



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

The European Commission support for
production of this publication does not
constitute an endorsement of the content
which reflects the views only of the author
and the Commission cannot be held
liable for any use which may be made
of the information contained therein.



‘School Programme for Children Well-Being and Outdoor Learning’

Output Title

‘WELL-BEING’ Toolkit for Trainers





CONTENTS

Toolkit description

The rationale for this Training Toolkit	3
A summary from PE teachers and trainers from WELL-BEING project countries	5
Introduction for this Toolkit for Trainers	9
Project Countries' Vision	10
Key Outcomes & Strategic Priorities	11

National Situations across Project Countries. NFE methodologies and sport

Best practices (workshops)

Russian Federation	12
Romania	68
France	81
Greece	107
Turkey	139
Italy	151



Toolkit description



Image credit: YouTube.

Extreme devotion to profession: Myanmar online fitness trainer continues to perform and record and send workshops to children online despite the military coup. **Wellbeing** comes first!

She recorded the video because some kids could not have been present face to face at school because of pandemic¹.

The rationale for this Training Toolkit

- (a) The third year of astonishing impact of COVID-19 on populations around the world has highlighted serious health inequalities, especially among young people. School settings provide young people with critical opportunities for physical education (PE), which is a key factor in the positive physical, socio-emotional and mental health of young people. However, all project partners

¹ <https://www.youtube.com/watch?v=6r6vnSR0wbl>



report on the physical education impacts of the pandemic on European school-aged youth, including a decrease in participation in physical education and an increase in sedentary lifestyle during periods of home schooling compared to the period before the pandemic. COVID-19 also has indirect impacts on minority and poor youth, including exacerbating poverty, learning losses,

- (b) School physical education represents the largest youth intervention in the world, given that physical education is a required subject in many school curricula. While conventional in-person physical education programs are not without challenges, school closures due to COVID-19 have created a new set of hurdles. As preschool physical education has shifted to virtual learning platforms, physical education teachers and administrators have quickly been required to deliver robust virtual programs without proper training and provision of appropriate teaching and learning resources. Online learning is inherently unfair to school-age youth, due in part to unequal access to technology, permanent high-speed internet, adult supervision and support,
- (c) When tailored in a smart way, taking into consideration real needs of selected target groups, online PE can reduce health disparities associated with unequal opportunities for PE. The perspective of physical education teachers is paramount for the development of online physical education resources that optimally complement and support quality in-person programs with students' diverse learning and physical education needs. In light of the pervasive inequalities in youth physical education, this toolkit will apply the concepts of diversity, equity and inclusion.



A summary from PE teachers and trainers from WELL-BEING project countries

- [1] Physical activity (PA) is a *sine qua non* of a healthy lifestyle that cannot be ignored, especially these years during the time of social distancing, unprecedented restrictions and growing uncertainty.
- [2] In response to the dire need for resources, workshops, and activities in this extraordinary learning environment, many organizations—educational, recreational, and fitness—have developed physical activities for students to do at home. Many of these programs are fitness oriented. While they are valuable now, they should not be seen as physical education workshops or as a substitute for them, neither during this time of emergency training, nor during the time of "regular" schooling. The physical activity experience gives people the opportunity to participate in the application of the skills, knowledge and ideologies taught in the physical education class.
- [3] Physical education is not only movement and (luckily) fun. It is a pedagogical process of learning **to move**, learning **by moving**, and learning **in moving**. Quality physical education is best achieved through face-to-face interaction with collaborative and collaborative learning in a supportive and engaging environment that allows you to explore and discover yourself. Through quality physical education, we produce capable, competent and self-confident people who have the opportunity to use their skills and apply them in a variety of physical activity settings, from sports to personal fitness and recreational activities.
- [4] UNESCO recognizes that physical education helps students develop the physical, social and emotional skills that define self-confident and socially responsible citizens. While the current pandemic and the emergency in the learning environment is preventing this important face-to-face physical



education, the importance, value, and benefits of PE cannot and should not be reduced to physical activity and fitness programs.

- [5] **The difference between PE and PA** lies in purposeful movement, which activates growth in all aspects of a young person's life - physical (movement), cognitive (thinking), emotional (feeling), affective (action).

For instance:

Activity	What it looks like in usual PA	What it should be in PE
	<p><i>Free games like tags, sports running, fitness running, active transport.</i></p>	<p>Understanding how your body feels while running (mechanics of heel to toe, leg kick, arm action) and the long-term impact this has on your life.</p>
	<p><i>Organized group sporting event, beach/park activities.</i></p>	<p>Learning how to work as a team, how to prepare and respond to different environments and situations, the proper way to send and receive an object safely and effectively.</p>
	<p><i>Organized fitness class, online video, DIY home creative experience, special sports training.</i></p>	<p>Learning types of balance (dynamic/static), level the body can move in, application of speed on the body, heart rates, movement</p>



		<p>sequencing, body coordination.</p>
	<p><i>Competitive or recreational sporting events, backyard games, independent rally.</i></p>	<p>Learning how to strike an object with an implement, how to adapt the rules for your environment (playing over a bush or with outdoor boundaries).</p>
	<p><i>Competitive or recreational sporting events on the road/off-road conditions, active transport.</i></p>	<p>Gaining a better understanding that regular cycling stimulates and improves your heart, lungs and circulation, reducing your risk of cardiovascular diseases. Cycling strengthens your heart muscles, lowers resting pulse and reduces blood fat levels. Improves mental wellbeing, balance and coordination.</p>
	<p><i>Competitive or recreational sporting events, pickup games, low-level games (worldwide, knockout, etc.)</i></p>	<p>Teamwork, cooperation, sportsmanship, communication, and positive emotional support. Students develop fundamental movement skills, object manipulation, and transferrable gameplay</p>



		strategies (e.g. defending and attacking a goal).
	<p><i>Competitive or recreational activities, varieties of bowling and bocce.</i></p>	<p>Sending an object through space, transfer skills to different sporting activities e.g. soft ball pitch, basic underhand throw has similar mechanics and teaching cues that students can connect as part of their prior knowledge when learning a new sport/skill.</p>

From the progressive point of view of the ‘WELL BEING’ project, the physically educated person has acquired life skills that go far beyond the gym, cannot be fully learned from a YouTube playlist, and certainly not derived from fitness programs. In order for our target groups to master the skills, knowledge and abilities that physical education provides, project partners must develop **36** workshops, create a safe learning environment and provide PE for all types of learners.

Teamwork, collaboration, sportsmanship, communication, and positive emotional support are just some of the intangible skills that qualified PE teachers can teach and instil in students through non-formal education.

There are two key messages that we would like readers to take away from this toolkit.

- (i) Physical education goes far beyond any educational document, outcome, class, or gym. Hitting the play button on a YouTube fitness video or encouraging students to mark their daily physical activity requirements does not activate the complex, relational, embodied aspects of these subject areas



and ignores pedagogy. Twenty years ago UN stated that “(basic education) ... is an indispensable tool for effective participation in the society and economy of the 21st century.” Physical Education helps students meet the demands of the 21st century and teaches them to be healthy, active, engaged and well-rounded citizens in this rapidly changing world. In no case, whether it is a pandemic or not, physical education should not be replaced by simple fitness videos and programs, no matter how bright and light they may be.

- (ii) PE, like nearly all other subjects, cannot be effectively taught in an online learning environment **alone** – and in an emergency learning environment like this, that's normal. Right now, we are all trying to provide our target groups with the richest educational experience possible. Let's just remember, when the dust settles and life returns to our “new normal”, that physical education is vital to all student education – and that it goes deeper than fitness and physical education programs.

Introduction for this Toolkit for Trainers

Purpose

This project toolkit sets out our vision for physical education, non-formal education and physical activity within project countries. It has been developed by a strategic alliance of Erasmus Plus organizations who are passionate about the value and importance of physical education, non-formal education and physical activity.

We believe that:

- (a) high quality PE, Non-formal education and Physical Activity are essential in preparing children and young people to live healthy lives.
- (b) consistent access to educational establishments who are characterized by the



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

The European Commission support for
production of this publication does not
constitute an endorsement of the co-
ordinator or the views only of the co-
ordinator and the Commission cannot be held
liable for any use which may be made
of the information contained therein.



embedded and exemplary characteristics in this toolkit will make a significant contribution to the long-term health outcomes of our children and young people.

- (c) supporting young participants to be more active in PE, Non-formal education and Physical Activity will improve our children's mental health, physical health.

This toolkit has been designed to be used by the project partners and provides guidance on each aspect so that our collective understanding of the evidence base for best practice is enhanced. The project consortium will continue to develop the 'Well Being' Toolkit using a research program and feedback from project partners. This will enable the content to support and challenge project partners to improve the impact of their provision on the life chances of the project countries' children and young people.

Project Countries' Vision

Project partners have long valued and believed that high quality PE, Non-formal education and Physical Activity play an important role in preventing ill health, improving the quality of life and improving educational outcomes for children and young people.

This toolkit seeks to continue to raise the profile of PE, Non-formal education and Physical Activity and to support project partners and related organizations to maximize the benefits which high quality NFE can deliver.

In doing this we are focused on encouraging regular sustainable participation to improve health and **wellbeing**; to play an important preventative role by improving the health of young individuals to reduce the need for reactive and acute health services. Beyond health improvement, project countries strive to engage children and young people to be more active and successful citizens through participation in sport and PE, generating benefits through increased social cohesion, happiness of individuals and improved economic benefits.

This toolkit seeks to engage every young person in project countries in physical activity inside and outside of school, empowering them and their families to make educated



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

The European Commission support for
production of this publication does not
constitute an endorsement of the content
which reflects the views only of the author
and the Commission cannot be held
liable for any use which may be made
of information contained therein.



It will support and enable children and young people to develop the ways to **wellbeing** behaviors that will support their educational and employment outcomes, a successful transition to adulthood, and lifelong learning.

Key Outcomes & Strategic Priorities

Every project country young participant will benefit from:

- (a) high quality physical education which develops physical literacy.
- (b) improved opportunities and pathways to successful socialization.
- (c) increasing levels of physical activity throughout the day.
- (d) improved physical, social and emotional **wellbeing**.
- (e) attending physical activities, with a culture that recognizes the inclusive principle.
- (f) being part of a community, which gathers and shares data to evaluate impact which supports improvement planning.



National Situations across Project Countries

NFE methodologies and sport

Russia

<p>Overview</p>	<p>Non-formal education combined with sports is the carefully planned, progressive, inclusive learning experience that forms part of harmonious socialization. In this respect, PE, including online dimension, acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience (both offline and distant) offered to children and young people through physical education workshops should be developmentally appropriate to help them acquire the psycho-motor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life.</p> <p>Non-formal education combined with sports offers advanced physical competence with values-based learning and communication. When PE is taught well it provides children and young people with a range of good opportunities to develop physical confidence and competence in an environment welcoming for social and psychological development.</p> <p>There is a serious need for ongoing professional development to enhance teacher confidence and competence. It is well known that still many teachers have limited PE input and as a result often feel ill-equipped to teach educationally sound and safe PE workshops. Apart from big cities (1 million and more) PE is not well developed across the country.</p>
<p>Key Facts</p>	<p>Physical education does not equal sports. This is an important distinction to make to ensure PE is inclusive and meets the expectations of our project’s target group. Teaching of PE should focus on the development of physical literacy. Physically literate children and young people demonstrate confidence in their movement capabilities. They</p>



	<p>demonstrate agility, coordination, balance and control, and are able to respond to the demands of a changing environment. They work well with others and enjoy discovering new activities.</p> <p>Advanced physical education will foster an appreciation of the intrinsic value of physical education, as well as its contribution to health and well-being. Ideally it will develop an appreciation of physical activity and will lay the foundations and values necessary for lifelong physical activity.</p> <p>Advanced physical education provides children and young people with a plethora of opportunities to develop social and cooperative skills and can provide them with experiences that foster self-esteem and build resilience. Regular participation in quality PE and other forms of physical activity can improve a child’s attention span, enhance their cognitive control and speed up their cognitive processing.</p> <p>Unfortunately, the concept of PE is often seriously misunderstood and as a result teaching can vary and benefits can be drastically limited. Frequently actors judge a ‘busy, happy, good’ PE activity a success irrespective of whether or not the children and young people are learning. This of course is not just limited to learning and teaching within PE.</p>
<p>Resources</p>	<p>https://elar.urfu.ru/bitstream/10995/1308/1/evseev_physical_culture.pdf</p> <p>https://bms7.ru/custom/default/books/book1.pdf</p> <p>https://ksderbenceva.ucoz.ru/dokumenty/xolodovjk-kuznecovvsteoriyaimetodikafizicheskogo.pdf</p> <p>https://core.ac.uk/download/pdf/42049582.pdf</p> <p>http://www.lib.uniyar.ac.ru/edocs/iuni/20132201.pdf</p>



	<p>https://bmu.vrn.muzkult.ru/media/2018/08/02/1225661244/Vilenskij-Fizicheskaya-kultura.pdf</p> <p>https://elar.rsvpu.ru/bitstream/123456789/25757/1/RSVPU_2018_690.pdf</p> <p>https://sport.spbu.ru/images/library/teaching_aids/2.pdf</p>
<p>Best Practice(s))</p>	<p>Firstly, establish a culture that is positive about physical education and is embraced by your organization/partner organization. A culture where physical education is considered important, is seen as a method to enrich your target group including its social improvement.</p> <p>Please ensure PE activities are appropriately planned, assessed and resourced and led by a qualified trainer/facilitator. Activities should be progressive and children and young people should be aware of learning outcomes.</p> <p>Advanced physical education activities focus on areas other than the teaching of games. Children and young people have opportunities to take part in a range of competitive, creative and challenge activities and have opportunities to be part of a team.</p> <p>Advanced physical education encourages children and young people to think creatively and make decisions for themselves and encourages them to reflect on their learning, fostering a desire to improve.</p> <p>Advanced physical education is focused on the development of physical literacy and considers a range of movement opportunities rather than sport-driven activity. Children and young people should be provided with PE activities that develop specific skills while engaging with sustained physical practice.</p> <p>Trainers/facilitators, parents and teachers could serve as proper role models upon which children can model themselves. Ensure model</p>



	positive attitudes towards physical education. PE should be enjoyable, challenging and rewarding, and generate enthusiasm for physical activity and sport.
Local Offers and Providers	School Sport Partnerships / Networks

Workshop I

< **Online** marathon in general physical education (GPE) >



Credit: all images are taken from the public domain solely for illustrating our six workshops' content and do not pursue any kind of commercial purpose.



<p>Learning Outcomes:</p>	<p>What is the result</p> <p>During online training, you will learn and understand:</p> <p>Training process</p> <p>You will learn how to properly build the training process for children and track their physical development.</p> <p>Simple exercises</p> <p>Learn simple tests and exercises that you can repeat on your own.</p> <p>Help in the development of the child</p> <p>You will learn the basic principles of athlete training and figure out how you can help your child with physical development.</p> <p>Optimal age to start training</p> <p>Find out at what age and what workouts are useful, and at what are harmful. What loads and when can be given to children.</p> <p>Choose a sport</p> <p>You will be able to correctly choose a sport for your child so that it matches his strengths.</p> <p>For whom</p> <p>For all children aged 6-12 and their parents. It is important for every child to maintain physical activity and develop harmoniously.</p>
<p>Duration:</p>	<p>6 days</p>

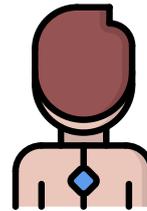


<p>Venue (indoors/outdoors)</p>	<p>Indoors</p>
<p>Materials:</p>	<p>Necessary technical equipment for online PE workshop:</p> <ul style="list-style-type: none"> • Phone, tablet, laptop or desktop computer with video camera and microphone. • Broadband Internet access (at least 3G with a mobile connection). • An installed Zoom client or WebRTC-enabled browser (such as Chrome or Firefox).
<p>Preparation:</p>	<p>Be ready, be dressed properly and try to be disciplined 😊</p>
<p>Description:</p>	<p>Features of the workshop</p> <p>Testing will help you see problem areas and find the right exercises to fix. You will receive detailed feedback from the coach and a simple diagnostic tool for your child that you can use at any time. This will help you evaluate how well the training process is built and what you need to work on first.</p> <p>Why is it necessary to strengthen the feet and correct posture?</p> <div style="text-align: center;"> <p>Feet</p>  </div>



They support the weight of the whole body, participate in walking, running and jumping. Soften and distribute the load on the joints.

