; improve the skills of running, walking in a straight line with closed eyes; develop coordination of movements, dexterity; foster a culture of interpersonal relationships in game activities.

Game rules: the participant begins to move along the corridor from the skittles at the command of an adult; after completing the task, the child curls to the end of the column.

Game actions: walking with closed eyes, running.

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Game progress

Along the site on two sides 8-10 skittles (cubes) are twisted: on one side parallel to each other at a distance of 30 cm from one another, on the other side in one row at a distance of 30 cm. Children form a column one at a time and at the signal of an adult they walk between the pins with closed eyes. On the second side of the playground, children run between the pins in a “snake turn”, returning to their starting position. The game task is repeated 2-3 times, the most dexterous guys are marked.

The bear in the forest

Credit: kemdetsad114.ucoz.ru

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Inventory and equipment: not required.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; committed to practice the skills of running in a certain direction, with dodging, collective movement skill; develop endurance, speed; foster a culture of interpersonal relationships in the game activities.

Game rules: the bear can catch, and the players run away from bear only after the word "Growls!"; the bear cannot catch children behind the line of the house; a child who has been touched is considered caught; the bear takes this child to its den.

Game actions: short runs with dodging, imitation the bear.

Game progress

A line is drawn on one side of the site - this is the edge of the forest. Behind the line, at a distance of 2-3 steps, a place for a bear is outlined - a den. On the opposite side is the children's home. The adult appoints a bear that goes to the den, the rest of the children go to their house. An adult says: "Go for a walk!" Children go to the edge of the forest, picking berries, mushrooms, imitating movements, and in chorus say: “In the bears’ forest I pick up mushrooms and berries. And the bear sits and growls at us." The bear is sitting in its place. When the players pronounce: "Growls!", the bear gets up, the children run home. The bear catches children with the paw (hand). The bear takes the caught child to itself. When 2–3 children are caught, a new bear is chosen.

Birds and a cat

Inventory and equipment: not required.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; practice jumping on two legs across the line; develop

decisiveness, company, dexterity; foster a culture of interpersonal relationships in play activities.

Game rules: the cat catches birds with a touch of the hand only in a circle.

Game actions: overcoming obstacles by jumping, imitation of acting characters.

Game progress

A circle is drawn on the ground or a cord is laid out with tied ends. One child (cat) is in the center of the circle. The rest (birds) - behind the circle. Birds jump from circle to circle; the cat unexpectedly sneaks up and tries to catch (stain) those who did not have time to jump beyond it. It takes the caught birds to the middle of the circle. When the cat catches 2-3 birds, the game stops, another leader is chosen, and the caught children re-enter the game.

Outdoor games with jumping

Hares

Credit: sorokino-ds1.ru

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Inventory and equipment: not required.

Tasks: to form the skills of jumping on two legs with advance forward; develop fast running; cultivate courage.

Game rules: children can move by jumping; it is allowed to run away only after the verbal command “The dog is running!”.

Game actions: jumps, short dashes, finding a place, imitation of animal behavior.

Game progress

The presenter plays the role of a dog that guards the garden. The rest of the players are hares. They run around the garden, jump over the garden beds. On the verbal command "The dog is running!" hares run away into their burrows - circles drawn on the ground. The dog catches hares that do not have time to reach the mink. The game is repeated with a new leader.

Crows

Inventory and equipment: not required.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; to improve to practice jumping skills on two legs; develop the ability to perform actions, coordinating them with the spoken text; develop dexterity, leg strength; foster interest in joint outdoor games.

Game rules: jump in accordance with the rhythm of the poem.

Game actions: jumping movement; imitation of the behavior of a crow.

Game progress

All children are crows. The adult says:

Here under the tree running

Crows gallop in the snow.

Kar-kar-kar! Kar-kar-kar! (*Children are jumping.)*

We got into a fight because of the crust,

They screamed at the top of their lungs.

Kar-kar-kar! Kar-kar-kar!

Only night comes

All the crows fall asleep.

Kar-kar-kar! Kar-kar-kar! (*Children squat down.)*

The game repeats itself.

Not afraid!

Inventory and equipment: not required.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; to form the skills of jumping back and forth on two legs; develop the speed of reaction; foster interest in joint outdoor games.

Game rules: the trap can only touch the child whose arms are spread apart; the child who has been touched by the trap remains standing or leaves the playing field. **Game actions:** movement by jumping.

Game progress

One child (trap) stands in the center of the circle formed by the children. Children jump on two legs, saying: “I'm not afraid! I'm not afraid! "At the same time, they either spread their arms to the sides, then lay them behind their backs. Trap tries to touch (stain) someone at the moment when his arms are spread out to the sides. After 3-5 children have been touched, the trap is changed. The game continues.

Run and jump

Inventory and equipment: 3 nets with small diameter balls, 3 racks.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; to improve skills of fast running, jumping in place with reaching for an object suspended at a distance above the child's raised arms; develop responsiveness, dexterity; foster a culture of interpersonal relationships in motor activity...

Game rules: the baton should be passed to the side of the playing child; it is prohibited to go beyond the start line.

Game actions: running, jumping with an object, suspended leg higher than the child's raised arms.

Game progress

The players are divided into 2-3 teams, stand in column son one side of the site. On the other side of the playground there are high stands (2–3 trees are selected, located at the same distance from the playing children), on which, at the same height, an object is hung (for example, a ball in a net). On a whistle or another signal of the adult, the children who are the first in the teams run up to their counter (tree), jumping up, touch the suspended object that and come back. The following players stand ready, holding out left hand forward, palm up. First players with a touch of hand pass the baton to the second players in the column. The team wins which will complete the task earlier and without error.

Shepherds and flock

Inventory and equipment: 3 gymnastic benches (slats on racks), blindfolds.

Tasks: expand the range of adaptive capabilities of the support-locomotor system, cardiovascular and respiratory system in the process of increasing the intensity and variety of physical activity; improve the skills of jumping over an object on two legs, exercise in counting steps within 10; develop leg strength; foster a culture of interpersonal relations in the movement activities.

Game rules: the leader with closed eyes looks for players and guesses their names.

Game actions: jumping on two legs over an object, imitating the actions of a shepherd and sheep.

Game progress

On one side of the hall (platform), the sheepfold is limited by slats or gymnastic benches. The shepherd is chosen, the rest are sheep. The shepherd is blindfolded, he stands close to the sheepfold and says: "Sheep, sheep, here I come." Sheep alternately walk over the fence, approach him and ask: "Shepherd, shepherd, how many steps will you give me?" The shepherd calls any number up to 10. The sheep counts the indicated number of steps and stops. When all the sheep have dispersed, the shepherd asks, "Where is my flock?" Children answer: "Nyah, nyah, nyah..." and become silent. The shepherd starts looking for the sheep: he goes to their voices, and the sheep stand still. Touching one, he asks: "Sheep, sheep, who are you?" It answers: "Nyah, nyah, nyah...". Shepherd guesses who it is. If he is wrong, the sheep will bleat. The child, whom the shepherd does not recognize, is taken to the sheepfold. If he recognized the caught child, then he changes roles with him, if he was mistaken three times, a new shepherd is chosen. The game continues.

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Crossing

Inventory and equipment: cord.

Tasks: contribute to the adaptation of functional systems of the body to physical activity of different nature and volume; practice jumping over the cord with a running start; fix in the name of natural materials in the children's dictionary; develop the knowledgeable interest, dexterity; foster a culture of interpersonal relationships in motor activity.

Game rules: take a running jump over the cord, suspended at a certain height, and do not touch it.

Game actions: running, running jumps over a rope stretched at a height of 10–20 cm.

Game progress

The adult ties one end of the cord to a stand (tree), holds the other in his hand, names some natural material (for example, sand). Children one by one jump over the cord with a running start. With each named object (sand, clay, stone, etc.), the height of the cord increases. Children win, less than others touching the cord.

Outdoor games with throwing, catching, throwing

Balls and posts

Inventory and equipment: 3-4 wooden balls, 20 columns.

Tasks: contribute to the adaptation of functional systems of the body to physical activity of different nature and volume; improve the skills of rolling balls in a given direction; develop an accurate eye; foster a culture of interpersonal relationships in motor activity.

Game rules: roll the ball over obstacles; simultaneous but the game involves 3-4 people.

Game actions: skating to the target.

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Game progress

Columns are placed on one line at a distance of 20-30 cm from each other. 3-4 children come out in turn, stand at the designated line about 1.5-2 m from the objects. At the signal, the children roll the balls, completing the following tasks: roll the ball through the gate (the gap between the columns), hit the column with the ball; good as far as possible through the tunnel (lined up in two rows of columns covered with a plate).

Throw away - catch up

Inventory and equipment: balls by the number of children.

Tasks: contribute to the adaptation of functional systems of the body to physical activity of different nature and volume; improve the skills of throwing the ball with two hands from below; develop dexterity and strength of hands; foster a culture of interpersonal relationships in motor activity.

Game rules: throw the ball with both hands from below at the signal of an adult, catch up with the thrown ball and return to the starting position.

Game actions: throwing into the distance.

Game progress

5-6 children stand on the starting line at a distance from each other. Each has a ball in his hands. Children, at the signal of an adult, throw balls forward with two hands from below, catch up with the thrown balls, take them in their hands and stand near the second line (at a distance of 5-6 steps from the original). Throw the ball again, catch up, return to the starting position.

Catch - throw

Inventory and equipment: ball.

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Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; develop the skills of throwing and catching a medium-sized ball at a short distance, develop dexterity, coordination of movements; educate a culture of interpersonal relations in motor activity.

Game rules: correctly throw the ball into the hands of a partner and catch; throw and catch the ball on command.

Game actions: catching and throwing the ball.

Game progress

Children stand in a circle with a diameter of about 6 steps. Adult is standing in the center. He throws a rubber ball into each child's arms. At this moment children say: “Catch and throw! Catch and throw! " With verbal command "Catch!" the adult throws the ball, and the child catches it, at the word "Throw!" the child throws the ball to the adult who catches it.

Slippery target

Inventory and equipment: sandbags by the number of children.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; to improve the skills of throwing the bag with the right and left hand, from below; develop an accurate eye, the power of the throw; foster a culture of interpersonal relations in motor activity.

Game rules: throw the bags in turn at the target.

Game actions: throwing at the target.

Game progress

A low table is installed on the site or a stump with a flat (preferably smooth) surface. Playing children stand around at a distance of 2–2.5 m. They hold sandbags in their hands. Children take turns throwing the bags on the table so that they do not fall, but remain on it. A child who completes the task correctly receives a point.

Toss up - catch

Inventory and equipment: balls by the number of children.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; develop the skills of throwing the ball up and catching it (3-4 times in a row); develop dexterity, coordination of movements; to enhance the culture of interpersonal relations in motor activity.

Game rules: toss the ball vertically upward and catch.

Game actions: tossing the ball.

Game progress

Children are free to sit around the entire playground, each holding one large-diameter ball. The players throw the ball up and catch it with both hands, each at its own pace.

Hit the target

Inventory and equipment: 2-3 racks, rings according to the number of players.

Tasks: contribute to the adaptation of functional systems of the body to physical activity of different nature and volume; improve the skills of throwing a ring on a rack; develop accuracy, dexterity, coordination of movements, to foster a culture of interpersonal relations in motor activity.

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Game rules: throw the ring with the leading hand away from you on the target, do not step over the line of throw.

Game actions: throwing a ring on a rack, competition.

Game progress

The group of children is divided into 2-3 teams. Children form in columns at the line of throw. At a distance of 1.5 m from the line of throw, stands are installed opposite the teams. Team members perform a ring throw on a rack and stand at the end of their column. For each ring that hits the rack, the team is awarded a point. The team with the most points wins.

Ball over the net

Inventory and equipment: balls (for ½ group of children), net.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; improve the skills of throwing the ball to each other in different ways (from above, below, from behind the head), the skills of catching the ball after bouncing off the ground; to develop dexterity, coordination of movements, to bring up a culture of interpersonal relations in motor activity.

Game rules: throw the ball over the net after the signal...

Game actions: throwing into the distance.

Game progress

The players stand on both sides of the net (cord, rope) in ranks at a distance of 1.5–2 m from it. In the hands of one group of children balls of large diameter. At the signal from the adult, the children throw the ball over the net, and the players of the second team catch it after bouncing off the ground.

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Outdoor games with climbing, crawling

Mice in the pantry

Inventory and equipment: 10 arcs (a ladder placed on the edge, or a stretched rope), a chair.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; to improve crawling skills under a tight rope without touching it, running skills; develop dexterity, speed; cultivate friendly relationships in play activities.

Game rules: mice run out of the house and return by verbal commands; the captured mouse is eliminated from the game until a new cat is selected.

Game actions: running with crawling, mimicking the actions of a mouse and a cat.

Game progress

A child is chosen - a cat. Children (mice) are out of line on one side of the site. This is their home. In the middle of the site there is put several arcs (a ladder placed on an edge, or stretched rope), behind them is the pantry. To the side (near the pantry) is placed a high chair - a house for a cat. At the signal "The cat is sleeping!" the mice run into the pantry, crawling under the arches. They look for crumbs there, run, sit down are. At the signal "The cat is awake!" run away from the pantry. Cat wakes up and tries to catch up with the mice. The captured mouse is eliminated from the game. The game is repeated several times. Then, for the role of a cat, choose there is another child.

Crawl into the tunnel

Inventory and equipment:5-6 arches (10-12 chairs connected slats in pairs).

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; to improve crawling skills without touching objects; develop leg strength; nourish the culture of interpersonal relationships in play.

Game rules: start movement on signal; observe interval of movement.

Game actions: crawling movement.

Game progress

Using 10-12 highchairs connected by slats in pairs, or 5-6 arcs, standing at a distance of 1 m from each other, form a tunnel. At the signal, the children crawl on all fours one after another through the tunnel, then get up and jump up, trying to touch a ring suspended above the raised arms...

Bird flight

Inventory and equipment: gymnastic ladder.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume; improve the skills of climbing the gymnastic ladder up and down with variable (alternating) step, running skills in different directions; develop dexterity, coordination of movements; bring up culture of interpersonal relations in motor activity. **Game rules:** climb in and out of the gymnastic ladder only at a signal.

Game actions: climbing; imitation of birds.

Game progress

Children running around the site are birds. At the signal of an adult "Wind! Storm!" children run up to the gymnastic stairs and quickly climb up - they hide in a tree. Then the adult says: “The sun came out!". Children climb down from the gymnastic ladder and run around the site again. The game is repeated 4–5 times.

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Birds and a cat

Inventory and equipment: gymnastic bench, cubes, beam.

Tasks: contribute to the adaptation of the functional systems of the body to physical activity of different nature and volume, to improve to develop the skills of dismounting and climbing on elevations; develop coordination of movements; foster a culture of interpersonal relations in motor-play activity.

Game rules: children get off the gymnastic ladder and move around the site using verbal signals; children run only within the playground; the leader cannot catch the one who is on the dais; the leader takes the caught player to his house.

Game actions: climbing; imitation of birds, a cat.

Game progress

One child is selected for the role of a cat, 3-4 children for the role of birds, the rest of the children are chicks.

Birds and chicks are on trees - benches, stumps, logs. The cat stands at a distance of 20-30 steps from the birds, in a circle drawn on the ground. Birds descend from the trees (gymnastic ladder), "fly" around the site and after a while they call the chicks. Chicks also descend from trees, squat down and peck food, fly around the site. At the signal "Cat!" birds fly off to the trees - they climb the dais. The cat is trying to catch birds. The cat takes the caught bird to its house. The game resumes. After 2-3 birds are caught, choose new cat and birds.

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Practical Section

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Providing concrete guidance and orientation to users in individualized sport dimensions

Model-Based Physical Education Teaching

Students who take physical education and sports lessons are expected to have certain characteristics at the end of the lesson. There is no miraculous teaching method that can be used to help students gain these features. Therefore, teachers who will give physical education and sports lessons should include teaching methods such as strategies, styles and models that can make teaching more effective. Senemoğlu (2005, p. 94) states that each of the learning theories clarifies a different learning situation and that a single learning theory cannot be sufficient to solve all the problems in the teaching process. Mirzeoğlu (2017, p. 18) states that in cases where the teaching theories developed for the problems that arise in the education process are insufficient to solve these problems, teaching models, which is another theory development step, can be included in the process.

The word "model" has many different meanings. “Model citizen” meaning exemplary citizen or “model student” meaning exemplary student are some of the examples that can be given to the usage areas of the word “model”. In parallel with these, a teacher who is needed in the teaching process and who exhibits effective pedagogical and professional behaviors can be referred to as a "model teacher". In addition to these, a reduced copy of a large object such as a model car or model airplane is also represented by the same word. Minimized copies of objects provide the observer with information about how that object looks from different perspectives and its details, even if they cannot see the original form. Teaching models have a similar purpose for educators.

Teaching models make positive contributions to the effective continuation of the teaching process by providing detailed information for teachers to understand the components and

features of the model before the application they will make with the students (Metzler, 2005, p. 23). While teaching models reveal a philosophical view of the teaching process and the level of practices employed in the teaching process, they are used to determine and implement the items (style, strategy) that are planned to be included in the process (Taşpınar & Aıcı, 2002). Gurvitch and Metzler (2010) define teaching models as a comprehensive plan that is easy to understand and can make the teaching process effective. Mirzeoğlu (2017, p. 18) states that teaching models have a very important role in determining the path that the teacher should follow in order to reach the learning outcomes and the steps to be followed in assessment and evaluation.

Benefits of model-based physical education teaching

Choosing the right model for the right purpose and including this model in the teaching process positively affects the effectiveness of the physical education teacher in the education process. Metzler (2005, p. 24) lists the benefits of model-based teaching as follows:

1. The teaching model creates the possibility of a coherent approach to teaching and learning by providing a general plan: All teaching models provide a specific pattern for the behavior of teachers and students, thereby promoting learning outcomes.