Posture



Healthy backs and necks are the key to quality of life. Stoop prevents the full realization of the physical potential of the body.

Developing the habit of keeping upright is an important component of a child's physical education. The correct posture acquired from childhood will remain for life and will help to avoid many problems with the spine in adulthood. It is vital to form strong arches of the foot to prevent flat feet in the future. Complexes for balance, feet and posture do an excellent job with all of the above tasks.



GPE will be useful if the child from our target group is:

Playing sports





Physical training is the foundation for any sport. Regular practice will improve your current results and help you make rapid progress.

Engaged in dancing



General physical training will help increase endurance, perform more complex elements and master new ones faster. It will be easier for the child to cope with stress.

While not engaged



GPE will allow the child to develop harmoniously. Physical fitness helps to improve health and cope with academic stress.

What is it

A week of online GPE training is a six-day general physical training program for children aged 6-12, which includes:

3 online trainings on the ZOOM platform



	<p>During the intensive there will be 3 training sessions lasting 40 minutes each in the format of an online conference. The trainer will show the exercises through the webcam and make sure that the children do the exercises correctly.</p> <p>4 video workshops with theory and practice in general physical education</p> <p>An informative workshop on the benefits of GPE for every child. And why is it important to develop physical fitness from an early age.</p> <p>Daily tasks in private What's App chat</p> <p>In the feedback from the coach there will be a detailed analysis of the successes and mistakes in the exercises. It will be possible to ask any questions to professional instructors.</p> <p>This workshop is held online on the ZOOM platform. The trainer shows how to perform the exercise correctly and observes each participant. You are engaged, using improvised stock which is in the house at everyone.</p>
<p>Handouts:</p>	<p>None</p>
<p>Tips for the Trainer(s):</p>	<p>IMPORTANT! A trainer who decides to conduct children's GPE should study not only possible programs and know how to use gadgets. To work with a specific audience, you will need to master:</p> <ul style="list-style-type: none"> (a) features of the development of children in each age category (breakdown by age); (b) anatomical structure, visual assessment of posture;



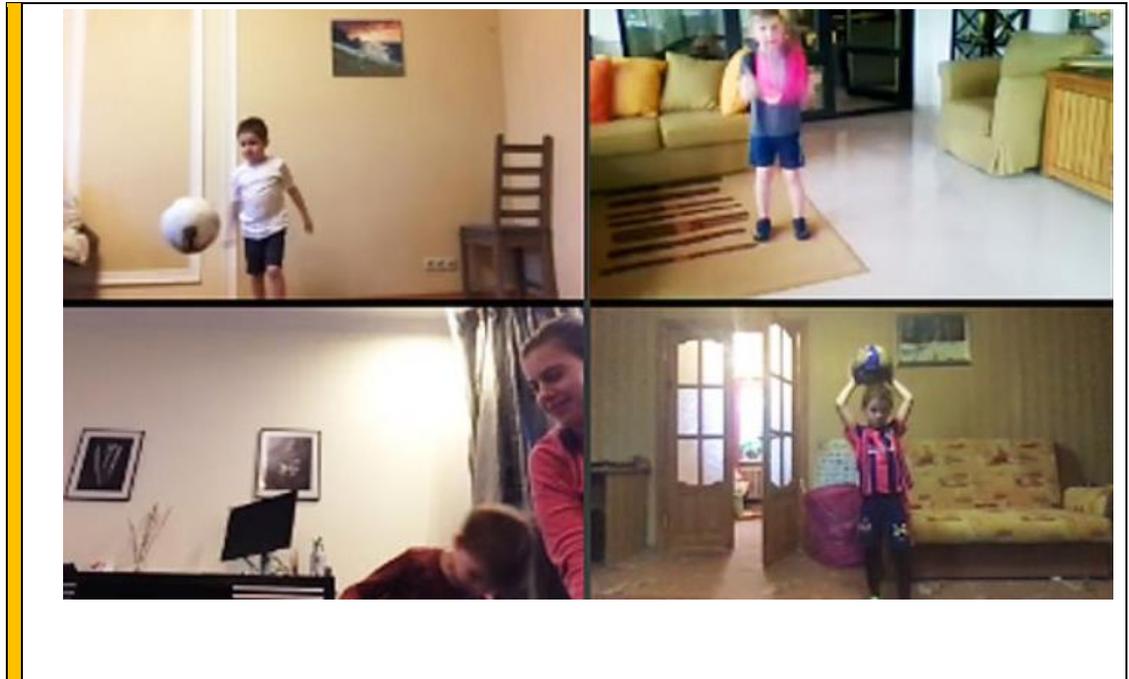
- (c) features of the training process in each age category;
- (d) corrective exercises;
- (e) educational games.

The workshop plan usually looks like this:

- [1] Joint warm-up is a mandatory part of the workout. Improves mobility, reduces the risk of injury and develops the habit of warming up.
- [2] The game component - allows you to attract and hold children's attention, stimulates to repeat after the coach with pleasure. Improve coordination and body control. May include jumping on one leg, rolling a ball, running a snake, etc.
- [3] The power part is the most difficult and routine. It forms strength and endurance, the habit of finishing what has been started to the end, tempers character. Teaches the rules of lifting weights in the gym and at home in everyday life.

Workshop II

<Online Champions>



**Learning
Outcomes:**

By participating in this online workshop for children from an early age, a child will receive an all-round development. Given that football is a diverse load, s/he will be able to:

- (a) develop endurance, flexibility, agility, speed;
- (b) improve coordination of movements,
- (c) develop strategic thinking
- (d) learn to work in a team
- (e) strengthen willpower,
- (f) increase the degree of responsibility,
- (g) develop a sense of purpose.

Playing football helps children direct their energy in the right direction and improve their health, and get used to regular physical activity from early childhood.



	<p><i>Now, in conditions when nearly all stadiums and halls are still closed, you can continue to practice at home. Football is a difficult-coordinating sport, so it is important to maintain a training regimen so as not to lose the accumulated elements and physical fitness.</i></p> <p>During regular sports classes, we often do not have enough time to work on technical elements. But it is no less important for football players than playing football. Therefore, now the quarantine situation can be used to good use and improve your endurance, coordination, technique, stretching and plasticity. And then transfer all your developments to the football field.</p>
<p>Duration:</p>	<p>3 workshops per week, 60 minutes each.</p>
<p>Venue (indoors/outdoors)</p>	<p>Indoors</p>
<p>Materials:</p>	<p>Necessary technical equipment for online PE workshop:</p> <ul style="list-style-type: none"> • Phone, tablet, laptop or desktop computer with video camera and microphone. Best choice – SMART TV. • Broadband Internet access (at least 3G with a mobile connection). • An installed Zoom client or WebRTC-enabled browser (such as Chrome or Firefox).



Preparation:

Who is online PE workshop is suitable for?

- **For children from 4 to 6 years old**
For children, training takes place in a game format - exercises for coordination, agility and technical equipment. Homework does not let you get bored on the weekend and turns into an exciting activity for the whole family.
- **For children from 8 to 12 years old**
We develop dexterity, improve technical equipment, ball control, work out interesting feints and game models.

Individual workshops and mini-groups

Individual workshops are one of the most effective methods of training, thanks to the personal approach, constant attention and control of the trainer. If you want to work out an element that you can't do, or your child needs more personal attention due to the fact that he is distracted, does not immediately grasp information, likes to play, etc., then this training format is right for you.

Workshops in mini-groups are convenient if you want to work with your family or friends. Or you need an individual approach. Mini-groups are from 2 to 4 people. This number allows you to provide an optimal level of training.



	<p>The undoubted advantages of individual workshops and classes in mini-groups include the fact that you choose your own convenient time, trainer, place of training, as well as the elements that you want to study.</p>
<p>Description:</p>	<p>Benefits of online training</p>  <p>All directions</p> <p>Over 100 different exercises for physical training, coordination, ball handling</p>  <p>"Live" workshop in a group</p> <p>The format of training with feedback, the possibility of communication in a group</p> 



	<p style="text-align: center;">Different levels</p> <p>Trainings are compiled individually according to the age and level of training of children</p> <div style="text-align: center;"></div> <p style="text-align: center;">Systems approach</p> <p>You exercise regularly, maintain discipline and get results</p> <div style="text-align: center;"></div> <p style="text-align: center;">Various formats</p> <p>Online according to the schedule and at any time convenient for you</p> <div style="text-align: center;"></div>
<p>Handouts:</p>	<p>No.</p>



<p>Tips for the Trainer(s):</p>	<ol style="list-style-type: none"> 1. How many people should be in a group There were about 10 people in the group, so the trainer could easily communicate with everyone and pay attention to everyone. 2. Will the exercises be too difficult? Children of different ages are engaged in different groups, the trainer selects a set of exercises depending on the participants.
--	--

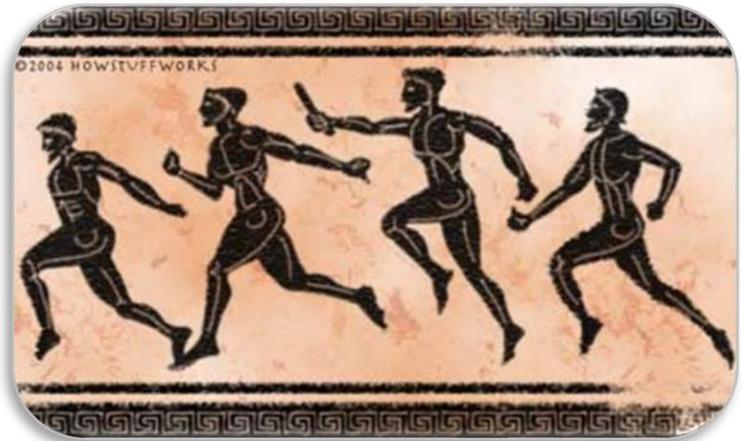
<p>Workshop III < Sprinting. Baton transfer technique ></p> 	
<p>Learning Outcomes:</p>	<p>Methodological goal of the workshop: organize the work of students to improve the technique of sprinting and relay races in order to enhance cognitive activity.</p> <p>Learning objectives: improve the technique of sprinting, learn the techniques of passing the baton to a teammate.</p>



	<p>Development tasks: to develop creative transformation of knowledge, to promote the development of physical qualities: endurance, speed of reactions.</p> <p>Educational tasks: to cultivate initiative and independence, psychological stability, the ability to work in pairs and teams.</p> <p>Workshop type: complex.</p> <p>Workshop form: practical PE.</p> <p>Interdisciplinary connections: biology, history, informatics and ICT.</p>
<p>Duration:</p>	<p>Time spending: 45 min.</p>
<p>Venue (indoors/outdoors)</p>	<p>Outdoors</p>
<p>Materials:</p>	<p>Stopwatch, baton, starting blocks, flags, presentation made in Microsoft PowerPoint, laptop, multimedia projector.</p>
<p>Preparation:</p>	<p>Teaching methods: verbal (questions, dialog, explanation), visual (showing exercises, gestures of judges, presentation), practical (performing exercises), methods of stimulating learning activity (creating a situation of success through tasks of different levels), a method for preventing and correcting errors (slowing</p>



	<p>down the execution of an exercise), competitive, gaming.</p>
<p>Description:</p>	<p>Forms of organization of cognitive activity: frontal, group, individual.</p> <p><i>I. Organizational and preparatory stage. 15 minutes.</i></p> <p><i>Target: prepare for productive work in the classroom.</i></p> <p><i>Methods: story, show.</i></p> <p><i>Forms of work: frontal, individual</i></p> <p style="text-align: center;">Participants' organization</p> <p>Construction, report of the attendant, greeting, checking according to the class journal, setting the learning objectives of the workshop. Epigraph of the workshop (slide 3):</p> <p>"If you want to be strong - run, if you want to be beautiful - run, if you want to be smart - run"</p> <p style="text-align: center;"><i>Thinkers of Ancient Greece</i></p>



Target: to provide the initial organization of students, to create a positive motivation for work in the workshop.

Conversation

Target: lead students to independently determine the purpose and objectives of the workshop.

- From history ... (slide 4)
- What physical qualities does sprinting (slide 5), relay race (slide 6) develop? In what situations can they be useful? Relay is a team type of competition (slide 6). The basic rules of the relay race are reported by the teacher (slide 7). Is the ability to run fast enough to win the relay race (student answers)? Let's formulate the purpose of our workshop. Determining the purpose and objectives of the workshop together with the students (slide 8). Statement of the problem: What affects the result of the relay race? (slide 9).

Combat techniques on the spot and on the move



Repeat the previously learned drill techniques on the spot and on the move with a change in the length and frequency of the step.

Target: improve the technique of combat techniques on the spot and on the move, develop coordination abilities

Uniform running

Special running exercises

Target: preparation of the muscular-ligamentous apparatus for loads, development of flexibility, the ability to maintain posture, develop speed-strength training.

What is the heart rate in people at rest (student answers). And what should be the value of the heart rate after exercise? (student answers). Now let's check in practice. Pulse count. Place your left thumb on the inside of your right wrist, find your pulse, and count for 6 seconds. the number of heart rates, then multiply by 10. Remember each of your results and at the end of the running warm-up we will repeat the measurement to compare the indicators.

II. Main stage. 25 min

Target: organize work to study new material and improve the skills and abilities previously studied.

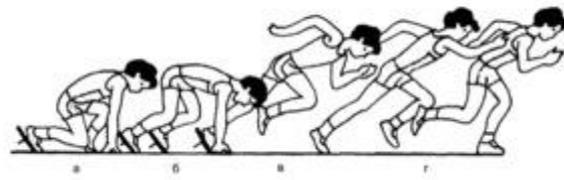


Methods: explanatory and illustrative, verbal (explanation), visual (showing the technique), practical.

Forms of works: frontal, group, flow.

Sprint run

Target: improve the technique of sprinting, speed-strength qualities, coordination of movements.



Exercises (slide 10):

exit from the start without a command,

exit from the start on command,

start and starting acceleration with a gradual increase in speed and running distance,

running with acceleration up to 40 m.

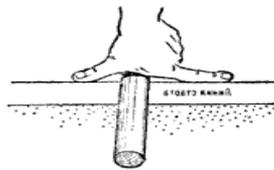
Mastering the technique of passing the baton at the stage

Target: to organize work on studying the technique of passing the baton, to form the ability to perform lead-up exercises on their own, on the instructions of the



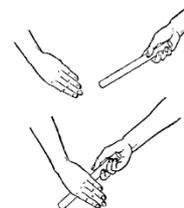
teacher, to maintain interest in mastering new material,
to cultivate the desire to achieve the goal.

Explanation and display. The participant of the first
stage starts running from a low start. He holds the baton
in his right hand, squeezing its end with three fingers,
and leans on the track at the starting line with the thumb
and forefinger (slide 11).

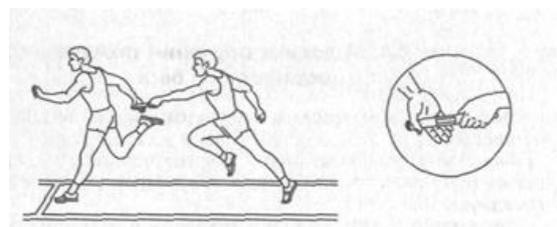


The starter runs at the inner edge of the track.

Explanation and display. The runner of the second stage
takes the baton with his left hand and runs closer to the
outside of the track (slide 11).

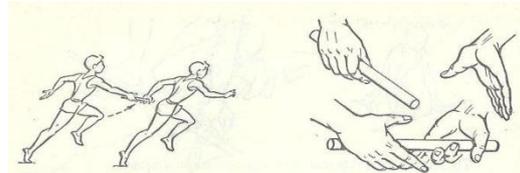


Explanation. The runner of the third stage takes the
baton with his right hand and runs closer to the inner
edge of the track (slide 12).





At the fourth stage, the runner runs along the outside of the track and takes over the baton with his left hand (slide 12).



Exercises:

passing the stick with the right and left hand in place,
the same in walking

the same in slow running.

Transfer of the baton in the transfer zone with running
short segments.

Relay 4x100 m.

III. Final part. 5 minutes

Target: evaluate the activities of students according to
the final result.

Methods of work: conversation, dialogue

Forms of work: frontal

Reflection.