Each model is a “master plan” for the teacher to make and implement decisions throughout the teaching process. The teacher's determination of the teaching model or models to be used throughout the process after determining the achievements related to a unit, also taking into account the context, provides positive contributions to the achievement of the gains. Considering the different learning styles of the students, the models selected in accordance with the environment in which the education will be conducted help the teacher to take firm steps in achieving the educational goals.

Instructional models offer a unique and consistent approach to achieving goals.

2. The teaching model helps to explain the elements that should be prioritized in the learning field and the interaction of learning areas: Current physical education programs are prepared to include one or more learning areas in the process to ensure student success. The learning area can be defined as the category formed as a result of the combination of similar acquisitions. Educators examine learning areas under three main headings.

The cognitive domain encompasses concepts, facts, and decision-making. Generally, verbal answers, written answers in exams and problem solving exercises are evaluated under this learning area. The psychomotor domain includes fine and gross motor skills. Movements that require some skill and solving general movement problems are evaluated under the psychomotor domain. The affective domain includes the individual's emotions, attitude, social interaction, and self-perception. The affective domain for physical education includes what one learns from oneself, from others, and from various forms of physical activity. Information on the affective domain can be obtained through methods such as answering attitude scales, individual interviews, verbal comments, and monitoring the behavior of the person during interaction with other individuals during physical activity. Teachers usually try to make the process more effective by making applications in one or more of these learning areas. However, most of the time, when a specific moment in the lesson is evaluated, it is seen that one of these learning areas is dominant. For example, a teacher said, “I want to improve my students' tennis skills.” It can be predicted that the psychomotor domain will be more dominant if the student organizes his/her lesson with such a purpose. The teacher said, “I am not worried about improving my students' tennis skills. I want my students to enjoy discovering new activities.” It can be said that the learning area that will be dominant in this learning process is the affective area. Finally, the teacher said, “I want my students to learn the history of football and the rules of football.” If the teacher is designing the educational process with an idea like this, it can be seen that the teacher gives priority to the cognitive

field in this learning process. Even if these learning areas are distributed in a balanced way or one of the learning areas comes to the fore, the teacher needs to organize the teaching process as effectively as possible. Different teaching models are designed for different learning areas. If the teacher has extensive knowledge about teaching models, it means that he or she has the knowledge of which learning area can be associated with which model. From this point of view, it can be said that the teacher, who has knowledge about learning areas and teaching models, can choose the teaching model that will make the teaching process most effective.

3. The instructional model presents the instructional theme: Each instructional model is based on an "idea". The model is the unique functioning of teachers and students. For example, the Peer Teaching Model is based on the idea that students learn as a team. The theme in this teaching model is that students teach each other. This theme qualifies as a master plan for how the teaching process will progress and ensures that students are informed about the progress of the process. Teaching and learning processes will become more fluid if teachers and students know that each model includes a different planning, decision-making, responsibility, learning activity. When all these are evaluated together, the teacher who applies the model reminding both himself and the students that the process will proceed in a different and interesting way than normal will make positive contributions to the achievement of the achievements.

4. The teaching model helps both teacher and students understand current and upcoming activities: The master plan of each model will help teacher and students understand the purpose and sequence of activities included in the unit. While the teaching model prepares the infrastructure for the teacher to plan in advance, it also includes the knowledge of how the students will be at the end of the teaching model application. The interest and cooperation levels of the students who have the

knowledge of what level they will be at the end of the teaching model will increase and the teaching process will become more effective.

5. The teaching model offers a unified theoretical framework: All teaching models have been designed under a theoretical framework, covering elements such as the learning process towards achieving the objectives, the needs for student development, and the best management of the teaching environment. The starting point of this theoretical framework is learning assumptions. The teacher's awareness of these assumptions and the theoretical framework on which the model is built will make the learning process more efficient.

6. Teaching models are supported by scientific research: Teaching models are supported by scientific research at different levels regarding their effectiveness. A teaching model developed within a theoretical framework is examined through scientific research for its functionality in different teaching situations. Before choosing the teaching model that the teacher plans to use in the classroom, it is necessary to examine the scientific researches on this model in order to better understand in which situations it can be used and more importantly in which situations it should not be used. This preliminary examination of the model is very important in terms of knowing the limitations of the model and getting the highest efficiency during model application.

Individualized Teaching Model

Providing individual instruction for each student is one of the most frequently discussed topics in education. At the same time, it can be said that this is one of the least attained goals of education. Having a large number of students in the classrooms, insufficient time, lack of sports facilities or equipment, or insufficient are all obstacles for the teacher who plans to do individual teaching. When evaluated from another point of view, it is seen that almost all

teaching strategies and models are not designed directly for individual teaching. When all these are evaluated together, it is seen that there is only one model that fully supports individual teaching, although it is known that some teaching models are more successful. This model is called the Individualized Instruction Model (IBM) (Metzler, 2005, p. 217).

The foundations of ITM were laid by Keller and his students at the University of Sao Paulo, Brazil in the 1960s, and it was revised a few years later at Arizona State University (Keller and Sherman, 1974). Keller, who taught Introduction to Psychology to a group of 300 people during his university education, realized that traditional teaching approaches were insufficient to meet student needs. Coming from a tradition of applied behavior analysis research, Keller decided to develop a model that would provide this large group with an individual learning program for all students. Education world Keller (1968)'s "Goodbye, Teacher!" He recognized ITM with his article titled. After this article, Keller and Sherman (1974) stated that they ignored the context and student motivation. The biggest problem in the draft model was seen as the lack of a certain time limit in model implementation. The first model ignores constraints such as class period or academic term and creates an unlimited time slot for students. In the revised version of the model, ITM offers students an individual education opportunity. However, it can be said that some students will run out of time because the time constraint is also included in the revised model process. For the studies conducted in the following years on the effectiveness of ITM, the researchers also discussed the time element in the revised version of the model application. Lowry and Thornburg (1988) reviewed more than 1500 sources in the article in which they compiled the researches made between 1968 and 1988 and stated that ITM is an effective teaching model.

Siedentop (1973) is the first researcher to state that ITM can be used as an effective teaching model in physical education. However, Siedentop stated that the individualized teaching model in physical education should be used for the cognitive domain of college-level students. It is seen that the first and full application of the individualized education model in

physical education is in the book series "Perzonalized Sport Instruction Series" published by Metzler (2000). This series of books; It is a guide on how ITM should be applied in sports branches such as badminton, golf, tennis, football, and volleyball. Although these guidebooks are designed for college-level educational processes, they can be applied to different age groups with a few minor modifications. ITM, which has become popular with this book series, is covered in detail in Metzler's (2005) book "Instructional Models for Physical Education".

Since the emergence of BOM, researchers have produced studies on different dimensions of the model. Annarino (1976) states that the individualized teaching model or similar practices are at least as effective as other teaching approaches used in physical education lessons. Metzler (1984), on the other hand, examined the time management of students taking tennis lessons in direct instruction model applications with BOM. He reported that skill learning and academic learning times, responsibility rates, and achievement in learning tasks were higher in students who practiced CBM. Metzler (1986), in his follow-up study, states that CCM gives more positive results compared to traditional teaching methods. Cregger and Metzler (1992), in their study in which they examined the positive effects of SCM, reported that the SCM application for university students contributed positively to learning.

An overview of the individualized teaching model

ITM is an instructional model developed by Keller (1968), in which each student progresses at their own learning pace and follows predetermined learning tasks.

Keller stated the 5 main features of ITM as follows:

1. Progress at your own pace.
2. The requirement for excellence in each module.
3. Use of lectures and demonstrations as a motivational tool.

4. Ensuring teacher and student communication through written texts.

5. Use of assistant trainers (Pritchard, Penix, Colquitt, & McCollum, 2012).

There are some tasks that students should follow during the implementation process of ITM. These learning tasks are created by considering each skill that is planned to be taught within the unit and the learning areas that these skills are associated with. Teaching units prepared for each skill are called "modules". Teachers should not transfer the information about the modules directly to the students in the application of ITM. What the teacher needs to do is to guide students to learn this skill by preparing text, photo or video recordings for the modules. In this practice process, in which students try to learn the skills on their own, the time that the teacher will allocate to instructional processes will increase. After completing a learning module, the student will move on to the next learning task in the list of learning tasks, namely the next module. While doing this, he will not need the guidance or permission of the teacher (Metzler, 2005, p. 218).

lTM consists of a consolidated plan for the unit that is planned to be taught. Students progress through the process at their own pace, completing learning tasks sequentially. The teacher, on the other hand, observes the students, predicts which teaching materials will be used in the next lesson and ensures that the necessary tools are ready when the student needs them. Classroom rules, learning tasks, and how to evaluate should be included in the textbook that students will use throughout the course. The students' task is to follow the place learning tasks in the book in a pre-ordered fashion. The teacher contributes to the teaching process by getting involved in places that are not explained in detail in the book or that the student cannot understand (Metzler, 2005, p. 219).

Encouraging students to become independent learners is the main purpose of ITM. At the same time, ITM ensures that the time allocated to student-teacher interaction is increased if students need it during the teaching process (Metzler, 2005, p. 219).

Teaching and learning assumptions of the individualized instruction model

The principles of ITM regarding teaching and learning have been examined under different headings.

Assumptions about teaching

1. Many learning functions such as task presentation and task structure are shared with students in written, visual or audio format. The aforementioned learning functions are not transferred directly to the students by the teacher.
2. The primary task of the teacher is not to try to provide classroom management. The teacher must constantly interact with the students and motivate them. Classroom management instructions can be conveyed to students in writing or visually. In addition, in sensitive situations, the teacher can give short directions to the students.
3. Where students remain independent of the teacher, more effective learning and a learning environment with a high level of student participation are observed.
4. The teacher makes the planning of the model application according to the data obtained from the students.

Assumptions about learning

1. Learning takes place even when there is little dependence on the teacher.
2. Students learn the course content at different rates from each other.
3. Students have different abilities regarding the content that is planned to be taught.
4. All students can achieve their instructional goals if given enough experimentation or time.

5. If students are independent of the teacher in the learning process, they will be highly motivated and have a greater sense of responsibility (Metzler, 2005, p. 220).

The relationship of the individualized teaching model with learning areas

BOM is a teaching model based on student achievement and specialization. Specialization-based instruction means that the student cannot move on to the next learning task without meeting the requirements for a learning task. Achievement-based instruction, on the other hand, focuses on student achievements in psychomotor and cognitive domains. For the physical education field, it can be said that the psychomotor field is dominant among the learning fields. The priorities of learning areas for BOM are listed as follows:

1. Primary Priority: Psychomotor Area
2. Secondary Priority: Cognitive Domain
3. Tertiary Priority: Affective Domain (Metzler, 2005, p. 221)

Interaction of learning spaces

Psychomotor, cognitive and affective domains are in constant interaction during the implementation process of SCM. The student uses their cognitive skills to understand pre-designed texts or images for learning tasks and learning structures. At the same time, students use their cognitive skills to develop some learning strategies for learning tasks.

In order for the student to gain skills in the psychomotor domain, cognitive learning must first take place. Although some learning tasks are specifically designed for the cognitive domain (quizzes, quizzes on game rules), performance criteria generally cover the psychomotor domain. Although there is no direct learning about the affective domain in BCM, the interaction of this domain with other learning domains is undeniable. Students'

sense of accomplishment when they complete a learning task and their transition to another learning task are directly related to the affective domain.

BOM enables students to feel a high level of freedom and increase their self-confidence (Metzler, 2005, p. 221).

Student development needs regarding the individualized teaching model

- Students' readiness for learning
- Student sensitivity towards the model

Learning and teaching characteristics of the individualized teaching model

- Content selection
- Administrative control
- Mission presentation
- Loyalty patterns
- Instructional interaction
- Learning speed
- Quest progress

Mission Presentation

One of the most important contributions of ITM to the teaching process is that they are largely independent of the teacher in terms of classroom management and in terms of progress in practice. The main idea here is to minimize the time that the teacher spends on activities that have become routine in the classroom and cause a decrease in teaching time,

and to increase the time allocated to teaching, hence student-teacher interaction. In traditional teaching approaches, learning tasks are transferred directly to the students by the teacher. In ITM applications, the tasks are conveyed in writing or visually. The three main elements of task presentation are:

1. To give a “picture” of correctly performing a task or skill.
2. To convey learning tips for the main elements of the skill.
3. Sharing the mistakes that are frequently encountered in the process of learning the skill with the student (Metzler, 2005, p. 226).

Written Text

The information given in written text about the task may not be sufficient for most students. Considering that students may have difficulties in transferring a psychomotor skill from a read text to action, it can be said that supporting the written text with visuals related to the content will be beneficial for the implementation process (Metzler, 2005, p. 226).

Photos

Photos of the model showing how to do a skill can be helpful for most students. These photographs, supported by text and figures, can contain very detailed information about the skill (Metzler, 2005, p. 226).

Illustrations

They look like photographs if they are used as a single frame. However, illustrations prepared on how body parts should be moved in the process of performing a skill make positive contributions to the practice process. The texts and figures to be placed on the illustrations will help to increase the effectiveness of these illustrations (Metzler, 2005, p. 227).

Videos

Videos are one of the best ways to convey task presentations to students. Videos contain both visual and audio media. It can be used as a video recording of a skill that is planned to be taught at a date before the application and showing it to the students during the application. It can be said that it is not very important that these videos are prepared in a professional way as long as they convey the necessary information to the students. Home-made videos containing detailed information about the skill will also contribute positively to the application process (Metzler, 2005, p. 227).

Task Structure

ITM uses a list of skills in order from easy to difficult for the unit that is planned to be taught. For example, an ITM application prepared for the tennis branch may consist of topics such as forehand stroke, backhand stroke, service, service reception, rules, score and strategy. Each learning task should contain information about that task, common mistakes, performance criteria to complete the task, and a detailed knowledge of the nature of the task. The section providing information about the task structure should include:

1. Equipment to be used in exercises to be done for the task
2. The space required to perform the exercise and where the exercise should be done
3. A task-oriented arrangement (where the targets should be placed, where to shoot, what kind of help should be obtained from the spouses)
4. Performance criterion for hit, consistency, time etc.
5. A directive for the performance of the task, including the precautions to be taken for safety

6. Procedures for task completion (self-assessment, peer-assessment, teacher evaluation)

7. Common mistakes in the process of performing the task and how they can be prevented (Metzler, 2005, p. 228).

Metzler (2005, pp. 228-231) states that there are 6 different types of tasks in total for ITM application. In the following section, these task types are examined in detail.

Preparatory exercises

In the preparatory exercises, the student is given a short time to study the movement patterns for the skill by making the presentation of the task with the tools and materials that have been determined before. During this time, the student is expected to become familiar with the field of study and materials related to the learning task.

Grip Tasks

Comprehension tasks give a brief demonstration to the teacher to demonstrate that students understand the main elements of task presentation after they have made preliminary preparations for the learning task. The teacher, on the other hand, observes the student's behavior with the help of a checklist of the main elements. The student who demonstrates the basic elements of the learning task in the comprehension tasks in teaching and passes the teacher's evaluation can start to work freely on this skill (Metzler, 2005, p. 229).

Criteria Tasks

Most tasks in the ITM practice involve a set of benchmark tasks for mastery in the learning task, which includes a set of standards set by the teacher. Students apply these criteria tasks until they master the learning task (Metzler, 2005, p. 230).

Combat Missions

Since most of the benchmark tasks are performed in isolation, independently of other students, challenge tasks come into play when the application complexity is desired to be taken to the next level. Students who complete two or more criteria tasks will try to demonstrate the skills they have learned in an educational game-like environment, which will complicate the practice.

For the basketball branch, two-on-two matches to be held in a single hoop can be shown as an example of combat duties (Metzler, 2005, p. 230).

Exams

In some content areas, it may be necessary to teach some rules or strategies related to the branch or skill taught. Generally, in ITM applications, the transfer of similar content to students is done in writing or via video.

After the students study for a while on the teaching material given to them, they take an exam related to it (Metzler, 2005, p. 230).

Game or Match

Students who complete all content areas (all modules) related to a unit start playing games or matches related to the unit. Students who complete the modules faster than the class in general gain the chance to play more games related to the unit. Students who progress more slowly in the ITM application compared to the class know that they need time to develop their skills and understand that if they fulfill the requirements of the lesson, they will be included in the games or matches. Regardless of the skill level, it can be said that the game or match phase is a motivation factor for students (Metzler, 2005, p. 230-231).

Content Progress

During the ITM practice process, students progress at their own pace. The content to be followed is given to the students as a workbook by the teacher in order from easy to difficult. The progression in this workbook should be designed quite clearly. The teacher does not teach the students in the whole class at any stage of the application.

Should not tell them to stop and move on to the next module (Metzler, 2005, p. 231).

Evaluation of Learning

It can be said that student assessment is embedded in the teaching model in ITM. It can be said that the students are in a continuous evaluation process as they move forward in the process by completing their learning tasks according to predetermined performance criteria. If it is stated in a module that after how many successful attempts a student can move on to the next exercise, it can be observed quite easily how many times this student repeats the movement towards mastering the learning task. The teacher benefits of this built-in assessment feature include:

1. The teacher can make an inference that the tasks are too easy or too difficult. From this point of view, interventions such as adding, subtracting or combining can be made for learning tasks.
2. Will be able to make inferences about the average number of attempts students will make about a learning task.
3. Will be able to determine the minimum and maximum number of attempts to specialize.
4. Can easily observe students who are progressing very slowly in the process and need help.

The benefits of built-in assessment in the ITM implementation process for students are as follows:

1. Students who receive constant feedback on results understand when to seek help from the teacher.
2. Each day of the application, they receive feedback on whether they can complete the workbook within the specified time.
3. They feel a constant and predictable reinforcement for success. (Metzler, 2005, p. 234).