	<p>Target: assessment by students of their activities in the workshop (self-reflection).</p> <p>Conversation</p> <ul style="list-style-type: none"> - Evaluate the results of your activity and the chosen ways of activity through attitude, emotions, feelings. - Correlate your own goal of the workshop with the result obtained, conduct self-control (slide 13,14). <p style="text-align: center;">Summing up the workshop</p> <p>Target: to analyze, assess the success of achieving the goal and outline a perspective for the future.</p> <p>Conduct a debrief. Select the guys who did well on the tasks. Point out errors. Submit ratings. Praise everyone for their work.</p> <p>Homework</p> <p>Purpose: to provide an understanding of the goals, content and methods of doing homework, to instill interest in the subject.</p> <p>Develop a set of exercises on your own for the development of missing physical qualities. Organized care.</p>
<p>Handouts:</p>	<p>PPT slides.</p>
<p>Tips for the Trainer(s):</p>	<p>Be creative, try to catch up with the students' mood, prepare plan B in case of bad weather, blackout etc.</p>



Workshop IV

< "Technique of movement, catching – passing in the game of handball".>



<p>Learning Outcomes:</p>	<ul style="list-style-type: none"> [1] Teaching the technique of long running; movements, catching - passing the ball in a game of handball. [2] Development of endurance, coordination. [3] Education of activity, discipline. [4] Workshop type: PE.
<p>Duration:</p>	<p>Time spending: 45 min</p>
<p>Venue (indoors/outdoors)</p>	<p>Location: stadium.</p>
<p>Materials:</p>	<p>Inventory: rubber balls, handballs.</p>
<p>Preparation:</p>	<p>Building, submitting a report, reporting the tasks of the workshop, drill teams.</p>



	<p>Conversation: "Rules of the handball game"</p> <p>Posture exercises:</p> <ul style="list-style-type: none"> - arms at the top straight - walking on toes; - hands behind back - walking on heels - hands behind the head - walking in a semi-squat. <p>Movements:</p> <ol style="list-style-type: none"> 1) uniform running face, back forward; 2) in a defensive stance with side steps with the left, right side, back, face; 3) jumping on one leg (on the left 3 jumps, on the right 3 jumps) <div style="border: 1px solid blue; border-radius: 50%; width: 80%; margin: 20px auto; padding: 10px; text-align: center;"> <p>Remind students of the basic stance of a basketball, football player, the movement of players in attack and defence. Pay attention to the position of the feet and hands in the movements with side steps</p> </div>
<p>Description:</p>	<p>Preparatory part (15 min)</p> <p>General developmental exercises:</p>



	<p style="text-align: center;">"hand jerks"</p> <p>preparatory position - hands in front of the chest, feet shoulder width apart.</p> <p>1 - jerk in front of the chest, 2 - right goes up, left goes down, jerk. 3 - jerk in front of the chest. 4 - left goes up, right goes down, jerk.</p> <p style="text-align: center;">"circular rotation of hands"</p> <p>preparatory position - arms at the top, feet shoulder width apart.</p> <p>1,2,3,4 ... - rotation of the arms forward. 1,2,3,4 ... - rotation of the arms back.</p> <p style="text-align: center;">'Jerking hands behind the back'</p> <p>preparatory position - right above, left below, feet shoulder width apart.</p> <p>1,2 - jerk behind the back. 3,4 - change of hands and the same thing.</p> <p style="text-align: center;">"torso tilt"</p> <p>preparatory position - feet shoulder width apart.</p> <p>1 - bend. 2,3 - tilt forward; 4- and preparatory position</p> <p>"circular body rotation"</p>
--	--



preparatory position - the body is tilted forward.

1,2,3,4... - rotation to the right;

1,2,3,4... - left rotation.

"tilts of the body to the right, to the left"

preparatory position - hands on the belt, feet
shoulder width apart.

1,2 - tilt to the left, right hand at the top.

3,4 - tilt to the right, left hand at the top.

Don't bend your knees while lying down, keep
your back straight.

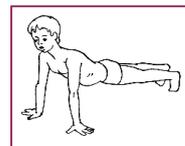


Swing your leg up towards your hand.

preparatory position - **the main rack.**

1 - crouching emphasis, 2 - lying emphasis, 3 -
crouching emphasis,

4 - preparatory position



"swing your feet."

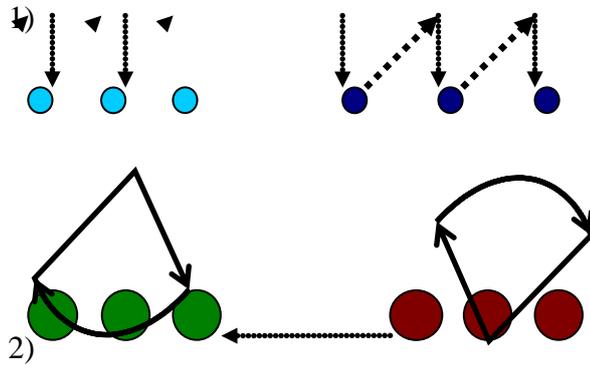
preparatory position - arms in front straight.

1,2 - swing with the right foot to the left hand,

3,4 - swing left to right hand.



	<p style="text-align: center;">"jumping"</p> <p>preparatory position - main rack 1,2,3 - jumps, 4 - jump with pulling the knees to the chest.</p> <p style="text-align: center;">II. Main part (30 min)</p> <p style="text-align: center;">Endurance development:</p> <p>- running uniform 500 meters in combination with walking;</p> <ol style="list-style-type: none">1) 250m running - 50m walking2) 250m running - 50m walking <p style="text-align: center;">Mixed exercise:</p> <p>preparatory position. main rack 1 - crouching emphasis, 2 - lying emphasis, 3 - emphasis crouching, 4 - stand up.</p> <p style="text-align: center;">Catching - passing the ball in pairs:</p> <ol style="list-style-type: none">1) transfer with one hand from above from a place;2) from the main counter with a change of seats;
--	--



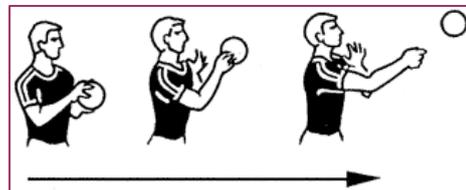
3) push with one foot in a jump from one step;

4) On the move with 3 steps

Catching the ball with one hand



Pushing the ball



Catching the ball is performed with two hands in the rack, bringing forward towards the



ball is performed with two hands in the rack, bringing forward towards the



ball hands with fingers apart. When passing with one hand, pay attention to holding the ball with your fingers, the position of the hands: the elbow joint is raised to the shoulder at an angle of 90 °, when passing, pay attention to the work of the hand.

Mobile game "School of the ball"

Ball school

In this game, exercises are performed **in order of increasing difficulty.**

Need small rubber ball.

- [1] Throw the ball up and catch it first with both hands, then only with the right, then only with the left.
- [2] Throw the ball up, sit down, touch your toes with your fingers, then rise and catch the ball, first with two hands, then with only one.
- [3] Throw the ball overhead from the right hand to the left and back. Throw the ball high up, jump, turn in the air, and catch



the ball with both hands.

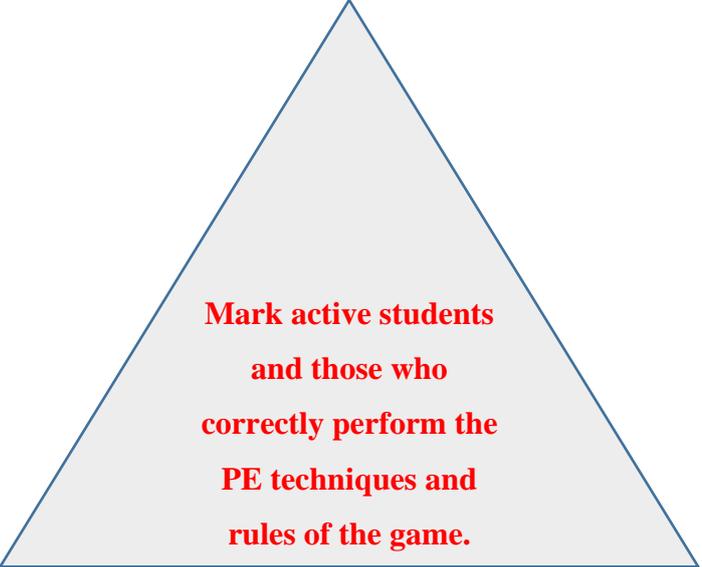
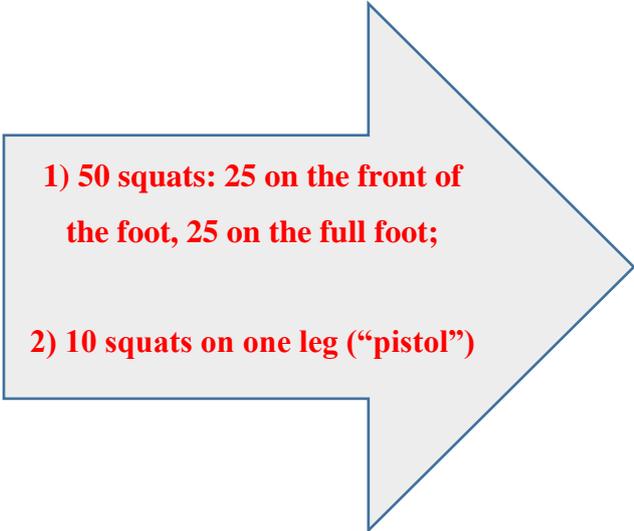
- [4] Leaning forward, throw the ball between the legs and, straightening up, catch it in front.
- [5] Throw the ball with your right hand from behind your back forward and catch it with both hands. Throw the ball with your left hand and catch with your right.
- [6] Throw the ball up, sit on the floor and catch it without getting up, throw the ball up again, stand up and catch it.
- [7] A number of exercises can be performed against the wall. Throw the ball at the wall and catch with turns, squats, etc.

III. Final part (5 min):

1. Pull-ups on the bar:

- a) from a hanging position (boys);
- b) from a standing position at an angle of 35° (girls)



	<p>2. Construction, summing up.</p>  <p>Mark active students and those who correctly perform the PE techniques and rules of the game.</p> <p>Homework:</p>  <p>1) 50 squats: 25 on the front of the foot, 25 on the full foot;</p> <p>2) 10 squats on one leg (“pistol”)</p>
<p>Handouts:</p>	
<p>Tips for the Trainer(s):</p>	



Workshop V

< Athletics workshop using multimedia technologies >



Learning Outcomes:

Workshop objectives:

- [1] Teaching sprinting technique: high start, starting acceleration, distance running.
- [2] Development of speed, coordination, memory, thinking.
- [3] Developing of hard work, discipline, interest in physical education.

Workshop type: PE.

Conduct method: frontal, group, individual.



Duration:	Appr. 2 hrs.
Venue (indoors/outdoors)	<i>Location:</i> gym.
Materials:	<i>Inventory:</i> laptop, video projector, projection screen, stopwatch.
Preparation:	Might include some members of the workshop participants.
Description:	<p>Introductory</p> <p>1. Building the message of the tasks of the workshop (3 min).</p> <p>2. Conversation:</p> <p>"History of the Development of Athletics" and "Short Distance Running Technique" (10 min). Use the presentation "Technique of sprinting" - made in the program "Power Point".</p> <p>3. Security in the gym</p> <p style="text-align: center;"><u>Safety rules</u></p> <p style="text-align: center;">Before starting classes:</p> <p>(a) Wear a sports suit and sports shoes with non-slip soles.</p> <p>(b) Carefully loosen the sand in the jump pit -</p>



the landing site, check the absence of foreign objects in the sand.

- (c) Wipe dry sports equipment for throwing.
- (d) Do a workout.

During class:

- [1] In a group start for short distances, run only in your own lane. The track must continue at least 15 m beyond the finish mark.
- [2] In order to avoid collisions, avoid sudden “stopping” stops.
- [3] Do not jump on uneven, loose and slippery ground, do not land when jumping on your hands.
- [4] Before performing throwing exercises, check if there are people in the throwing sector.
- [5] Do not throw without the permission of the teacher, do not leave sports equipment unattended.
- [6] Do not stand to the right of the thrower, do not be in the throwing area, do not go for throwing implements without the permission of the teacher.
- [7] Do not give a projectile for throwing to each other with a throw.
- [8] If you feel unwell, stop classes and inform the teacher.
- [9] In case of injury, immediately provide first aid to the victim, if necessary, send the



victim to the nearest medical facility.

After graduation:

- (a) Remove sports equipment to the designated storage area.
- (b) Take off your tracksuit and sports shoes.
- (c) Take a shower or wash your face and hands thoroughly with soap.

4. General developmental exercises in motion

(in two columns):

1) starting position: main stance.

Check:

- 1 - step left, right hand forward;
- 2 - step right, left hand forward;
- 3 - step left, bend your arms with force at the elbows;
- 4 - scion step, hands down;

Pay attention to posture: the back is straight, the chin is raised, the shoulders are deployed, the legs are not bent





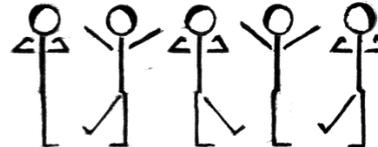
**2) starting position: main stance, hands to
shoulders.**

Check:

- 1 - step left, hands up;
- 2 - step right, hands to shoulders;
- 3 - step left, hands up;
- 4 - step right, hands to shoulders;

Starting position

Perform exactly arms forward at an angle of 90 °,
maintain distance and interval.

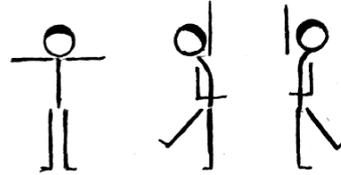


**3) starting position: main stance, arms to the
sides**

Check:

- 1 - step left, tilt to the left, right hand up, left
behind the back;
- 2 - step right, straighten up and tilt to the right, left
hand up, right behind the back

With starting position connect the shoulder blades,
raise the chin, do not tilt the head when raising the
hands, look up at the palms.



Starting position. Do not bend your legs, just tilt to the side, not forward, hand up at the head.

4) starting position: main stand.

Check:

- 1 - lunge left forward, arches forward arms up;
- 2 - standing on the left and placing the right, tilt, bending forward, hands touch the ground;
- 3 - straightening up, lunge with the right forward, arms upward in arcs forward;
- 4 - standing on the right and placing the left, tilt, bending forward, touch the ground with your hands;



Starting position

Pay attention to the location of the legs when counting 1, 3; the standing leg in front is bent at

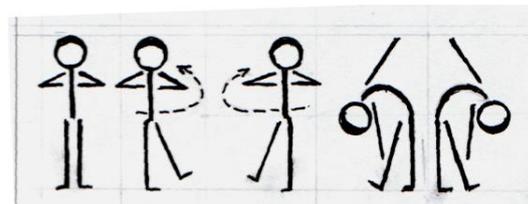


the knee, the standing leg behind is straight, when the legs are tilted, the knee joints are straight.

5) starting position: basic stoic, hands in front of the chest.

Check:

- 1 - step left, turn the body to the left;
- 2 - step right, reverse movement to return to ip. and turning the body to the right;
- 3 - step left, lean forward, touch the left toe with the right hand, left hand to the side back;
- 4 - the same, starting with the right leg and turning the torso to the left



Starting position

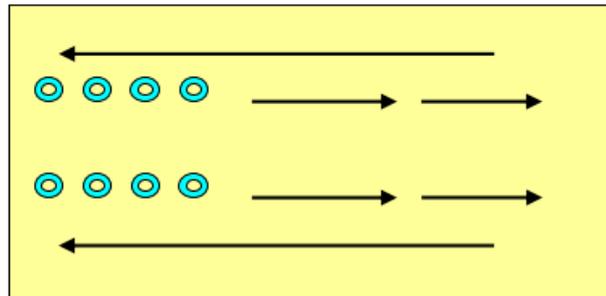
Perform the exercise in 4 counts: when turning, do not bend over, keep your shoulders straight, connect your shoulder blades, head is raised, feet are directed forward, rotation only of the shoulders and head, hip do not turn the joints to the side - walk straight.