Selecting and adapting the ITM

ITM can be used in a wide range of physical education fields. However, it can be said that the most effective process of the application is when the content-oriented activities can be separated into skills and knowledge areas. Metzler (2005, p. 239) states that ITM applications can be made for individual sports, team sports, recreational activities, step-based dance activities, individual fitness concepts and programs. Before the application, the readiness level of the group that is planned to be implemented should be analyzed. The students who are planned to be included in the practice should be able to determine the speed of doing the exercises, feel committed to the teaching process, be responsible and realize that they need the help of the teacher.

Flow Theory

An overview of flow theory

Flow Theory emerged as a result of the work of Csikszentmihalyi (1990). While most researchers are investigating factors that reduce intrinsic motivation, Csikszentmihalyi has turned to finding the exact reason why an individual does a task. For this purpose, it has

focused on rock climbers, individuals who are interested in chess, amateur athletes and people who compose music. In the field of sports, he worked on the flow experiences of athletes from different branches and led research in this field (Jackson & Csikszentmihalyi, 1999). As a result of the researches, it has been determined that the individuals who do a sport as a leisure activity, similar to the individuals who do a sport at an elite level, enter the flow process defined in different performance areas (Harmison & Casto, 2012) (Henning & Etnier, 2013 as cited in Weinberg & Gould, 2015).).

Flow can be defined as individuals giving their attention freely and within the framework of a purpose, towards a task. Also, manipulating one's psychic energy (attention) towards goals of one's own choosing is called flow experience. In the flow process, the control of attention, which is the psychic energy, is fully in the hands of the individual who performs to complete the task (Csikszentmihalyi, 1990, pp. 30-33).

As a result of his studies, Csikszentmihalyi (1990, pp. 45-48) states that individuals do their activities with intense effort, either with little or no external reward. At this point, two concepts emerge as pleasure and pleasure in the intrinsic motivation process of individuals. Pleasure can be defined as a short-term enjoyment of the work one does as a result of stimulating the appropriate centers in the brain. Eating good food or having good sex are examples of the concept of "pleasure". Pleasure continues to maintain order in consciousness and does not create order by itself. But when people think about what makes their life worth living, they go beyond pleasurable activities and begin to remember different facts. Pleasure activities help an individual change their personality and complicate their self. Ending a controversial business deal, reading a book that allows us to see things from a new perspective, or talking to another individual about a topic that opens our horizons can be given as examples of the concept of “pleasure”. None of these experiences may be pleasurable as long as they take place. But when we think about these events, “It was really fun.” we say and we wish to have this experience again (Csikszentmihalyi, 1990).

Combining action and awareness

The processes by which a person who encounters a difficult situation tries to overcome this difficulty by using all his skills and therefore gives his full attention to this situation can be examined under this heading. The individual focuses all his psychic energy on the activity-related items. In other words, it cannot pay attention to factors other than the stimulus. In this way, the activity becomes automatic for individuals who experience an optimum. A rock climber explains this situation as follows: "You are so focused on what you are doing that you cannot think of yourself as different from the current activity" (Csikszentmihalyi, 1990, pp. 53-54).

Clear Goals

Clearly revealing the goals in an activity ensures that the individuals doing this activity know exactly what, when and how they will do it in the process (Csikszentmihalyi, 1990, pp. 54-58).

Feedback

Receiving feedback about the activity allows the individual to stay in the flow. The goal of the rock climber is to climb to the target place without falling. In this process, the climber always knows how far he is from his main goal (Csikszentmihalyi, 1990, pp. 54-58).

Focus on the task at hand

Within the scope of this element, which is one of the most talked about dimensions of the flow experience, it can be explained as forgetting all the unpleasant aspects of life. The rock climber, a Professor of Physics, explains: "It was as if my memory interference was interrupted. All I could remember was 30 seconds and all I could think about was the next 5 minutes" (Csikszentmihalyi, 1990, p. 58.59).

Control Paradox

It can be explained as the individual is not actively aware of control or is not interested in the possibility of loss of control. A dancer experiencing flow explains it this way: “There is a strong sense of relaxation and calm. I am not worried about failing” (Csikszentmihalyi, 1990, pp. 59-62).

Loss of self-awareness

Individuals who experience flow state that their egos are completely lost during the activity process. The rock climber is so focused on exhibiting skills for the task and positioning his body appropriately that he may lose consciousness of his identity and integrate with the rock he is trying to climb (Csikszentmihalyi, 1990, pp. 62-66).

Transformation of time

Individuals who have experienced flow state that it seems as if time does not pass as usual. Time moves faster for some individuals in the flow process, and slower for others (Csikszentmihalyi, 1990, pp. 66-67).

Autotelic Experience

People who have flow experiences state that they do not think much about the performance while performing a performance, and they do not want the activity to end. One surgeon interviewed for research said: "It's so fun that I would do it even if I didn't have to." (Csikszentmihalyi, 1990, pp. 67-70).

A challenging activity that requires skill

Csikszentmihalyi (1990, pp. 49-53) states that the most important part of Flow Theory is the balance between the perceived difficulties and skills of the person in the process of

performing the task. One hockey player said: “The one who pushed me to the extreme and When I meet an opponent who really pushes me, that's when I get into the mood.” (Csikszentmihalyi, 1990, pp. 49-53).

Flow theory and physical education

Creating a positive learning climate in the teaching process is one of the most important tasks of a physical education teacher (Cherubini, 2009; Pharez, 2016; Rukavina & Doolittle, 2016). Ntoumanis (2001) states that positive climate has outputs such as pleasure and happiness. Flow Theory, one of the concepts examined under the umbrella of positive psychology, is based on the importance of positive experiences (Ada, Comoutos, Karamitrou, & Kazak, 2019).

Flow Theory sports and physical activity applications were first made by Jackson (1996) and Jackson and Marsh (1996). Although the first Flow Theory studies on sports and physical activity are generally focused on combat sports (Jackson, 1996; Kowal & Fortier, 2000; Pates, Oliver & Maynard, 2001), it is seen that there are studies on physical education lessons in the following years. Ada et al. (2019) states that a well-organized learning environment and a well-prepared teaching plan will be effective for students to experience flow in physical education classes. Cervelló, Moreno, Alonso, and Iglesias (2006) reported that students who are more physically active outside of school experience more motivational flow in physical education classes than other students. Similarly, there are studies in the literature reporting that motivational climate affects flow experiences in physical education (Bakirtzoglou & Ioannou, 2011; González-Cutre, Sicilia, Moreno & Balboa, 2009). In the study conducted by Stormoen, Urke, Tjomsland, Wold, and Diseth (2016) with 167 participants, it was concluded that a large part of the students experienced flow in physical education lessons.

Ntoumanis (2005) states that the physical education course content prepared within the framework of the flow will positively affect the motivation of the students for their

participation in the physical education lesson, as well as the pleasure they get from physical activity.

Csikszentmihalyi and Larson (1984) state that young people trigger their flow experiences less in classroom lessons compared to other learning environments. Shernoff et al. (2003) reported that students experience more motivational flow in courses such as computer science, music, and similar art courses than in courses that are theoretically quite intensive. Although there was no direct analysis of the physical education lesson in the study carried out by Shernoff et al. (2003), it can be said that the probability of students to experience motivational flow in the physical education lesson is high due to the similarity to the aforementioned lessons (González-Cutre et al, 2009).

Flow theory and individualized teaching model

Csikszentmihalyi (2014, pp. 138-140) states that the two most important elements in the flow experience are the individual's reported difficulties and skill level. If the difficulty level for an activity is above the skill level of the person performing the activity, this will result in the individual's anxiety. Similarly, situations where skills are not fully needed will result in boredom. If an individual is to experience a motivational flow in an activity, the difficulty level of the activity should be designed considering the individual's skill level. In an activity process designed with these two elements in mind, the individual will experience a motivational flow and feel happy and concentrated. ITM is based on students' progress in the process in line with their own skills. The student is expected to progress at a pace in line with their own skill level in the learning tasks (modules) in the workbook, which is prepared from easy to difficult.

Students will take more attempts to complete the performance criteria in modules that exceed their skill level and try to move on to the next module. This will help to provide the balance between activity difficulty and skill level within the framework of Flow Theory.

In the educational environment, setting realistic and achievable goals and providing feedback to students in the process of reaching these goals are among the triggering elements of the flow experience (Csikszentmihalyi, 2014, p. 142). Csikszentmihalyi (2014, p. 146) also states that the distant goals of education should not be used to motivate students. In the workbook prepared within the scope of ITM, the student knows what, when and how to do it. In the workbook, he knows what he needs to do to complete a learning task and what skills he will gain if he completes this learning task. In addition, it is thought that the clear and realistic goals in the workbook will positively affect student motivation.

In addition to the feedback received from the teacher during the education process, the student's evaluation of his/her own behaviors will make positive contributions to the process. In order to achieve this, the student should be taught how to give feedback to himself. Thus, the student will know exactly where he is in the process of reaching the goals, as he constantly gives himself feedback (Csikszentmihalyi, 2014, p. 142). Within the scope of the ITM application, some criteria have been determined for the student to start working on a learning task and to complete this learning task. It is thought that providing continuous feedback to students with different types of assessment such as teacher assessment, self-assessment and peer assessment will contribute positively to the student's motivational flow experience.

One of the main duties of the teacher is to provide an appropriate teaching environment for each student's level. However, a teaching process in which the child can make some decisions with the help of different materials and the teacher is kept in the background in the education process can trigger the motivational flow experiences by enabling the student to take more responsibility (Csikszentmihalyi, 2014, p. 146). BOM is a teaching model in which each student progresses at his/her own learning pace and enables the student to take responsibility and be independent from the teacher. It is thought that giving responsibility to the students with the workbook prepared within the scope of the application and pulling the

teacher back in the practice will make positive contributions in triggering the motivational flow experiences of the students.

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Engagement strategies of students while teaching PE online

Online learning has become very popular worldwide. But what kind of methodology should be used in online learning? As educators, should we keep on using the same methods that we use in traditional education, or should we use more innovative methods?

Multiple strategies can be used in an online course to support the active role of the students.

The subject of the methodology of online teaching:

- I investigate the profile of pupils
- I define the content of digital lessons
- I choose the method of distance learning and
- I organize the digital lessons of modern and asynchronous teaching.

I investigate the profile of pupils

The teacher explores the existing material and technical infrastructure of each family of pupils in the class, so that any distance learning effort is addressed to as many pupils in his / her class as possible.

For this reason the teacher sends an electronic questionnaire to the parents and guardians of the students, using an internet service (e.g. Google Forms) or the e-mail.

I define the content of digital lessons

The teacher determines the content of the activities and tasks according to the instructions of the Ministry of Education.

- Activities of consolidation of the taught material

- Section repetitions
- Practicing students in modules / chapters that encountered difficulties
- Assignment of tasks, (Worksheets)
- Answer to quizzes, tests
- Problem solving
- Internet research
- Literacy activities
- They read printed and electronic books
- Present books and authors
- They create their own book
- Creative Activities - Creative writing
- I write stories, songs,
- I paint with my imagination
- I create a comic, a collage, a poster
- Educational material: textbooks, interactive books, educational Websites, Electronic dictionaries.

I choose the way of distance learning

According to the Ministry of Education, the choice of the platform that will be utilized lies at the discretion of the teacher. The use of the platform proposed by the Ministry of Foreign Affairs is encouraged due to the offered personal data security.

Methods and tools that may have been developed and are already being used by schools and teachers may continue to be used.

Particular attention should be paid to the protection of students' personal data and to the relevant information of parents regarding the implementation of the New European Data Protection Regulation.

Therefore, the teacher can choose one or more of the following asynchronous or synchronous teaching methods:

1. **Mobile phone**

The teacher chooses a social networking platform with the consent of parents to send personal data (email, phone numbers and child labor).

Subsequently:

- Informs the parents about the way of communication with them, the process of sending educational material to the students of the class as well as the way of sending the homework.
- Sends tasks or activities and instructions to parents.

The following is the study of the material and the realization of the tasks / activities by the students.

The parents take pictures of the work with the mobile phone and send it to the teacher.

Finally, the teacher reads the assignments and sends the parents comments and suggestions for their improvement.

2. **Electronic correspondence**

The teacher creates a contact group with the email addresses of the students or parents in his / her class and sends files of texts, photos, sounds, videos and exercises or activities.

Students study the educational material, prepare the assignments and send them by e-mail to the teacher.

The teacher then reads the assignments and gives feedback to the students with comments and suggestions for their improvement. The assignments are placed under the responsibility of the teacher in a computer folder or are posted on the school website.

3. **Asynchronous education platform**

The teacher creates a blog with BlogSpot, WordPress or a digital classroom with Google Classroom.

4. **Synchronous education platform (distance learning)**

Preparation

The teacher creates a digital classroom with the Google Classroom or Webex Meeting or Zoom.

The teacher sends the link of his / her personal digital classroom to the parents / guardians via e-mail and prepares the daily program of distance lessons in collaboration with the Teachers' Association.

Then he/she schedules daily meetings on weekdays with students in the digital classroom from 8:00 - 12:00 and informs parents and guardians about the days and hours of classes.

Conducting courses

The teacher and students are connected to the digital classroom in real time. The teacher presents the topic, interacts with the students through questions and suggestions, provides help, answers questions.

At the end, it assigns homework to the students and determines the time period of the homework.

Feedback

Students submit / post or present their work. The teacher makes remarks, corrects and sends suggestions.

I organize the digital lessons of asynchronous teaching.

Preparation

The teacher determines the daily program of distance learning in collaboration with the Association of Teachers. The program shows the day and time of asynchronous teaching.

The teacher then creates four electronic folders in the digital classroom environment:

- Consolidation of taught material
- Literacy activities
- Creative activities
- Arts

Post educational materials and activities in each folder.

Conducting asynchronous teaching

Students study the educational material, do the tasks / activities assigned by the teacher, ask questions to the teacher and post their assignments within the deadline set by the teacher.

The teacher sends comments to the students about their work as well as suggestions for their improvement. The works of students are stored in the virtual classroom environment.

Feedback

The teacher sends comments to the students about their work as well as suggestions for their improvement.

The works of students are stored in the virtual classroom environment.

Active learning strategies in online learning

Among these different strategies, the role of the trainer, the exercise of knowledge, collaborative learning and feedback are:

- The role of instructor should be that of mentor or supporter
- Learners should practice what they learn
- Learners should be provided collaborative learning opportunities
- The purpose of feedback should be to improve the learning process

Implementing these strategies may not fit the "anytime" and "anywhere" features of online courses. For example, real-time student collaboration requires you to arrange a year and meet online. Therefore, it is important to consider other factors based on the online course along with the course methodology.

Sports and well-being school projects in Romania

Lesson plan 1

The subject:

1. Consolidation of exercises - general physical development complex;

2. Jumping over obstacles;

3. Throwing the ball from one to another;

Framework objective:

* Maintaining and improving the health of children aged 7-12 years;

* Development of basic motor skills;

* Formation of independent skills in the practice of physical exercises;

* Developing team spirit and learning what the rules are in team games;

Operational objective:

* Body scheme-identifying the segments of corruption and adopting a correct position in static and dynamic situations;

* Familiarization with the main exercises that contribute to the physical development of body segments (according to the demonstration exercises presented by the teacher);

* Correct execution of running and jumping over obstacles;

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* Learning the technique of throwing the ball in the team;

* Stimulation in order to practice independent physical activity;

Teaching aids: obstacles, balls;

Methods and procedures: demonstration activities; team play; explication; conversation;

Venue: outside / school yard etc.

Didactic scenario in sports activity 2

Lesson sequences	Content	Methodical indications
1. Organizing the class of students;	* gathering and aligning students; * activities of capturing attention-returning by jumping; * the teacher submits the homework;	* students will line up in the column and will establish a distance of one arm length between them; * visual signals will be used (colored cards, etc.); Time: 3 minutes
2. Preparatory physical exercises with students, for effort;	* different walking and running options;	* walking on the spot / walking ,, dwarf ,, * coordination of movements with the limbs; * students will fit in an imposed rhythm; Time: 5 minutes
3. Selective influence of the musculoskeletal system;	Neck exercises * students will stand with their legs apart and their hands on their hips, they will do the following exercises (twisting the head left right and back) * students will stand with their feet apart and their	* the gaze follows the movement * right back * wide extension

	hands on the back of their heads (bending their head forward-back-extension of their head-back) Exercises for shoulders and arms: * students will keep their feet in a distant position by doing the following movements: raising the arms to the side / raising the arms up / lowering the arms down); * students will keep their arms outstretched forward by doing the following exercises (clapping / lateral extension of the arms); * students will keep their arms up and perform the following exercises (clapping up / clapping back down); Trunk exercises: * bending the torso to the left / return / bending the torso to the right / return trunchiului spre dreapta/revenire	* right back * arms outstretched * looking at the palms * parallel arms * to run at the same pace * arms outstretched * right torso; Time: 10-12 minutes;
4. Learning / developing motor skills and abilities;	Learning the correct movements: jumping rope with two legs	* observance of the starting point * torso bent forward * verbal appreciations

	Methods used: explanation / demonstration; * students will perform the task with help and instructions from the teacher; * another stage is represented by the execution of the action in the form of a competition;	Time: 15 minutes;
5. Stimulation of motor-strength qualities;	Protect your feet! Explanation Demonstration Game development	* the rules of the game will be followed * those who make mistakes will be disqualified * throws as accurate as possible Time: 6 minutes;
6. The body returns after the effort;	Standing in the distance * students will raise their arms and also inhale their nose; * they will bend their torso forward and lower their free arms; at the same time they will expire;	* inspirations and expirations as wide as possible Time: 4 minutes;
7. Final evaluation-feedback;	Knowledge fixing Verbal assessments, recommendations	Time: 1-2 minutes;