5. Running:

- 1) mincing;
- 2) with high hip elevation;
- 3) with overflowing of the lower leg;
- 4) jumping

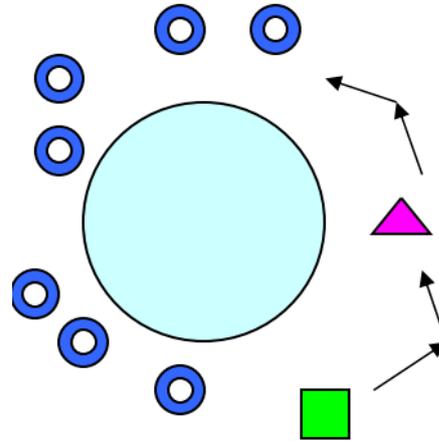
Distance 20 meters - students perform in two
columns and go back in steps



II. Main

1. Mobile game

"Third extra"



The class (in two columns) moves to the playground, builds in a circle. Draw students' attention to the direction of running and the implementation of the rules of the game.

Rules of the outdoor game "Third extra"

This game is widely played among children. It is carried out independently. The number of participants - from 8 to 40 people.

Description:

The players become in a circle in pairs, facing its center so that one of the pair is in front and the other is behind it. The distance between pairs is 1-2 m. Two drivers take a place behind the circle. One of



them runs away and the other catches him. Fleeing from the chase, the evader can get ahead of any pair. Then the one standing behind turns out to be "third wheel". He must run away: from the second driver. If the chasing catches (touches, touches) the escaping, then they change roles. Thus, the drivers change all the time.

This well-known and beloved game becomes even more interesting if it is supplemented with the following: when the evader gets ahead of any pair, the "third extra", who is behind, does not flee from the chasing one, but starts chasing him himself.

Game types:

- the players stand in pairs facing each other and hold hands. The escaping, escaping, stands under the arms with his back to someone. To whom he will turn his back, that "third extra", who must run away; - The game is played to music. The players walk in pairs, holding hands, and put their free hands on their belts. The escaping, escaping from persecution, can at any moment take one of the walking arm in arm. Then the couple standing on the other side become the runaway.

Rule:

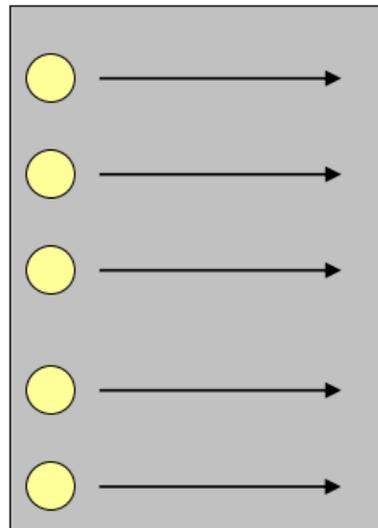




**The one who is escaping from ‘persecution’
must not be interfered with.**

2. High start –

- 1) explanation;
- 2) display;
- 3) execution:
 - command "On the start!";
 - commands "Attention!";
 - command "March!"



The students are lined up on the side-line of the
football (basketball) field.

Introduction to the phases of sprinting:



- 1) start;
- 2) starting acceleration (run-up);
- 3) distance running;
- 4) finishing.

At the command "Start!" the student approaches the starting line, puts the strongest foot with the toe to the line, without crossing it, sets the other back, resting the toe on the ground, the body is straightened, the arms are freely lowered along the body, the head is held straight.

At the command "**Attention!**" student flexes both legs in such a way that the main body weight is located above the front leg. The arms should be hanging freely down or slightly bent at the elbow joints, the gaze is directed forward.

Team March! - stop all movements before this command, the hands should move out of sync with the movements of the legs and should be relaxed. The leg in the first step is carried forward with a quick movement of the hip, the lower leg at that moment moves almost parallel to the ground with the foot forward, and not up. The first steps should be fast, powerful enough springy. Each step is more than the previous one.

3. Starting acceleration-

acceleration 8--10 m from various starting points:



- 1) running in place;
- 2) with high raised stop with socks;
- 3) from a high start

The runner is in a crouched position.

With each new step, a greater forward speed is created and the torso tilt decreases.

Pay attention to straightness of movement.

III. Final

1. One hanging on the bar.

Two sets of 15-20 seconds.

2. Attention game

"Forbidden Movement"

The game is played by the physical organizer of the class, showing the movements and positions of the hands; who performs the prohibited movement: s/he breaks down and does 2 squats.

3. Summing up, homework

Homework: checking and training posture against the wall: standing with your back to the wall, touching the back of the head, shoulder blades, buttocks, heels for two minutes;

3 sets of 2 min × 3 times a day



Handouts:	PPT slides.
Tips for the Trainer(s):	

Workshop VI

< Meet Basketball! >



**Learning
Outcomes:**

Target: Training in the skills of mastering the elements of basketball technique.

Tasks:

1. Teaching the technique of movement, the technique of combining techniques: dribbling, throwing, picking up the ball.
2. Development of coordination, speed, speed-



	<p>strength qualities.</p> <p>3. Developing of activity, independence, team work.</p> <p>Workshop type: PE.</p> <p>Method of conducting: frontal, group, individual, game.</p>
Duration:	Time spending: appr. 40 min.
Venue (indoors/outdoors)	Location: Gym
Materials:	Inventory: basketballs, racks (10 pcs.), gymnastic mats, multimedia complex.
Preparation:	Advanced visit to the gym, checking all necessary conditions and equipment.
Description:	<p style="text-align: center;">INTRODUCTORY</p> <p style="text-align: center;">12-15 min</p> <p style="text-align: center;">1. Construction, communication of tasks.</p> <p style="text-align: center;">3-5 minutes</p> <p style="text-align: center;"><i>Pay attention to the sports uniform, shoes involved.</i></p> <p style="text-align: center;">2. Conversation: "The history of the development of basketball"</p> <p style="text-align: center;">5 min</p>



	<p>Use a presentation for the workshop made in "Power Point".</p> <p style="text-align: center;">2. Varieties of running:</p> <p style="text-align: center;">3.</p> <p>- <i>ball in hand</i></p> <ul style="list-style-type: none">a) facing forwardb) with overflowing of the shins;c) with high knees; <p>- <i>dribbling:</i></p> <ul style="list-style-type: none">a) right handb) left hand;c) taking turns <p>Running in a column, a distance of two steps. Each student has a ball in their hands: hold the ball with both hands at the chest. Follow the correct setting of the feet, keep the distance between the legs.</p> <p>Follow the work of the hands, the rebound of the ball to the waist. Least visual control of the ball.</p> <p style="text-align: center;">4. General developmental exercises with basketballs:</p> <p style="text-align: center;">5 min</p>
--	---



Warm-up is performed to the music: *Basketball / Workout Motivation Music Vol. 1, Rap/HipHop*

<https://www.youtube.com/watch?v=8i5Zbx15rU8>

-throwing from hand to hand (in an arc);

10 times



- rotation around the head; 10 times

- rotation around the body; 10 times

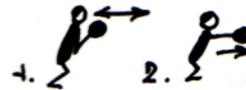
- between the legs "eight"; 10 times

- bending of the arms in the elbow joints (to the chest and back); 12 times



- straightening the arms forward and back to the chest;

15 times



- raise your hands up, bend your elbows, lower, return your hands to their original position;

12 times



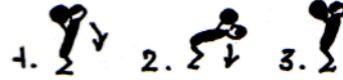
- ball behind the head, torso to the left and right;

5-6 times in each direction



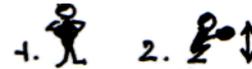
- the ball behind the head, torso forward;

6-7 times



- ball in front of the chest, squats;

15 times



- jumping over the ball.

12 times



MAIN TASK

25

Minutes

1. Movement technique:

a) side step - jerk;

b) moving sideways with side steps with a “snake”
back forward;

c) running "snake" facing forward

- moving with side steps along a triangle

6x 6 meters:

1) back forward;

2) facing forward;

3) right side;

4) back forward;

5) facing forward;

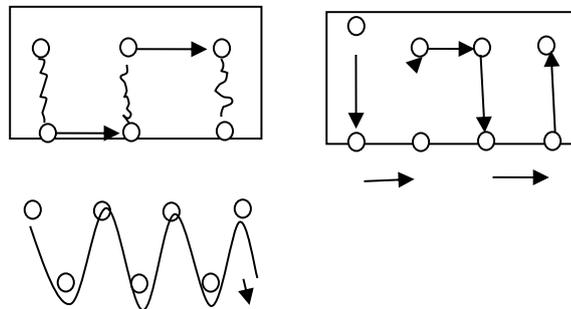


6) left side.

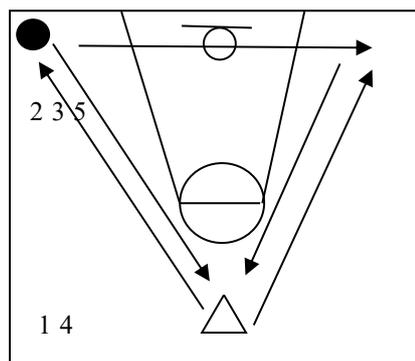
Order of execution:

a) an explanation

b) demonstration by students - assistants. Follow the correct movements, the work of arms and legs in a protective stance.



Follow the correct setting of the feet, keep the distance between the legs.



2. Technique for combining techniques: dribbling, throwing, picking up the ball.

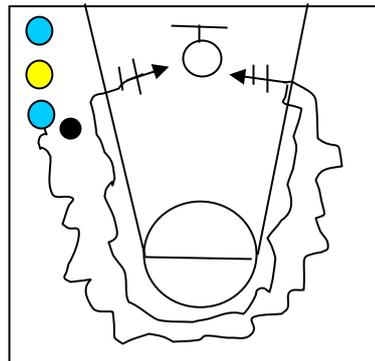
- dribble, 2 steps, throw.



Leading (outlining the three-second zone) with the right hand, 2 steps, throw with one hand (right) from the shoulder;

Rebounding the ball, dribbling with the left hand (driving) 2 steps, throwing with one hand (left) from the shoulder.

The exercise is performed on one half of the site - girls, on the other - boys. Correct dribbling, throwing, rebounding, dribbling without running, correct throwing are judged.

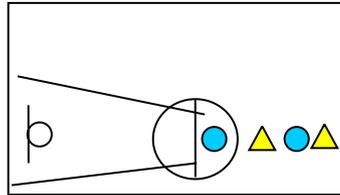


3. Training game of basketball

The game must be played within the court. You cannot use rough tricks, as well as run with the ball in your hands (while the boys are playing, the girls are doing exercises on the abdominal muscles).

Girls - 3 x 12 times, boys - 3 x 15 times.

5. Free throws



3 min

Each team is built in a column, throws are taken in turn (all basketball backboards in the gym are used).
When performing a free throw, stand at the free throw line, make 1-2 hits on the floor, take a deep breath, exhale, and while holding your breath, perform a throw.

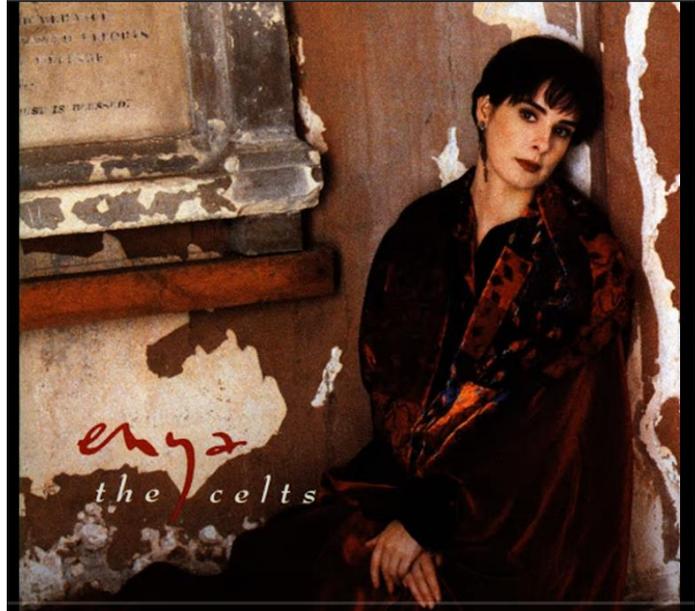
Final

5-10 min

1. Verbal-musical psycho-regulation

3 min

Performed to the music of Enya "Fairytale" (*optional, of course*)



<https://www.youtube.com/watch?v=kaVGoar6FE0>

2. Summing up.

3-5 minutes

Point out possible errors. Select the participants who did well on the tasks. Praise everyone for their work.

Handouts:

PPT presentation, musical files.

Tips for the Trainer(s):

Be creative, try to catch up with the students' mood, prepare plan B in case of bad weather, blackout etc.



Romania

Overview

Sport is essential to human existence. This is the only way to actually be healthy, especially when combined with a balanced diet and other lifestyle choices. If you've ever questioned why sport is essential or what it can do for you, you'll be pleased to learn about its physical and mental advantages.

Physical activity is important for everyone's health, so here's why sports are important at any age and what physical benefits they provide: sport's relevance in children's lives: it builds muscles and bones, improves flexibility, balance, and endurance, improves posture, and boosts immunity;
sport's significance in adolescents' lives: it molds and maintains the body, burns fat, develops the musculoskeletal system in a balanced manner, promotes blood circulation, and maintains muscle and bone strength;

Why is sport beneficial to the elderly? It keeps bones mobile or recovers them, strengthens muscles, increases blood circulation and respiration, keeps skin taut, and burns fat. In addition to the physical benefits, there are a number of mental benefits that come with playing sports in everyday life: developing the ability to concentrate; increasing the ability to work in a team; treating negative states of the psyche, such as anxiety and depression; developing the spirit of fair play; increasing self-confidence; developing social skills; developing the capacity for self-discipline; instilling motivation, ambition, and long-term commitment; instilling the spirit of fair play; instilling the spirit of fair play;

As you can see, athletics plays a significant role in the lives of both young and old people. Unfortunately, many people are unaware of this and hence do not reap the full benefits of physical activity.



Key facts

Physical education and sports have been supported by the Romanian government in such a way that they meet their stated goals.

The state budget provides funding for the physical education and sports system in the form of subsidies administered by the state power body (M.T.S.) on the basis of sports training programs for federations, M.T.S. clubs, and National Complexes, as well as funding from non-governmental organizations and other attracted sources (sponsorships, donations, etc.).

Physical education and sports teachers who work in schools, faculties, and sports clubs, coaches, doctors, psychologists, physiotherapists, researchers, instructors, and specially qualified personnel for the arrangement and maintenance of sports bases and materials are among the specialists working in Romania's physical education and sports system.

The physical education and sports system's material base or patrimony is subordinated to the M.T.S., and it requires maintenance and improvement in order to function in accordance with regulations or conventions with legal force that ensure good conditions for the practice of physical exercises and the safety of participants (athletes, public).

Resources

Activities for people with special needs. Link visited on 14/05/2022

<https://m.superbebe.ro/tema-lunii/activitati-sportive-pentru-copiii-cu-dizabilitati-fizice/>

Romanian sistem of education. Link visited on 14/05/2022



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

The European Commission support for
production of this publication does not
constitute an endorsement of the content
which reflects the views only of the author
and the Commission cannot be held
liable for any use which may be made
of the information contained therein.



<https://www.rasfoiesc.com/hobby/sport/SISTEMUL-ROMANESC-DE-EDUCATIE-92.php>

Physical education. Link visited on 14/05/2022

<https://www.scrigroup.com/sanatate/sport/430/SISTEMUL-DE-EDUCATIE-FIZICA-SI41491.php>

Physical education sistem. Link visited on 14/05/2022

<https://www.scrigroup.com/sanatate/sport/SISTEMUL-DE-EDUCATIE-FIZICA-SI43311.php>

The concept of physical education. Link visited on 14/05/2022

<http://educatie-fizica.ro/conceptia-despre-educatia-fizica/>

Sports for people with special needs. Link visited on 14/05/2022

<https://ro.drafare.com/sport-pentru-copii-cu-dizabilitati-fizice/>

Non formal activities for physical education. Link visited on 14/05/2022

<http://www.marathon.ase.ro/pdf/vol3/2/Uta.pdf>

The benefits of sport. Link visited on 14/05/2022

https://www.sfatulmedicului.ro/Sanatate-prin-sport/beneficiile-sportului-asupra-organismului_15271

The importance of physical activities. Link visited on 14/05/2022

<https://sfaturi.decathlon.ro/importanta-sportului-iata-de-ce-ar-trebui-sa-incepi-un-sport-acum>

The benefits of swimming. Link visited on 14/05/2022

<https://www.aria.com.ro/blog/beneficiile-inotului>



Best practices

Formal education is important in the creation and development of a young person's personality, but it is not the only formative activity accessible. Other educational effects include nonformal and informal learning, which may be in agreement or disagreement with school-based education.

We can contribute to the discovery and understanding of various options for spending and organizing leisure time through physical education, as well as identifying and cultivating youths' interests in the optimal mix of interests, abilities, and talents, as well as finding ways to exercise and develop them.

Non-formal physical education activities are significant in terms of the objectives to be achieved, the manner in which they are implemented, and the focus placed on the training content's formative value. This sort of educational activity is an applicative formative environment that allows for the transfer and application of competences - knowledge, skills, values, and attitudes - gained through formal education.

These activities foster critical thinking and encourage young people to appreciate and take on societal obligations through their various forms, resulting in a profitable symbiosis of the cognitive, socio-emotional, intrinsic motivational, and behavioral components.

Physical education is the most well-organized subsystem among the younger generation. This subsystem has the following components:

1. school programs;
2. the obligation to participate in the basic organizational form (lesson);



3. the possibility for students to benefit from a variety of other well-established forms (daily gymnastics, physical education moment, etc.);
4. sports and educational activity;
5. assessment of subjects' performance based on precise evidence and criteria

Local Offers and Providers

1. The Romanian Olympic Foundation is a non-profit, non-governmental organization that supports the development of young athletes, promotes sport and the principle of a healthy lifetime, and provides assistance to Romanian athletes in unusual circumstances.

a) The Romanian Olympic Foundation encourages ice sports-obsessed children and establishes a new junior team skating program.

The Romanian Olympic Foundation (FOR) held a selection at the Allianz-Tiriatic Arena ice rink among youngsters aged 4 to 7, with the goal of developing a new ice skating team named after the foundation. The 20 children chosen will train at the Allianz-Tiriatic Arena Skating Rink in Otopeni, thanks to a partnership between the Romanian Olympic Foundation and the Tiriatic Foundation. The Tiriatic Foundation will contribute by involving its coaches in stages of initiation and educated sports, while FOR will help your athletes by providing them with the required logistics for free ice training.

b) The Tiriatic Foundation has launched a multimodal training program for children with disabilities.



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

The European Commission support for
production of this publication does not
constitute an endorsement of the content
which reflects the views only of the author
and the Commission cannot be held
liable for any use which may be made
of information contained therein.



The Tiriac Foundation is initiating a series of educational activities for children who are interested in sporting activities, with the goal of stimulating cognitive growth and encouraging them to live a healthy lifestyle by promoting sports, health education, and environmental responsibility.

All of these activities will complement the sport, which will be carried out on a regular basis, according to a predetermined schedule, in order for the young athletes' knowledge of personal care, emotional and cognitive development, and awareness of the impact of their actions on the environment to improve at the same time as their physical training.

c) The Allianz Skating Rink Tiriac Arena will host the first edition of the Municipal Skating Association Bucharest's "Bellu Memorial" International Figure Skating Championships from February 23 to 27, 2022. The event is the first figure skating competition at the Allianz-Tiriac Arena Skating Rink since the outbreak began.

Over 200 contestants from 22 countries compete on the ice rink: Austria, Bulgaria, Canada, Croatia, Cyprus, Estonia, Switzerland, Finland, France, the United Kingdom, Greece, India, Ireland, Israel, Italy, Romania, Kazakhstan, Slovakia, Slovenia, Serbia, Spain, and Ukraine.

The tournament is part of the European tour Criterion, and it is the fourth of five in the competition year 2021-2022. Skating competitions are open to both sexes in the following age groups: Novices, Juniors, and Seniors.

Medals and diplomas will be handed to all competitors at the end of the event.

d) The Tiriac Foundation has launched a new educational program with a sports theme, which is available as a podcast: School of Sports



The Tiriac Foundation expands its efforts to inspire children to participate in sports by establishing a podcast with people from the worlds of local and worldwide sports. More personalities will offer their thoughts and experiences about sports practice since childhood in the Sports School series of interviews.

The Sports School podcast is on its way to become the most popular local source of sports education for teenagers.

e) Children from the Foundation Tiriac's hockey teams began to participate in additional activities outside of the rink, such as land training, swimming sessions, and nutrition workshops, all of which are essential aspects in the preparation of children's sports. Starting July 27, the teams will train at both Stejarii Country Club and Ion Tiriac Sports Complex, in addition to the activities done at the Tiriac-Telekom Arena Skating Rink.

Swimming lessons and nutrition classes are offered to children at the Country Oak Club. Swimming improves immunity and strength resistance by training all muscles and the complete cardiovascular system.

Parallel to this, nutrition courses teach athletes what a healthy lifestyle entails and how to achieve it through a well-balanced diet, so that they may train efficiently and compete successfully.

The children also took part in dry training at the Ion Tiriac Sports Complex at the same time. The players have learned new movements and game systems that they will use on the ice later. The coaches place a high value on motor skills training, such as strength, speed, endurance, and mobility.

f) GymNadia is a joint project of the Ion Tiriac and Nadia Comaneci foundations that combines physical activity with pleasure for the development of healthy and harmonious children in gymnastics and sports courses.



GymNadia is a one-of-a-kind sports facility in terms of the infrastructure and resources made available to pupils.

The room is furnished with high-quality and safe equipment and tools for the training of young kids enrolled in gymnastics and physics classes. Gymnastics classes will be offered both for a fee and for free, thanks to the sponsorship of the Tiriac Foundation.

2. Students and teachers from Romanian schools are encouraged to participate in Special Olympics. We bring sports and its advantages closer to community life, with and for persons with intellectual impairments, through collaborations with these schools.

a) The Globalworth Foundation's "Fitness and Smiles Championship" is the first digital solution to facilitate distance sports for children and young people with disabilities in physical and intellectual facilities as well as residential placement.

What exactly is this digital solution?

The developed system is based on a combination of technologies to aid communication and distance sports.

Each center has a video conferencing kit that is compatible with the majority of current systems (zoom, microsoft teams, google meet, live facebook).

Live training sessions profit from or visual experience if two-way auditory due equipment: diagonal display monitor, newest generation integrated video camera, high-performance sound system, and laptop with internet connection.

Over 350 children will use this technology to participate in fitness routines, online contests, learn proper movement, and interact remotely with the virtual coach and other children from other placements and social centers.



b) The idea for the Young Athletes program came from parents and their children with intellectual disabilities under the age of eight wanting to participate in Special Olympics activities.

The program's primary goal is to help children with intellectual disabilities improve their motor skills, social skills, and cognitive abilities through specific exercises. Second, it builds on parents' active participation in their children's physical training while also sharing information about Special Olympics' resources and types of assistance. A third purpose is to raise public awareness of these children's various abilities.

Young Athletes is an activity and game program that focuses on two levels of play. Physical activities and games at Level 1 emphasize the development of core motor systems and hand-eye coordination. Level 2 continues the application of these exercises through a sports skill development program that corresponds to Special Olympics activities.

Metlife Foundation provides funding for the initiative.

c) Special's new project Olympics Romania is Skate Specials - We're speeding up nicely. 54 Special Olympics competitors from five towns (Bucharest, Timisoara, Cluj-Napoca, Brasov, and Galati) will train on rollers and skates until February. Special Olympics Romania is developing the project, which is funded by the initiative "in good condition," which is backed by Kaufland Romania and implemented by the Foundation for Civil Society Development.

The project entails the creation of Romania's first skating training program and competitions (speed rollers, artistic, and ice speed) for 54 people with intellectual disabilities in five cities, the creation of the first Adapted Skating Guide, the organization of five local demonstrations in the middle of communities, and the first National Special Olympics Championship Skating for this group of beneficiaries.



d) The development of united football in Romania "complements the Unified Special Olympics athlete Romania program, in which athletes with intellectual disabilities and athletes without disabilities practice and compete together on the field."

We hope to accomplish the following over the two-year project:

New employee recruitment and training

Coaches of unified football:

- Unified recruiting of new football players:
- Existing retention and team development;
- Development of a national system based on united football contests

We will proceed as follows:

- Supporting the establishment and development of sports collaborations with schools table and profile clubs in 30 special schools throughout 30 counties.
- Every year, we will create 80 unified football teams;
- We will organize 30 local competitions, 10 regional competitions, and two national unified football competitions for boys and girls; we will implement the Participate! (Educational program for an inclusive society) program in 10 cities;
- We will offer courses and three workshops on the opportunities available to football coaches each year;
- We will strengthen our relationship with the Federation Romanian Football at the local level.

Different sports practiced in Romania

1. **Tennis** is thought to be a "brain food." By building new connections in the brain, this sport helps to promote critical thinking, mental alertness, and tactical



thinking. All of this helps to manage the amount of serotonin in the brain, which is vital for activities like sleep, appetite, and emotional state.

2. **Volleyball** has many advantages, including the burning of calories and hence a reduction in body weight. It's a fun way to shed pounds, build muscle, and improve eye-hand coordination. Volleyball can be played indoors or outdoors, but beach volleyball is the most spectacular.

3. **Table tennis** requires a lot of quickness, especially because the ball is so little. This sport is similar to puzzles in that it improves mental sharpness. Improves mental clarity and pushes you to utilize more effective methods against your opponent. Improves reflexes and concentration for extended periods of time. The slightly bent knee position and continuous leg movement work together to develop the muscles of the entire body.

4. **Basketball** is a fast-paced sport that involves all of the body's muscles. You'll need to sprint quickly, dribble the ball with your hands, and keep your eyes on the other players and the basket. Repeated hops to toss the ball to the basket assist to flex the spine and expand the entire body, making it an useful sport for teenagers who wish to grow taller.

5. **Football** has significant cardiovascular health advantages. Football is a sport that people of all ages and physical levels can enjoy and excel at. It's also a great sport for kids who don't have a lot of athletic ability but want to participate in a team sport. It can be played by boys, girls, men, and women together or independently.

6. **Ballet** discipline entails teaching a specific form of behavior to the pupil. Without discipline, a dancer cannot develop into an artist. The ballet teacher must be capable of shaping and forming the characteristics of his students; students can learn attitudes, actions, and later self-control through the style and exercises given



during a ballet lesson. The ballet teacher must also be able to establish a good environment in which pupils may express themselves, which is crucial in the development of a future dancer.

7. **Swimming** is the only sport that can be done by anybody and at any age, including pregnant women, from the age of three months to old age. Swimming is an excellent approach to exercise your entire body as well as your cardiovascular system. Swimming burns nearly as many calories as running, but without the detrimental effects on bones and joints.

Sports for people with special needs

Physically disabled children have restrictions in terms of mobility and may be significantly more exhausted than other youngsters. To participate in various sporting activities, these exceptional youngsters require special equipment and the assistance of others, such as coaches, teachers, or parents.

Parasport, or adaptive sport, is designed for those with physical or mental limitations. It's known as adapted sport since it caters to the demands of people with disabilities.

Adapted sports are classified into three categories:

- sports for deaf people;
- sports for persons with physical impairments;
- sports for people with intellectual disability.

Although physical activities are advised for special children, it is crucial to distinguish between competitive sports and fitness programs, active recreation, and therapeutic gymnastics. The psychological advantages are self-evident, such as



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

The European Commission support for production of this publication does not constitute an endorsement of the content which reflects the views only of the author and the Commission cannot be held responsible for any use which may be made of the information contained therein.



reduced anxiety and sadness, increased self-confidence, effectiveness, and improved mood. New experiences, new friendships, and stigma reduction are all social benefits.



France

<p>Overview</p>	<p>Physical activity keeps the body healthy and can also improve mental health by reducing symptoms of depression, anxiety, pain and loneliness. It can also improve concentration, school performance, sleep, and energy levels. Children who engage in regular physical activity have better relationships with others and a better body image of themselves.</p> <p>In France, sporting activity in general and in schools in particular has been quite limited in recent 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.</p> <p>This crisis has also made it possible to highlight what is called "non-formal education", which is any organized and systematic educational activity, implemented outside the framework of the formal system, the school system for example, in order to provide selected types of learning to specific groups of the population, adults and children.</p>
<p>Key Facts</p>	<p>In France, physical activity is very important whether at the level of formal education provided by schools or non-formal supported by associations and recently by the emergence of online courses and applications thanks to the development of digital. The facts are there:</p> <p style="text-align: center;">1. Government policy</p> <p>In school time or outside school time, within the framework of physical education and sports, actions are proposed by schools, school sports associations (AS) and local sports federations.</p> <p>The key figures for school sport, taken from the website of the Ministry of National Education, are:</p>



- **2,700,000** students licensed in school sports federations.
- **20,000** pupils and parents who are 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 pupils.

The priorities of recent years of the Ministry of Sports relate to two major priority learning from an early age: Learning to swim and knowing how to ride a bike independently. These two lessons are a public health and safety issue for the ministry.

Encouraging daily physical activity is fundamental. This is manifested by the launch of an initiative in association with the Paris 2024 Olympic and Paralympic Games Organizing Committee, offering each primary school teacher the opportunity to devote 30 minutes a day to physical activity, during school or extracurricular time. . Several academies are experimenting with 30 minutes of physical and sports activities.

2. 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 lead 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.

3. Digital at the service of sport in times of pandemic



	<p>Many free download applications and websites offer accessible content to facilitate the practice of physical activities at home.</p> <p>In addition to the Be Sport, My Coach and Goove app applications with which a partnership has been concluded in order to offer free training sessions, the Ministry of Sports recommends several applications under different themes:</p> <ul style="list-style-type: none">● To spend,● To build muscle,● To pay attention to its weight,● To relax,● For those in a hurry,● For the family,● For kids,● For people with disabilities,● And to escape.
Resources	<p>Ministère de l'éducation nationale, de la jeunesse et de la vie associative, 2021. Plus de sport à l'école, une grande priorité pour le Sport. Link visited on 08/10/2021: https://www.education.gouv.fr/plus-de-sport-l-ecole-une-grande-priorite-pour-le-sport-306483</p> <p>Ministère de l'éducation nationale, de la jeunesse et de la vie associative, 2012. Les pratiques sportives à l'École. Link visited on 08/10/2021: https://eduscol.education.fr/document/1593/download</p> <p>Ministère des sports, 2021. Faire du sport à la maison en ligne. Link visited on 08/10/2021: https://sports.gouv.fr/IMG/pdf/appsportliste-2.pdf</p>



Union nationale du sport scolaire, 2021. J'ai appris à nager. Link visited on 08/10/2021:

<https://www.unss.org/jan>

Ville de Redon, 2017. Projet sportif municipal. Link visited on 08/10/2021:

<http://www.redon.fr/fichiers/p418/f3713-psm.pdf>

Génération Paris 24, 2021. Semaine Olympique et Paralympique. Link visited on 08/10/2021:

<https://generation.paris2024.org/informations>

Collège Marcel Pagnol, Bonnières-sur-Seine, 2017. Retour en image sur la caravane Santé UNSS. Link visited on 08/10/2021:

<http://www.clg-pagnol-bonnières.ac-versailles.fr/spip.php?article111>

Institut national du cancer, 2012. Des exemples d'actions en faveur de l'activité physique. Link visited on 08/10/2021:

<http://www.des-communes-sengagent.fr/s-inspirer/pass-sport-sante>

Union nationale du sport scolaire, 2021. Jeux des jeunes. Link visited on 08/10/2021:

<https://www.unss.org/jdj>

Collège des Quatre Terres, Hérimoncourt, 2021. On avance sans essence. Link visited on 08/10/2021:

<https://clg-qterres-herimoncourt.eclat-bfc.fr/le-sport-et-vous/on-avance-sans-essence/on-avance-sans-essence-776.htm>

Fondation de France, 2021. Appel à projets : Sport et santé en territoires fragiles. Link visited on 08/10/2021:

<https://www.fondationdefrance.org/fr/sport-et-sante-en-territoires-fragiles>



	<p>Fondation de France, 2021. Appel à projets : Femmes et sport, vers un nouveau départ. Link visited on 08/10/2021: https://www.fondationdefrance.org/fr/femmes-et-sport-vers-un-nouveau-depart</p>
Best Practice(s)	<p>Many sports programs exist in France. These examples show:</p> <ul style="list-style-type: none"> ● 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.
Local Offers and Providers	<p>Some examples of programs:</p> <p>Fondation de France program: Combating inequalities through sports practice</p> <p>This program aims to strengthen cardiovascular capacities, reduce the risk of diabetes and certain cancers, prevent mental illnesses, fight against stress and anxiety, improve self-confidence and strengthen social ties.</p> <p>For sick people, for example, and particularly in rural areas, it is difficult to travel to practice sport. Also, because of gender stereotypes, fewer girls than boys practice a sport in a club.</p> <p>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 priorities stand out :</p>



1. In fragile territories, program for vulnerable populations

This first axis aims to improve health and fight against recidivism by supporting the regular physical activities of sick people living in rural areas or in priority neighbourhoods and by participating in the territorial dynamics through the creation of multi-professional networks.