Target group: primary school students;

3. GAMES AND EXERCISES FOR PHYSICAL EDUCATION ACTIVITIES DEVELOPED OUTDOORS

1. EXERCISES

a. RACE THROUGH THE CIRCLE- In this exercise you go through a circle held at a certain height.

b. TWO BY TWO- two children hold each other by the same hand and turn around, looking at each other. The free arm is stretched outwards and the body is slightly bent to the side.

c. LIFTING A FIR CONE- The exercise is performed from a sitting position, with the support of the palms back on the ground. The legs are outstretched. He grabs a fir cone from the bottom with his toes and stands up. Whoever raises it above is the winner.

d. TRACKING - The exercise is performed by jumping on the tops and on both legs glued forward. The jumping race can be performed sometimes on one leg, sometimes on the other.

e. BY BIKE- The exercise is performed from the supine position. The legs move freely, imitating cycling.

f. AIRCRAFT FLIGHT - In this exercise, run in a circle or describe the number 8. The arms are held like the wings of an airplane. To increase the efficiency of this exercise, the "flight" will be done with the humming "engine".

g. SCALE- Two children hold each other by the arms, standing back to back. One of them leans forward and lifts the other on his back. After returning to the starting position, the other child will do the same exercise. You can repeat the exercise two or three times.

h. CAT AND KITTEN - This exercise is done on four "paws", on tiptoes and palms. Children are the "kittens" who play in the grass. At the call of the cat, they come to the house on tiptoes and palms, making: "meow, meow" (for breathing)

2. GAMES

a. THE CAT AND THE DOG- Objectives:

-consolidation of the running skill;

-development of attention;

The children sit in pairs (one behind the other, the other with his hands on the front shoulder), in a circle. The leader of the game proposes the choice of the puppy and the cat. The dog must catch the cat. If the cat is caught, the roles change. If the cat is tired and wants to rest, it can sit in front of two children - thus becoming a group of three children. In this case, the third must run on, becoming a cat.

b. LOOK FOR YOUR BALL ON THE PLAYGROUND!

-Objectives: to strengthen children's ability to run at a signal; developing attention and observation.

Teaching material: 4 different colored balls, chips with their image (of the balls), whistle, chalk.

The game will take place on the playing field or on the grass. Draw 4 circles on the ground or mark on the grass in which the 4 balls are placed. The children will be divided into 4 teams, each team having a token on their chest with the image of a colored ball. At the signal of the game leader, the children scatter running all over the marked field, and at the signal "look for your ball" they return to their places. The team that gathers the fastest in the circle wins. Repeatedly, when the children are scattered on the field, the game leader changes the place of the balls.

c. THE FOX AND THE RABBIT - Objectives: consolidation of running; development of motor skills: speed, endurance and dexterity.

Copiii stau in formatie de cerc , iar unul dintre ei care este ales sa reprezinte vulpea, sta in mijlocul cercului. Vulpea trece pe la toti copiii, spunand versurile(ca la numaratoare):

"I am the red fox

Rabbit guard the fur

I ran after you

But you drive too well.

You once lost my way

You will not escape now! ”

The child whose countdown ends becomes a rabbit, he runs away, and the fox tries to catch him. After the "fox" catches him, the game leader chooses another "fox" and the game restarts.

d. THE HUNTER, THE SPIRIT AND THE BEE-

Objectives: to consolidate the habit of running; development of physical qualities; strengthening and development of the respiratory and cardiovascular system.

Rules of the game:

- children are allowed to run both in and out of the circle;

-children who form the circle, will stand at intervals of at least one arm's length, in order to be able to allow those who run, to enter or leave the circle.

The children will sit in a circle. Three children are chosen: the first is the "hunter", the second the "sparrow" and the third the "bee". At a signal from the game leader, "the hunter" runs after the "sparrow" (catches it), the "sparrow" after the "bee" (eats it), and the "bee" after the "hunter" (stings it). The game continues until one of the three has been caught. He is replaced

by another player in the circle and the game continues. If the number of children is higher, the three roles can be changed at once.

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Exercise tips and sample models

Special objectives of physical education and sports teaching program

The purpose of the Physical Education and Sports Lesson Curriculum; students are prepared for the next level of education by developing their self-management skills, social skills and thinking skills along with movement skills, active and healthy life skills, concepts and strategies that they will use throughout their lives.

For this purpose, students who take the Physical Education and Sports course are expected to achieve the following program outcomes:

1. Develops movement skills specific to various physical activities and sports.
2. Uses the concepts and principles of movement in various physical activities and sports.
3. Uses movement strategies and tactics in various physical activities and sports.
4. Explain the concepts and principles of physical activity and sports related to healthy life.
5. He regularly participates in physical activities and sports to be healthy and improve his health.
6. Comprehends our cultural knowledge and values related to physical education and sports.
7. Develops self-management skills through physical education and sports.

8. Communication skills through physical education and sports, cooperation, fair play, social responsibility, leadership, develops the characteristics of sensitivity to nature and respect for differences.

Field-specific skills of the physical education and sports teaching program

The skills aimed at gaining students with the Physical Education and Sports Lesson Curriculum are presented below.

- Durability
- Quickness
- Flexibility
- Mobility
- Coordination
- Force
- Rhythm

Mobile APPs for Sports and healthy life in pandemic

Use of Mobile Health and Sports Applications Areas and Mobile Application Examples

In Turkey, the rate of use of mobile sports and health applications has increased as a result of the postponement of sports activities during the coronavirus epidemic, the inability to use sports halls and outdoor sports areas for short periods of time, increase in physical contact distances, and other measures taken with the use of masks.

It has been examined in terms of its features below; Mobile health and sports applications prepared by private organizations as well as official institutions such as the Ministry of Health, the Ministry of Youth and Sports, and the Sports Federation for All have been re-created in order for people to follow their physical activity times and health data during the pandemic process, or by making updates for the pandemic.

HisApp

The application prepared by the Sports Federation for All has been prepared for the purpose of doing regular sports without the need for any equipment. The application, which can be downloaded for free, includes features that will ensure that sports take place in people's lives on a regular basis. The HisApp mobile application, which is prepared for people of all ages and walks of life who cannot use the hall or facilities, and the disabled individuals who cannot leave their home or place without the need for any equipment, contains approximately 900 videos prepared in the presence of professional sports trainers and experts (HIS App Mobile Application, 2020). The application, which is a first in Turkey or among European sports federations and contains training videos from the simplest to the highest levels, has taken its place among the most successful mobile applications during the Coronavirus period. The mobile application, which brings many awards to its users who are in the top 100 ranking according to the pedometer module and the points obtained with the pedometer module in the application, can be downloaded free of charge from the App Store and Google Play (Sports Federation for All, 2020). With the onset of the coronavirus epidemic, it continued to develop with the Disabled and Water Reminder modules added to its structure with new studies carried out in cooperation with the Physically, Visually and Hearing Impaired Sports federations (Sports for All Federation, 2020).

Features of HIS Mobile Application:

- Physical activity videos suitable for all levels

- Indoor and desk exercise videos
- Pedometer (Pedometer)
- Yoga contents
- Exercise, nutrition and water reminders
- Ideal daily calorie requirement
- Movement score calculator
- Disabled content
- Regular sports score list determined by distance traveled (HIS App Mobile Application, 2020).

HİS App mobile application usage rate is 2.8 thousand votes / 4.7 (out of 5) average score (HIS App Mobile Application, 2020).

Stay fit Turkey

"Stay in shape Turkey" application, which is among the mobile applications used to motivate in subjects such as calculating the calories of the foods consumed in order to lead a healthy and long life, ideal weight measurement, basal metabolic rate and weight changes. It was developed by the Ministry of Health, General Directorate of Health Promotion (Ministry of Health Mobile Applications, 2015). During the pandemic period, the modules included in many different mobile applications were presented to users in a single application, with features such as Calorie Chart, indication of the amount of calories burned according to different activities, pedometer and protein needs.

Stay in shape Turkey Mobile Application Images The mobile application prepared by the Ministry of Health includes the calorie chart containing information on the nutrients required

for adequate and balanced nutrition, the duration of exercise to spend the desired amount of calories to be spent, the measurement of the body mass index of individuals, weight loss recommendations and protein. It is a very comprehensive mobile application. In the current period, it stands out among mobile applications related to healthy nutrition and physical activity due to the fact that it contains many features at the same time, especially the pedometer feature and calorie table, it is free to download and does not require any data processing permission.

Features of Stay Fit Turkey Mobile Application:

- Body values measurement
- Ideal weight measurement
- Body mass index
- Pedometer with M7 processor
- Protein needs
- Calorie ruler
- Calorie burning ruler
- Weight loss tips
- Basal metabolic rate
- Ideal daily calorie requirement

SWEATers

In this period when it was difficult for the crowds to come together with the onset of the coronavirus pandemic, virtual running events, a new trend or a new sporting event, that

allow people to activate their motivation to win the competition by running or walking alone wherever they want, have begun to be organized.