2. Help women rebuild themselves physically and mentally

This 2nd axis aims to help women and young girls in vulnerable situations to rebuild themselves through sport. Physical activity allows both to strengthen self-esteem, to reclaim one's body but also to regain confidence in one's ability to act, essential in the success of a global integration process.

« J'apprends à nager » (I'm learning to swim), a swimming training course developed by the National School Sport Union

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

An example of events organised as part 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 lake of Allier. Six initiation workshops in conjunction with the relevant federations and local clubs and a final workshop



are organised. An initiation to first aid and eco-responsibility as well as an awareness of drowning are targeted.

The municipal sports project of the city of REDON

Sports practice being 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”
- “Competitive sport”

1. The “Sport-education”

Sport and physical activity are a powerful driving force in education for young people. Teachers, sports educators, whether professional or voluntary, and above all parents, all can find through sports practice the foundations necessary for a coherent educational approach. The transmission of rules and values such as solidarity, respect and self-transcendence 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”

Le sport, ou l'activité physique, est un levier majeur pour prévenir les risques, maintenir ou encore retrouver un corps en bonne santé. L'activité physique permet d'agir sur la trop grande sédentarité qui est une des causes de nombreux troubles de santé. Mais la santé et le bien-être, c'est aussi se sentir à l'aise dans son corps, dans son environnement social et dans sa vie. Cependant, même si la pratique d'une activité physique est recommandée, elle se doit d'être adaptée aux



capacités de chacun et d'être raisonnée pour ne pas entraîner de risques supplémentaires.

3. The “Competitive sport”

Competition, even if it is not an exclusive purpose of sport, it is one of its essential components. Competition is often the engine of the 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.

Olympic and Paralympic week

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

Olympic and Paralympic week is for 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:

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



- To awaken young people to voluntary 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.

The health caravan of the National Union of School Sport

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

In the context where physical activity is adapted 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 the problems of sedentary lifestyle and health.

Integration of overweight or obese children in a regular practice of physical activities in the city of Villeurbanne by the Sports Department and the Public Health Department

The project aims to bring children aged 8 to 12 identified as overweight (or obese) during nursing check-ups at school to integrate regular physical activity.

The topics covered in 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 oppositional games and in adapting to the environment,



- Food balance, role of snacks,
- Identification of foods and their nutritional values,
- The importance of hydration,
- The role of sleep.

It is an accompaniment of the child and his family to go towards the practice of a sporting activity and therefore for the management of excess weight.

The obtained results:

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

UNSS project: “Youth games”

"Les Jeux des Jeunes" (Youth games) is a sports awareness program aimed at 5th and 4th graders. Launched by the CNOSF, the UNSS and the 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 National Institute of Sport, Expertise and 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 associated with a balanced diet allows the maintenance of good physical and mental health,
- Facilitate membership and sports practice within federated clubs.

L'étape locale s'articulera autour de deux axes :

- Move (Fitness test): measure the physical conditions of the participants using various tests of flexibility, strength, balance and endurance. Questionnaires on the level of physical activity and eating behavior are also implemented.
- 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 the citizenship.

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

“Tous en selle” 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 in terms of “knowing how to ride”.
- Launch this experiment in order to extend it to other academies.
- Arming young people with more security.
- Respond to secure eco-development issues.
- Realize the most of knowing how to ride within the establishments.
- Propose to non-licensees to commit to AS to acquire a skill.

« On avance sans essence » (We move forward without gasoline) project in Besançon

The Besançon academy has developed a project called “We advance without gasoline” which aims to develop active mobility within the framework of the cycling 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 kilometer traveled 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 bicycle 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), projects supported by the Fondation de France



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

The aim here is to build a health pathway integrating the practice of a physical or sporting activity for patients living in rural areas or 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 public in local sports clubs.

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

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

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

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

- Promote the (re)construction of self-esteem.



- Participate in the reappropriation of body image.
- Promote the (re)discovery of a capacity to act to participate in the improvement of their overall integration path.

The health crisis confronts professionals with realities that question their intervention models. They therefore propose adaptations in the modes of practice or to innovate, 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.



	<30 minutes of physical activity for elementary school children – Dancing: The musical thread>	
Learning Outcomes:	Develop the acquisition or stabilization of essential motor skills, rebalance the course of a day as closely as possible to the observations of inactivity, tension or fatigue among students, to wake up the body and create the conditions to improve the climate of style.	
Duration:	30 minutes	
Venue (indoors/outdoors)	Indoors/Outdoors	
Materials:	<ul style="list-style-type: none"> • One thread per student (possibility of using ropes such as jump ropes, gymnastics ropes, climbing ropes or rubber bands, cotton threads, cords, rubalise, etc.). • Provide a large loop at each end to hold the wire. • Possibly provide a musical support. 	
Preparation:	Preparation of materials and gathering of students in an indoor or outdoor space.	
Description:	<p>Dance with a wire and explore space with it, alone or with others.</p> <p>Instructions :</p> <ul style="list-style-type: none"> • 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 the foot, with the finger, the elbow, the knee, the head... 	



Handouts:	<p>As part of the "30 minutes of daily physical activity" system, the Académie de Créteil has developed this directory of resources which contains multiple examples for Dancing:</p> <p>https://medias-generation.paris2024.org/2021-10/Paris2024-Fiche-30min-Danser.pdf</p>
Tips for the Trainer(s):	<p>Evolutions / Variables:</p> <ul style="list-style-type: none">• In class: throw the thread and let it fall on the table, then follow its design with your finger, elbow, head...• Body variable: attach and stretch the thread between 2 parts of his body and move (or move part of his body along the thread), without touching it, keeping it taut.• Relationship variable: in pairs, one of the 2 pupils fixes and stretches his string 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.• Variable relationship / space: group 2 binomials. The 2 students in the first pair stretch a thread between them. The pupils of the other pair circulate around the wire (above, below) with or without contact between them. Reverse the role of pairs.• Space / time variable: vary the length of the thread between the partners, the speed of movement, etc.



	<30 minutes of physical activity for elementary school children – Jumping: Example with cups>	
Learning Outcomes:	Develop the acquisition or stabilization of essential motor skills, rebalance the course of a day as closely as possible to the observations of inactivity, tension or fatigue among students, to wake up the body and create the conditions to improve the climate of style.	
Duration:	30 minutes	
Venue (indoors/outdoors)	Outdoors.	
Materials:	<p>Several materials can be used for this jumping exercise for elementary school children. Among these materials we have: cups, hoops, ropes, rubber bands, etc.</p> <p>Here in the example with the cups we need:</p> <ul style="list-style-type: none"> • A set of 40 cups, • A whistle, • A chronometer. 	
Preparation:	Arrange the cups in the yard.	
Description:	<p>Instructions :</p> <ul style="list-style-type: none"> • Move by walking. • At each cup, jump respecting the instructions given. 	
Handouts:	As part of the "30 minutes of daily physical activity" scheme, the Academy of Créteil has developed this directory of resources which contains multiple examples for Jumping:	



	https://medias-generation.paris2024.org/2021-10/Paris2024-Fiche-30min-Sauter.pdf
Tips for the Trainer(s):	<p>Evolutions / Variables :</p> <ul style="list-style-type: none"> • Vary the movements: walking, running, running fast, moving sideways (stepping), walking backwards, • Vary the forms of jumps: hopping, feet together, chaining feet together and one foot alternately, hopping alternately; step over, jump away, jump high, jump sideways, • Together.

	<30 minutes of physical activity for elementary school children – Running: the treasure game>	
Learning Outcomes:	Develop the acquisition or stabilization of essential motor skills, rebalance the course of a day as closely as possible to the observations of inactivity, tension or fatigue among students, to wake up the body and create the conditions to improve the climate of style.	
Duration:	30 minutes	
Venue (indoors/outdoors)	Indoors/Outdoors	
Materials:	<ul style="list-style-type: none"> • A whistle, • A treasure of your choice (rings, small balls, scarves...), • Plots, chalk, • Benches for waiting students to sit on (or sit on the floor). 	



Preparation:	<ul style="list-style-type: none"> • Delimit the lanes and the race distance, • Teams of 4 or 5 students.
Description:	<p>Instructions :</p> <ul style="list-style-type: none"> • At the signal, the first of each team leaves as quickly as possible, goes around the cone, and brings the treasure to the second, • The second leaves with, and so on until the last, • The winning team will be the one who first has its entire treasure on the bench.
Handouts:	<p>As part of the "30 minutes of daily physical activity" scheme, the Academy of Créteil has developed this directory of resources which contains multiple examples for Running:</p> <p>https://medias-generation.paris2024.org/2021-10/Paris2024-Fiche-30min-Courir_2.pdf</p>
Tips for the Trainer(s):	<p>Evolutions / Variables :</p> <ul style="list-style-type: none"> • Vary the number of team members. • Put obstacles to avoid on the race line. • Increase or decrease the number of items to collect per team. • The moving relay: to win, you have to bring back 8 objects as quickly as possible.

	<p><30 Minutes of Physical Activity for Elementary School Kids - Throwing: The Target Hoop></p>
--	--



Learning Outcomes:	Develop the acquisition or stabilization of essential motor skills, rebalance the course of a day as closely as possible to the observations of inactivity, tension or fatigue among students, to wake up the body and create the conditions to improve the climate of style.
Duration:	30 minutes
Venue (indoors/outdoors)	Indoors/Outdoors
Materials:	<ul style="list-style-type: none"> • Hoops, • Paper balls, foam balls, straw balloons, bags of seeds, • A chalk, • A whistle, • A chronometer.
Preparation:	<ul style="list-style-type: none"> • A hoop for 2 or 3 students. • A thrower and 1 or 2 target hoop carrier(s). • Throwing area to be defined by stepping back 3 to 5 steps.
Description:	<p>Instructions :</p> <ul style="list-style-type: none"> • Throw the object through the hoop held by 1 or 2 classmates. • Throw 3 objects each and reverse the roles.
Handouts:	<p>As part of the "30 minutes of daily physical activity" system, the Academy of Créteil has developed this directory of resources which contains multiple examples for Throwing:</p> <p>https://medias-generation.paris2024.org/2021-10/Paris2024-Fiche-30min-Lancer.pdf</p>



Tips for the Trainer(s):	<p>Evolutions / Variables :</p> <ul style="list-style-type: none"> • Vertical hoop position at hip height. • Vertical position of the hoop, the arms raised above the 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 shuffle from right to left and vice versa. • Vary the type of objects thrown.
---------------------------------	---

	<Five simple physical exercises to do with your children at home>	
Learning Outcomes:	Five exercises to do daily at home. They allow you to work the lower back, glutes and hamstring muscles, abdominal belt, thighs, etc.	
Duration:	30 à 40 minutes	
Venue (indoors/outdoors)	Indoors, part of the living room for example.	
Materials:	<ul style="list-style-type: none"> • A ball • A chair • An elastic • Some fluff • A basket 	
Preparation:	Gathering of a parent and a child or two children.	
Description:	These exercises, illustrated by a short video each, were proposed by Matthieu Gandolfi, PE teacher and sports coach in France.	



1. The superman or superwoman board

Face to face, bust against the ground, legs stretched and unstuck, we pass a ball in turn after having rotated it behind the neck, without ever resting our hands on the ground.

This works the lower back, glutes and hamstring muscles.

2. Swing legs

Always make sure to work the agonist and antagonist muscles in the same session, in other words the muscles that are opposite to each other. So after the lumbar, we can work the abdominal belt.

After having grabbed the ankles of his dad or his mom, the child extends his legs and raises them while keeping his back on the ground. The adult gently pushes them back in front, to the left, to the right. Feet should 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 the cardio**

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

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

If you want to work on your sheathing, while your little one is working out, this exercise is for you! You do the plank, your child crawls under your belly on the way out and jumps over your back on your feet together on the way back.

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

5. **The fluff box**

Finally, you can set up this playful workshop: your child lies down (if possible on a rug or carpet) with a pile of stuffed animals at his feet. His mission ? Seize the teddy bears with his feet and put them in a crate or basket located behind his head.

This exercise makes it possible to work the abdominals and especially to do stretching exercises. It can be practiced



	with two children lying on either side of the basket, the first to put away all their stuffed animals to win!
Handouts:	<p>Web page on the France 3 TV site containing the 5 exercises each illustrated by a video:</p> <p>https://france3-regions.francetvinfo.fr/grand-est/coronavirus-petits-exercices-physiques-simples-faire-ses-enfants-confinement-1800982.html</p>
Tips for the Trainer(s):	Watch the videos to make sure you practice these exercises correctly.

	<The online application “30 days fitness challenge”>	
Learning Outcomes:	Exercise the whole body, lose weight, tone up, etc.	
Duration:	The duration of each activity is set by the application and a complete program takes place over 30 days.	
Venue (indoors/outdoors)	Indoors	
Materials:	<ul style="list-style-type: none"> ● Smartphone or computer with the application installed, ● Screen large enough to be able to see and follow the animations, ● Mats and other accessories according to the exercises offered. 	
Preparation:	Choose an airy and pleasant place at home and log in to the application after choosing the 30-day program.	



<p>Description:</p>	<p>This sports application gives the opportunity to set a clear goal as soon as it is launched. The other advantage is that it has a space dedicated to nutrition that is quite complete even with the free version.</p> <p>This sports application whose objective is clear is based on everyone's priorities (lose weight, tone up, etc.).</p> <p>After having filled in the objective, the genre, the areas to be worked on, and the number of sessions per week, you have the choice of taking the paid version or the paid one which costs 63.99 euros per year.</p> <p>On the menu side, we find the categories “Programs, 30 challenges, Report and Profile”.</p> <p>In the first category, we find our personalized and paying program. It is possible to test the app for free for a few days.</p> <p>We also find the food program which is quite complete and detailed, and offers vegetarian options.</p> <p>With the paid version, we are entitled to 30 challenges based on the area of the body that 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.</p> <p>As with many sports apps, this one brings together basic information in the form of a calendar, calories burned and workouts completed.</p>
<p>Handouts:</p>	<p>Application overview page:</p>



	<p>https://www.frandroid.com/telecharger/apps/30-jours-fitness-challenge</p>
<p>Tips for the Trainer(s):</p>	<ul style="list-style-type: none">● It is a question of launching a challenge over thirty days, helping the candidate to better understand the application and to stick to it with the chosen program.● Evaluate the progress and achievement of the objectives set at the start of each program.● At the end of the program, evaluate the achievement of the objectives.



Greece

<p>Overview</p>	<p>The concept of learning is directly related to the permanent change in the behavior of the individual which is the result of experience and action. Learning is not only completed through a specific educational system but is an ongoing process. Nowadays there is an increased interest in non-formal education.</p> <p>Non-formal education is any organized, systematic educational activity, implemented outside the framework of the formal system, in order to provide selected types of learning to specific groups of the population, adults and children. Physical activity keeps the body strong and healthy and can improve mental health by reducing the symptoms of depression, anxiety, pain and loneliness. It can also improve focus, school performance, sleep and energy levels. Children who engage in regular physical activity have improved relationships and a more positive body image. Therefore, sport not only enhances the physical health of children, but also helps to improve their brain function and emotional well-being.</p>
<p>Key Facts</p>	<p>In the last decade, several efforts have been made with the aim of reforming and evolving formal education, aiming at its redefinition and the connection of the learning process with alternative forms of education (Stamelos, Vassilopoulos, Kavasakalis, 2015). Non-formal education refers to educational activities, in addition to formal education, which are well organized and can be attended by specific apprentices to whom it is addressed, while the educational objectives are specific and predetermined. It helps in development and maturation, on a personal level, as well as in society. In many cases, teamwork or coexistence can play an important role, developing each individual's skills and boosting his / her self-esteem. Non-formal education became part of the international dialogue on education policy in the late 1960s and early 1970s. It can be considered to be related to the concepts of repetitive and lifelong learning. Tight (1996: 68) argues that non-formal education is about "recognizing the importance of education, learning and training taking place outside of recognized educational institutions".</p>



It is true that once the squares, streets and alleys were filled with children's voices, laughter and toys. Over the years this sweet routine has been lost resulting in children growing up more limited where screens have largely replaced "live" play. Experts are categorical: Sport is an ally of children and offers a wealth of benefits. In fact, in recent years several studies have demonstrated the enormous importance of sports in the physical and mental development of children.

1. Government policy

In school time or during afternoon or weekends, the physical education and sports activities which are proposed by schools or other school sports associations, local or national sports federations differ from region to region according to climate conditions. For example in the islands, swimming and sea sports are essential while in mainland the winter sports, hiking, biking are more common.

The Greek Ministry of National Education and Religion, points out that :

- **167.716 students in kindergartens**
- **621.298 in primary schools**
- **320.822** low secondary schools
- **233.627 higher secondary schools**
- **Over 500.00 students take part in extra school sports activities.**
- **27** agreements signed by the Ministry of National Education, with sports federations.

The Ministry of Sports tried to prioritize Sports and Physical Activities and ensure that all students can have the opportunity to get involved:

-SWIMMING, which is very important for public health and safety, as Greece has over 10.000 meters of coasts and many deaths happen every year due to lack of



swimming skills. Every Greek student, from the age of 7 has to attend 12 swimming lessons/school year.

- FIELD sports for all students from the age of 6
- Horse riding for special Education Needs children

The Olympics and Paralympics that took place in Greece in 2004 started a new period in Physical Education in Greece. New perspectives for Sports. New stadiums and other constructions were built and the Greek Nation became familiar with sports that were not popular before such as Hockey, ice skating, diving.

Some National projects for Physical Education and Physical Activities implemented before and during these years as “**Kalipateira**” which started in 2001 and ended in 2008, and “**Special Needs Physical Education**” which started in 2002. The projects lasted 4 years and involved ages from 6 to 15 and encouraged physical activity. Moreover, offered a theoretical knowledge to students about Sports

Other National projects as “WELLBEING” are still implemented in every school of Greece

The PE lessons are compulsory in Greece (<https://www.minedu.gov.gr/images/e3orthologismos.pdf>) and are:

3 hours per week for the grades 1st to 4th

2 hours per week for the grades 5th to 12th

They are taught by teachers of Physical Education and not from class teachers.

The above subjects are included:

- Psychomotor therapy (32 hours/school year)
- Music-Motor Education - Dances (26 hours)
- Games: Group, individual, traditional (12 hours)
- Gymnastic movements and Instrumental Gymnastics exercises (10 hours)
- Event preparation (4 hours)
- Introduction to physical activities and sports health and leisure (8 hours)



- Recording of physical and motor development indicators- WELLBEING (4 hours)
- Introduction to sports and athletics (Football, Volleyball, Basketball, Handball) (20 hours)
- Introduction to non-widespread sports and sports for the disabled (4 hours)
- Introduction to physical activities and sports health and leisure (4 hours)
- In-school events for custom sports (4 hours)
- WELLBEING (4 hours)
- Swimming (10 hours in DG Elementary)

2. Sports Clubs or Physical Activity associations

Many Sports Clubs or other Associations or volunteer Physical Education Teachers or individuals provide Sports and Physical activities outside school Education.

The Associations can be members of sports federations or not. Those who are not part of the Federations are usually Fitness Clubs. Sport Associations have a network of associations, lead them, put specific rules and frame and organize events, meetings and competitions. For all the Olympic and Paralympic sports, there is a Federation in Greece. All the Federations are controlled by the Ministry of Sports.

ONLINE teaching of sports and Physical Education from March 2020 to May 2021 (pandemic)

Schools of Greece were online for many months due to Corona Pandemic, The online teaching started on 9th of March 2020.

At the beginning online teaching was not supported by many free download applications and websites. After the 1st year of the pandemic, the need was recognized and several accessible applications and content were offered to assist and support home exercise



The above platforms were created by the Ministry of Education of Greece.

e-me <https://auth.e-me.edu.gr/?eme=https://e-me.edu.gr/&cause=no-token&eat=89280783ff35780fdc54672e3992b79f>

E-class <https://eclass.sch.gr/>

Photodentro <http://photodentro.edu.gr/aggregator/>

The 1st and 2nd one were only for students and teachers . The 3rd has free access for the public as well.

Physical Education teachers used these platforms to give their students the opportunity to exercise and get some tools and material to use while teaching online

<https://fysikiagoghtpe.blogspot.com/>

School counselors of Greece recognized that:

Online Teaching is most effective when:

- It is based on the existing knowledge of the students.
- He faces difficulties and does not try to avoid or anticipate them.
- gives opportunities and material to all students.
- can create suitable conditions for working in small groups (like rooms) and
- provides open space and dialogue in the online classroom.

But care must be taken.

Many times the wrong choice of a sport can lead the child to frustration, thus losing his joy and anticipation for it. So it is possible for the child to react and refuse to do sports especially if he never liked the sport he was going to start.

Educators must therefore listen to the needs and desires of children



	<p>5 Golden Rules for Trainers:</p> <ul style="list-style-type: none"> ● Do not forget to reward the child. ● Emphasize his progress. ● Prevent the child from giving up after the frustration of a defeat. ● Praise and cheer him up when he works in a team sport. ● Take time to talk to your child after a win or loss.
<p>Resources</p>	<p>Although non-formal education in Greece is not developed as much as in Northern Countries, some of its elements are used for the education of young people and some integrated programs have been organized by various agencies.</p> <p>Non-formal education institutions may include schools, social, educational and cultural institutions that implement programs or provide lifelong learning services aimed at young people. These programs may involve the organization of educational visits, the provision of systematic information and knowledge, and the development of skills of individuals, which contribute to their education or training and to their intellectual development and well-being.</p> <p>Minister of Education, Physical Education Department https://www.minedu.gov.gr/1525-main-grid/fisiki-agwgi</p> <p>Minister of Sports and Culture https://www.culture.gov.gr/el/SitePages/default.aspx</p> <p>Directorate of Education of each region has a Counselor of P.E https://blogs.sch.gr/pekespelop/</p>
<p>Best Practice(s)</p>	<p>The question that parents often ask is “ what kind of games can offer well-being to my child?”</p>



In Greece most trainers are involved in the following sports

- Instrumental gymnastics offers rhythm, intensity when accompanied by appropriate music, strength, flexibility and expressiveness.
- Riding requires perseverance, discipline and constant effort. The child develops a special relationship with the horse, learns to maintain his balance but also to be flexible.
- Swimming has the advantage of training the entire muscular system. Also, this way the child will learn to swim safely, to keep his body clean, to be disciplined and to concentrate.
- Ballet is a form of fitness through dance. The child learns to be disciplined, acquires flexibility and cultivates artistically.
- Folk football strengthens the body and teaches the child the spirit of teamwork.
- The same goes for basketball, which is a high energy sport, as it requires in addition to cooperation, speed and technique.
- Track and field offers many sports options, such as running, javelin, long jump, high jump, etc. In athletics, body and mind work together for better performance.
- Martial arts improve children's reflexes. They learn to be more careful, gain control of their movements and emotions. Even because of the great concentration required, they learn to think first and then act

Some best practices are:

--EYZHN National project (means Wellbeing)

<https://eyzhn.edu.gr/>

THE EVZHN PROGRAM IS IMPLEMENTED ON THE BASIS OF THREE
AXIS:

1. The evaluation of health parameters in children and adolescents,



2. The information / education of students, parents, teachers and institutions, as well as

3. Intervention in school, family, and society as a whole.

Specifically, the Program is addressed to all students of Kindergartens, Primary Schools, Gymnasiums and Lyceums of the country and - every year - records and evaluates the growth rate, eating habits, physical activity and their level of fitness. At the same time, EVZHN, through parallel activities, provides ongoing counseling and education to students, parents and teachers. Finally, with specific actions, the Program intervenes in the daily life of the Greek family, school and society.

--SWIMMING LESSONS

<https://edu.klimaka.gr/sxoleia/dimotiko/748-kolyimbhsh-dhmotiko-sxoleio>

are compulsory for all pupils.

According to the relevant decision, the number of courses will be 10-12 within the school year and the courses will be completed in one quarter unless there are special cases e.g. due to weather conditions, where it will be possible to complete them in more than a quarter.

Each lesson will be implemented within a continuous two hours of teaching and the teaching two hours will include the time of transition of students / trio to and from the place of the course and the duration of teaching the subject.

Each educational hour will be attended by a department of the school unit that will be accompanied by the Physical Education teacher of the department. For the implementation of the course, responsible for the teaching of swimming will be three permanent teachers and / or unspecified graduates of Physical Education, specializing in swimming, in order to maintain the ratio of 10: 1 students / three per teacher / coach. Also, the accompanying teacher will be present supervising the swimming lessons and together with the teaching teachers-graduates of the PE will



have the supervision of the students / three in the locker rooms of the swimming pools before and after the lesson.

According to the ministry, "the purpose of teaching swimming is to acquire swimming education / competence and in particular: the acquisition of experiential knowledge of the basic rules of safety and hygiene, the handling of emergencies around and in the aquatic environment, the prevention of drowning, the of self-confidence in the water, the practice of basic swimming skills, the acquaintance of children with the water element through play and entertainment, the development of cooperation and sociability, thus contributing to the completion of the students' personality ".

---#**BEACTIVE** National project www.gga.gov.gr/beactivehellas

The project is part of the European campaign «BEACTIVEATHOME»

It is a post pandemic project that tries to cover the gap that 2 years of non exercise left behind. Video-spots with low or medium intensity physical exercises, to exercise from home. Moreover, the project aims to:

- increase physical activity for all ages and inspire sports values.
- promote actions, sports events for SEN students
- maintain a good climate between kids and teachers , while doing sports
- organize seminars about wellbeing and sports

National sports project 2022 <https://www.gga.gov.gr/athlitisimos/athlhsh-gia-olous>

It is a promising project that aims to engage every Greek student from the early ages to University, in –at least one- sport

<https://kedp.gr/el/programmata/athlitisimos/> The Municipality of Pallini, Athens has organized this experimental sports project. The Municipal Enterprise sets as a



Local Sports Strategy the development of the interaction between school-municipality-association and the promotion of sports at all levels of society to strengthen the mood of citizens to participate in a healthy lifestyle.

The Public Benefit Enterprise of the Municipality of Pallini has developed in recent years significant activity in the field of sports by providing high quality sports products (programs) for both children and adults. The participation in these programs amount to about 4,500 per year and all the sports facilities of our Municipality are utilized.

The main goal of these programs is to improve both the physical and psychosocial condition of the participants. In an era and an area where there is intense competition from private entities, but also in the light of the public benefit mission of the Company, there is an urgent need for continuous improvement of these products in order to maintain their dynamic growth but at the same time participants receive the best possible quality for the price they pay.

In this direction, the company has developed and implemented a system of procedures, training guides and result measurement indicators (evaluation) - "Development and implementation of Total Quality Management Tools of Municipal Sports programs" which will allow the Company:

a) the continuous monitoring and evaluation of the offered products so that the quality is maintained at high levels;



- b) the promotion of best practices in the implementation of each sports program and their implementation;
- c) the evaluation of the benefit that each participant can expect from the different types of sports programs;
- (d) the continuous and quantifiable progress of each participant; and
- e) the possibility of providing specialized and personalized advice that may relate, for example, to diet or supplementary exercise outside of sports programs depending on the personal goals of each participant.

We must point out that the last three in particular are in fact an added value to the already existing sports products, enhancing the interest of the participants and consequently the increase of attendance, the consistency of attendance and the extension of the time of stay and participation in sports programs.

Thus, after two years of development and implementation of a documented Quality Management System (QMS), the Sports Programs of the Municipality received ISO 9001 certification in accordance with the requirements of the relevant International Standard ELOT EN ISO 9001: 2015.

According to the guide, the main tool for certifying the quality of programs is the MEASUREMENT OF INSTRUCTOR'S HEALTH INDICATORS.



The measurement concerns the evaluation - recording of results of the child - exercised in a series of psychomotor, physiological and cardiorespiratory parameters. The purpose of these tests is to collect data regarding important physiological parameters of the child with the aim of modifying, adapting and more effective implementation of training programs and exercise programs seeking to improve the assessed health indicators in the context of sports programs. The specific program is based on the timeless recording and evaluation of the specific parameters of the child's health, while through the training of the Physical Education Teachers and the information of the parents to contribute to the promotion of the child's health.



<p>Local Offers and Providers</p>	<p>Some examples of programs:</p> <p>More specific there are some projects that have been conducted:</p> <ul style="list-style-type: none"> ✓ “I play, riding...” with primary schools, physical education teachers, parents and guardians associations taking part. Children get familiar with the sport of Equestrian, love animals, entertain themselves in combination exercise and learn horseback riding in a secure way. ✓ “Teaching Swimming in the context of Physical Education” with the directorate of primary education and the head of physical education taking part. The participants learn to breathe and float in water, get familiar with water and experience acquaintance and practice with swimming ability. ✓ “Basketball” with heads of physical education, directorate of primary education and municipalities of Lamia and Lokrida taking part. Participants play in luxurious, comfortable and safe environments and various schools in the city were able to meet, collaborate and compete in mixed groups. ✓ “Cycling Tour” that the municipality of Makrakomi, cultural association and schools units conducted. Students from local schools of all ages, citizens and cyclists of the Prefecture of Fthiotida took part in routes in nature that are smoothly supervised. <p>Local Offers and Providers</p> <p>The informal form of education has as a primary priority to instill in young people ideals and values such as: respect, appreciation of teammates and opponents, solidarity in the sense of effort, collective discipline, team spirit and observance of the rules of the game. At the same time to cultivate the right mentality of competition and rivalry, to highlight the value of victory and the</p>
--	---



benefits of defeat, to create good athletes and real fans. Its goal remains the creative connection of the ancient Greek sports spirit of "well fight" with the data of the modern era.

Some local that contribute to the projects are:

- **Region of Central Greece**
- **Municipalities**
- **Organizational committees**
- **Institutional Bodies**
- **School Units**
- **Volunteers**
- **Mountaineering Association of Lamia.**
- **Cultural Association**

- **Snow Federation of Greece**
- **Association of winter sports of Karpenisi**

- **Teachers' Association.**
- **Volleyball Sports Games.**
- **Parents & Guardians Associations.**



	<30 minutes of physical activity for elementary school children –The Superman
Learning Outcomes:	Develop the of essential motor skills, empower back, butt, hips, shoulders
Duration:	30 minutes
Venue (indoors/outdoors)	Indoors/Outdoors
Materials:	<ul style="list-style-type: none"> • No equipment is needed. • Possibly provide musical support.
Preparation:	Gathering of students in an indoor or outdoor space.
Description:	<p>Step 1</p> <p>Starting Position: Lie prone (on your stomach) on a mat with your legs extended, ankles slightly plantar flexed (toes pointing away from your shins), arms extended overhead with palms facing each other. Relax your head to align it with your spine.</p> <p>Step 2</p> <p>Upward Phase: Exhale, contract your abdominal and core muscles to stabilize your spine and slowly extend both hips (raise both legs) a few inches off the floor while simultaneously raising both arms a few inches off the floor. Keep both legs and arms extended and avoiding any rotation in each. Maintain your head and torso position, avoiding any arching in your back or raising of your head. Hold this position briefly.</p> <p>Step 3</p>



	<p>Downward Phase: Gently inhale and lower your legs and arms back towards your starting position without any movement in your low back or hips.</p>
--	---

	<p><30 minutes of physical activity for elementary school children – core strength.></p>	
Learning Outcomes:	<p>A strong core protects the spine, lessens back pain, improves movement patterns, and also helps with balance, stability, and posture. Therefore, building core strength is crucial for general health and well-being.</p> <p>There are numerous techniques for building core strength, as well as a variety of tools that can help.</p> <p>There are other exercises, nevertheless, that merely need for your own body weight or simple tools.</p> <p>When exercising the core, it's crucial to avoid using momentum and instead complete each exercise mindfully so that the core is genuinely braced or engaged.</p>	
Duration:	30 minutes	
Venue (indoors/outdoors)	Indoors /Outdoors.	
Materials:	<p>A ball</p> <p>Lifts (kids can use alternatives as books, small bags, pencilcases)</p> <p>A carpet</p> <p>.</p>	
Preparation:	Not needed.	