The physical running activities that they do by running or walking at the pace and time they want, on the streets, in the parks, on the beach, on the track or in the forest, in short, wherever they want, through the smartphone-smart watch needed in virtual running activities and the mobile applications downloaded to these devices are called virtual running.

The SWEATers mobile application is among the applications that are used extensively in virtual running events or competitions.

(Sports Istanbul, 2020). Many different organizations, especially the Istanbul Virtual Half Marathon, were organized through the SWEATers mobile application.

In the application, which includes virtual online organizations of many sports branches such as running, walking, and cycling, people can create their own organizations within the application and open them to the participation of other people in addition to participating in virtual organizations (Sweaters Mobile Application, 2021)

Features of SWEATers Mobile App:

- Participating or organizing events of the desired sports branch
- Participating in virtual races
- Comparing ratings and scores with other users on the leaderboard
- Tracking running groups and community events
- Instantly follow the duration, distance and pace in activities
- Tracking your running or cycling on the map with the activity tracking feature and tracking your progress with statistics (Sweaters Mobile Application, 2021).

Sweaters mobile application usage rate is 811 votes / 4.6 (out of 5) average score (Sweaters Mobile Application, 2021).

Rooners

The mobile application, which combines running and walking with games and provides the opportunity to compete with opponents one-on-one, is a mobile application that is created between users to be determined by people or open to everyone.

organizations aim to organize (Appsrankings, 2020). In the challenge sections created, the competition titles of the desired sports branches are opened and all users are open or friends.

Sports competitions or sports games are organized at the distances determined between them (Rooners App Mobile Application, 2021).

Features of Rooners Mobile App:

▪ Run or walk anywhere in the world to participate in games and take a place in the global leaderboard.

Participating in games created by different people or institutions with different game mechanics.

- Accessing detailed statistics of all activities and examining all development data monthly and annually
- Availability of categories such as Score Game, Distance Game, Target Game and Speed Game
- As the challenge distance from the relevant sports branch is completed, the time will stop automatically and the results will be shared via social media or other platforms.

- Instant monitoring of the routes followed by the live tracking map and location sharing by the desired people (Rooners App Mobile Application, 2021).

Rooners mobile application usage rate 73 votes / 4.0 out of 5 average score (Rooners App Mobile Application, 2021).

zwift

Zwift application, which has become one of the programs frequently used by amateur and senior athletes who cannot train in triathlon or cycling in the coronavirus pandemic, is a virtual bicycle application that allows data to be transferred to mobile phones or computers by optionally attaching a cadence and speed sensor compatible with the bicycle while using the trainer.

As a result of matching the trainer or roles that support the Zwift application with the mobile application, it is possible to participate in cycling exercises or virtual cycling competitions at home (Zwift App Mobile Application, 2021).

The Zwift application details all the data of the athletes such as power ratios, heart rate, distance information and speed information through the trainer (Decathlon, 2020). Athletes can follow all the information instantly through the application. Thanks to the application that eliminates problems such as bad weather, appropriate clothing problems or traffic that can be encountered while cycling outside in the real world, athletes can cycle at home during the pandemic period, similar to the real training and competition environment.

continued their exercises (Triathlon Federation, 2020) The Turkish Cycling Federation also organized the training programs of its athletes and some virtual cycling competitions through the Zwift application during this period (Turkish Cycling Federation, 2020).

Features of Zwift Mobile App:

- Virtual cycling through trainer in indoor environment or running exercises via treadmill
- Instantly, speed, distance, cadence, etc. while driving or running. Ability to track and record many data
- Virtual running and cycling activities in different environments thanks to different simulation contents such as city, terrain, forest
- Training plans prepared for different levels, updated live races

Help Steps

The Helpsteps application is a health and common sense application that aims to make the sedentary life more active and healthier, and motivates users with its infrastructure for this purpose. Helpsteps does not generate any data and aims to donate the data created by reading the HealthKit data from the Health application on the mobile phone, and donating the data generated based on the number of steps and walking distances to many institutions or organizations with the donation screen. With the HelpSteps application, the daily steps taken are converted into income through the application and it provides the opportunity to donate to social responsibility projects with this income. HELPSTEPS at the end of the day given instantaneously from the health application of the mobile phone that is, it is converted to HS and transferred to the desired cents (HelpSteps App Mobile Application, 2021).

Users who download the Help Steps application collect the walks they take with their mobile phones in the Help Steps application, which is also a pedometer application, enter the application every evening before 24:00 and press the 'Convert my steps to HS' button, and after watching a short advertisement, the steps are added to the HS score. is transforming.

Users whose steps turn into HS points can collect these points if they wish or donate them to needy individual beneficiaries or non-governmental organizations through this application (HelpSteps App Mobile Application, 2021). In the Help Steps application, users choose the institution or person they will donate to. Any one of the institutions such as Kızılay, KAYD, AHBAP, HAÇİKO, TOG, TEGV, Needs Map, TOHUM, TOFD, UCİM is selected to ensure that the steps reach those in need (E Girişim, 2020). The Steps application has reached more than 750 thousand users from 160 countries in 1 year, and 50 billion step cycles and a total of 57.5 billion HS were made in Help Steps until December 2020. In return for these donations, 5 individual injured devices for the disabled, 1 Spinal Muscular Atrophy-SMA campaign, 1825 dollars support and approximately 340 thousand 400 TL NGO support were collected (Papuççiyan, 2020).

Features of Help Steps Mobile App:

- With the steps accumulated on the application, you can shop in the Help Steps application store, purchase the internet package and transfer to the desired person.
- It is not necessary to have the program open while using the application, it is sufficient to have your phone with you during the walk.
- Regular donations can be made by following the desired association on the "I give my heart" page.
- Chance to earn bonus HS by inviting others or ability to transfer earned bonuses
- Helpsteps does not generate any data and aims to donate the data generated based on the number of steps and walking distances taken by only reading the data from the Health application (HealthKit) on the mobile phone to many institutions or organizations with the donation screen (HelpSteps App Mobile Application, 2021).

Help Steps mobile application usage rate is 2.2 thousand votes / 4.1 (out of 5) average score (HelpSteps App Mobile Application, 2021).

Zoom

Zoom mobile application, which is mostly used in online theoretical training at all levels of education, starting from the pre-school period, has been heavily preferred by many institutions and organizations in fields such as education, meetings and organizations during the current pandemic period. Within the scope of the measures taken during the pandemic period, people who pay attention to the social distance rule have made face-to-face meetings, meetings, lectures, training (Ice Skating Federation, 2021) or many physical activities (Cyclist Bicycle, 2020) through the zoom application. Many different sports trainings and lessons, especially Physical Education and sports lessons, were carried out through the zoom mobile application in this process. Although some private gyms were closed during this period, they regularly provided exercise training through the zoom application with personal guidance through professional sports, yoga and fitness trainers (Sports International, 2020).

Features of Mobile Application:

- Free online meeting or training events for up to 100 people for 40 minutes with mobile phones or tablets
- Sharing feature of mobile screens
- Schedule a meeting for the desired date
- File, photo and message sharing options
- Unlimited time usage in 1-on-1 calls

- Instant or timed call, background change, calendar add-on (Zoom App Mobile App, 2021). Zoom mobile application usage rate is 94.9 thousand votes / 4.2 (out of 5) average score (Zoom App Mobile Application, 2021).

We Are Athletes

The mobile application, created by the Ministry of Youth and Sports, contains many convenience features for individuals doing sports in Turkey. With the mobile application, the athletes can get information about the sports facilities in their location, and access the current news and federation information on various sports branches. With the application that shares data with the GSB Sports information system and E-Government, many documents such as sports punishment, license, sports card, trainer certificate can be accessed (Sportcuyuz Biz Mobile Application, 2021).

Through the Sporcuyuzbiz mobile application, athletes can have information about sports facilities, and with the match results module, they will be able to access match results, standings and fixtures in various branches in various countries and leagues, as well as listen to Youth radio, and information on sports federations. Athletes will be able to access all kinds of documents related to school sports and sports federations through the application, as well as being informed about all kinds of developments related to sports with the announcement, news and notification modules. By entering the sports facilities with the QR code in the sports card module in the application, statistical information about the sports activities can be recorded (Sportcuyuz Biz Mobile Application, 2021).

Features of We Are Athletes Mobile Application:

- Current information about the current location or about sports facilities in Turkey ▪ Score, standings, etc. of sports competitions in world leagues. instant tracking
- Announcements and news notifications of affiliated federations

- Youth radio module
- Online trainings (under construction)
- Access to many sports-related documents (federation licenses, school sports licenses, sports cards, trainer documents) via the e-Government and Sports information system.
- A secure entry system with QR codes via E-Government, specially produced in the sports card module within the application at the entrances to sports facilities (Sportcuyuz Biz Mobile Application, 2021). Athlete Biz mobile application usage rate 1.8 thousand votes / 4.4 (out of 5) average score (Athletes Biz Mobile Application, 2021)