Description:

The following seven core stability exercises can be added to your current workout routine. If some of these exercises feel too challenging, try the regressed version given in italics. If the featured equipment is not available, use your own body weight

Bird Dog



Focus: Core stability

How to Perform:

With both hands on the floor beneath the shoulders, position your right knee in the dome's center.

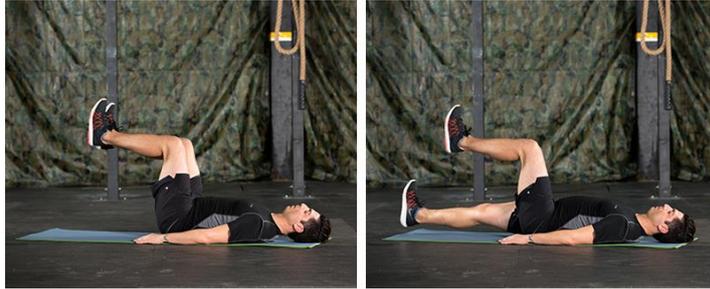
Keep the left foot flexed and extend the leg behind you to hip height.

Your thumb should be facing up when you raise your right arm to shoulder height.

Switch sides after 20 seconds of holding.

Regression: carry out the workout on the ground.

Toe Taps



Focus: Core

stability

How

to

perform: Your arms should be by your sides as you lay on your back. Draw the navel toward your spine while contracting your abdominals. Knees should be raised 90 degrees. Your right foot should be brought to the floor on a two-count, then brought back to a 90-degree angle on the next two counts. Continue to alternating tapping your right foot and then your left foot upon the ground by doing the same movement with your left leg. Perform 10 reps on each leg.
Regression: Alternate between keeping your foot on the ground and sliding your heel across the mat.

Marching Hip Bridge





Focus: Lumbo-pelvic

stability

How

to

Perform: Your hands should be by your sides as you lay on your back.

Hold a hip bridge while lifting the hips.

Lift the right foot off the ground so that the hip and knee are at 90 degrees.

Lift the left foot to a 90-

degree angle, then place it back on the ground before coming to the center.

As you alternate leg lifts for 20 repetitions, keep the hips elevated and the pelvis in a neutral position.

Regression: Hold a static hip bridge for at least 30 seconds while keeping both feet on the ground.

Stability Ball



Focus: Core

stability

How

to

Perform: Lift your knees to a 90-

degree angle while lying on your back.

Press your hands and legs into a stability ball placed between your lower thighs, close to the knees.

Draw the navel toward the spine while engaging the core.



Extend your arms and legs; the stance is harder the straighter your limbs are.

When returning to the center, make sure the knees remain at 90 degrees (the calves touching the hamstrings makes the exercise easier).

Perform 10 repetitions on each side.

Regression:

Without a stability ball, carry out the exercise while lowering yourself with your knees at a 90-degree angle.

With the inclusion of the arms, it is comparable to toe tapping.

Forearm Plank



Focus: Core stability and hip strength

How to

Perform: Put your feet together and hold a forearm plank position.

Start by performing alternate lateral toe taps in which the right foot pulls outside, contacts the ground, and then returns to the center.

Continue with the left leg next.

Do a set of 10 repetitions on each leg.

Make the exercise more difficult by using a BOSU.



Regression: Hold a forearm plank position with your feet hip-distance apart.

Side Plank



Focus: Core strength and shoulder stability

How to Perform: Put your body in a forearm side plank position.

It is best to stretch both legs.

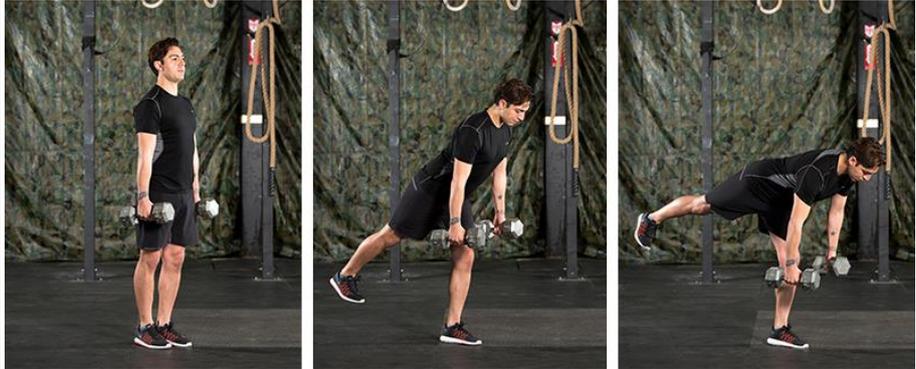
Draw the hand beneath the ribcage by lifting the top arm over your chest and rotating with it.

Perform this motion for 10 to 12 times before switching to the opposite side.

Regression: Complete the exercise while holding a modified side plank position with your bottom shin on the ground.

Single-Legged Deadlift



	 <p>Focus: Posterior strength</p> <p>How to Perform: Standing tall with your feet hip-distance apart while holding a set of dumbbells. Lifting the right foot off the ground will allow the left leg to pass over the top of the right. The head and the foot should act as a counterweight. When the body is parallel to the ground, the lowest point of bending should be reached. Maintain a neutral pelvis as much as you can. 12 reps should be done on each leg.</p> <p>Regression: Carry out the workout without dumbbells or carry out a deadlift while standing on both feet.</p>
--	---

	<p><30 minutes of physical activity for elementary school children – Running ></p>
<p>Learning Outcomes:</p>	<p>Running is the ideal kind of exercise for both children and adults. It causes the heart to beat and the blood to flow. It is a workout that can also be combined with a variety of games. With your kids, you can play tag, have a relay race, or just chase each other around the home.</p>



	<p>By altering your running style, you can add variety.</p> <p>Change to skipping, running in place with quick feet, butt kicks, or even high-knees.</p> <p>If you live in a tiny location and lack access to a backyard, you can choose to run in place.</p> <p>.</p>
Duration:	30 minutes
Venue (indoors/outdoors)	Indoors/Outdoors
Materials:	<ul style="list-style-type: none"> • Not needed
Preparation:	<ul style="list-style-type: none"> • Not needed
Description:	<p>Squat Relay:</p> <p>This is a fantastic workout that includes rapid sprints, squats, and encouraging high-fives!</p> <p>Send the family members to various corners of the room.</p> <p>Everyone rushes to the center of the room and performs three squats once you yell "go!" (you can increase based on ability).</p> <p>Every member of the family must high-five their neighbor after each squat.</p> <p>Everyone dashes back to their side of the room after the squats and then repeats!</p> <p>Penguin Shuffle: • Shuffling is a fun and efficient workout.</p> <p>Starting on one wall, everyone sideshuffles to the opposite half of the room while bending their hips and knees, gazing forward, and lifting their chests.</p> <p>Whoever wins gets to choose the next exercise game.</p>



Have everyone hold a pillow (or any object) between their knees to make it more challenging or just to change things up. Then, time how quickly they can shuffle without dropping the pillow.

Musical Creepy Crawlies:

Musical creepy crawlies, a variation on the well-known game of musical chairs, is a good way to get your pulse rate up and stretch your limbs.

A musical chairs player can be downloaded, found on YouTube, or you can designate someone to play and pause the music.

Everyone is flat on their backs, moving their arms and legs as quickly as they can while the music is playing.

Everyone must stand up when the music ends.

The last person to rise is eliminated.

Jumping:

Jumping is a fantastic technique to strengthen your muscles, improve your level of exercise endurance, and strengthen your heart.

Children enjoy raising their feet off the ground.

Play a fun game of Simon Says with a parent playing the role of Simon.

Start with up-and-

down hopping before moving on to another jumping exercise.

Jumping jacks, one-foot hops, criss-

cross jumps, where you cross your legs or feet as you jump, and hurdle jumps, where you leap forward and backward or side to side jumping over an invisible hurdle are a few examples.

Traffic:

This is a version of “Red Light Green Light.” Instead of just running and stopping, this includes other exercises and variations. Choose



someone to lead the game and then teach everyone the movement rules. In the beginning, it may be easier to shout the movements along with the traffic call.

- Red light = Stop Moving
- Green Light = Run
- Yellow Light = Side Shuffle
- Speed Bump = Bunny Hops
- Carpool = Find a Partner and Run Holding Hands
- Deer Crossing = Gallop

Dance:

Involve the family in dancercise!

- Create a playlist with all of your friends' favorite songs, and allow each person lead the dancing to their personal selection.

You can also just dance for fun.

Exercise doesn't have to be a chore or entail standard workout techniques.

A great strategy to exercise is to set aside some time to get your body moving and your heart beating.

Play

cards: Combining games with physical activity is a fun approach to get kids moving.

Choose your child's preferred card game (such as uno, face cards, or another) and give each suit, color, or number a homework assignment.

Everyone must perform 3 jumping jacks every time a 3 appears, or 5 burpees every time a red appears.

Combine and match workouts that everyone can do and those they enjoy.

-



	<p>Corners:</p> <ul style="list-style-type: none">• Assign each person to a certain home corner by dividing the group. <p>As with musical chairs, you can accomplish this by pausing and starting the music, or you can choose one person to always yell, "Go!"</p> <p>Everyone in the room is circling each other while the music is playing.</p> <p>Everyone rushes to their corner and performs an activity till the music resumes when the music stops.</p> <p>To give each corner control over the game, let them choose the exercise they want to complete.</p> <p>Stretch: Spend some time working the muscles to assist them become more flexible and mobile.</p> <p>Stretching also enhances blood circulation, lessens muscular soreness, and lowers the risk of injury.</p> <p>Hold a makeshift yoga session for your family.</p> <p>Guide them through basic stretches and yoga poses.</p> <p>Keep in mind how vital breathing is.</p> <p>Also guide them with breathing exercises.</p> <p>This will help your family become more conscious and relax their bodies and brains.</p>
--	--

	<p><30 Minutes of Physical Activity for Elementary School Kids – 10 fun games to get your kids to exercise></p> <p>1. Four-square</p> <p>A bouncy ball, some sidewalk chalk, and four players are all you need to play four-square.</p>
--	---



Although four-

square has set rules, you can adjust them to suit the skill levels of each player in the group.

If you just have two or three players, you can make up your own regulations; in all honesty, simply play ball for 30 minutes and call it a day if you don't have four players.

Development Goal

To develop eye-hand coordination and strategic thinking skills.

Before You Start

One player is in each square and the other players wait in line.

The player in square D or 4 is the server. That player begins the play of the game.

Set Up

A standard foursquare area is one large square, 10' x 10' divided into four smaller squares (5' x 5'), and each box is labeled A, B, C, D or 1, 2, 3, 4. The box labeled A or 1 contains a smaller service box (1.5' x 1.5') located in the far outside corner of the square.

How to Play

- The ball is dropped once into the server's square, then is struck into a new square to start the game (serves the ball).

Until the serve is over, the server must keep both feet in the service box.

- In each square, the ball may only bounce once.



Each player must hit the ball with any portion of their hand into the square of an opponent after it has bounced only once in their own.

The player who hit the ball must walk back to the waiting/cheering line for another shot if the ball touches a line or goes out of bounds before it bounces.

A player must return to the field of play if they hit the ball and it bounces back into their square.

- If a player catches or holds the ball, that player must go back to the waiting line; if a player lets the ball bounce more than once before it is struck into another square, that player must go back to the waiting line for another attempt.

- If the ball is returned before it has a chance to bounce, the player who did so must go back to the line of waiting players.

- A square becomes available each time a player enters the waiting line from the game.

The person in front of the line moves to square D or 4, while the other players move forward to fill up the spaces between A or 1 and D or 4.

Variations

- Two players can cover one square by cooperating, and you should allow less talented players to catch and release the ball.

- To play 8-square, place two four-square courts next to one another.

- Place one jump rope or one hula hoop in each of the four squares to help the players concentrate more on their jump rope and hula hoop skills and to help them remember the court's rotation order.

Each square should have one pupil enter it.



Ask the D or 4 student to give the order to see how long each student can hula hoop or jump rope.

2 . Hopscotch

Hopscotch, similar to four-square, is cheap and simple to play.

Simply stock up on sidewalk chalk, sketch up some patterns on the ground, and start hopping.

Encourage your child to create challenging hopscotch courses and try out feats like hopping the entire distance on one foot or spinning in each box.

3 Jump rope

All you need is a basic jump rope to get in some excellent exercise with jumping rope.

Jumping rope not only increases heart rate and endurance but also fosters coordination and balance abilities.

The plus: Since this activity only requires one person to do, it is a simple method for an only child to engage in some outside activity.

Try double dutch if you have extra players.

4. Obstacle courses

Create an obstacle course in your yard for more entertainment.

If you don't mind them becoming dirty, you might use anything you currently have at home instead of buying some new setup materials like outdoor balancing beams.



Using buckets, paint cans, chairs, stools, two-by-fours, blow-up pool floats, and other items, you can create an enjoyable obstacle course that your child will want to complete repeatedly.

5. Frisbee and catch

Any activity that includes tossing and catching is a sure thing.

A frisbee is available at any sports goods store, as well as at Walmart, Target, and other outlets, or you may get one from Amazon.com.

Baseballs, softballs, and other items that may be thrown or caught are also readily available.

6. Indoor games

The weather can occasionally interfere with enjoyable outdoor plans.

Try these entertaining indoor sports that are just as active if poor weather prevents you from participating in physical education outside.

7. Tape games

You can play this game if you have a roll of painter's tape laying around.

Create some rules to follow and draw shapes and lines on the floor (any flooring would do, including carpet).

Place lines, for instance, 4 inches, 6 inches, 8 inches, etc. apart, and instruct your child to leap from one line to the other without hitting the ground in the midst.

They have to rehearse the entire scene from scratch if they forget a line.

Seeing how far they can get is entertaining!



8. The floor is lava

Simply told, this game is unbeatable.

It's one of those games that keeps youngsters (and adults, to be honest) occupied for a very long time.

It is straightforward, simple, and engaging:

Simply scatter pillows, bags, shoes, and other items on the floor, and tell your kids to move around without putting any body parts on the ground.

9. Crab-walk races

Crab walk races were a huge feature of elementary PE class, and I hope I'm not the only one who remembers them.

Crab walking is a deceptively easy exercise that will leave you exhausted after a 30-second session.

Your children can compete against one another by setting up a course inside your house.

They'll almost certainly keep returning to the beginning for more because, for some reason, it's entertaining to move in odd ways.

10. Movement chain

Play the movement chain game with your children if you have two or more of them.

This one is absolutely free and requires no equipment!

How it works: Player 1 performs the same motion twice.

Imagine they perform two jumping jacks.

Player 2 then performs those repetitions once more and adds two more reps, like tuck leaps.



After that, Player 1 performs two jump jacks, two tuck jumps, and two more repetitions of the new exercise.

Until one of the players makes a mistake—

which usually involves forgetting the order—the process continues.

Then, depending on how much time has passed, you can either restart or call it a day.



Turkey

<p>Overview</p>	<p>Physical activity keeps our body fit and healthy, and when it is started at an early age, it develops and regulates motor skills and is also very good for mental health. The younger a child's body is trained, the more versatile the body and talent can be. Movement is in the nature of the individual. The basis of the movement system is actively muscles and passively bones. Movement helps them become stronger. That is, physical activities are essential for normal muscle and bone development. At the same time, physical education activities increase the specific gravity of the bones and the flexibility of the connective tissues and strengthen them against pressure and tension. When physical education activities are done regularly, they improve the physical fitness and endurance of the organism, and accordingly the functions of the internal organs. Thus, the organism's ability to adapt to changing conditions more easily and to resist fatigue increases. The greatest effect is seen in the development of skills, increase in efficiency with muscular movement, and therefore increase in muscular strength and endurance.</p> <p>In recent years, Physical Education lessons have been disrupted in our schools due to the Corona Virus, and most of our students have been deprived of it. Physical Education lesson, which is at least as important as and even more important than other lessons, was difficult when it was transferred to the online system and could not be given online by most schools. In this period when we came to a new point in education with the Corona virus, we all understood the importance of online education and started to work on strengthening this system.</p> <p>With these studies, our aim will be to develop equipment that will help</p>
------------------------	--



	<p>physical education teachers and to inform them on the way to online education.</p>
<p>Key Facts</p>	<p>Having the basic elements of social, cultural and economic development of the state how healthy it is depends on human strength. The way to develop a healthy society is to understand the approaches of developed countries to physical education and sports studies, the integrity of education it will be implemented in primary and secondary schools that have millions of children in them. Education of millions of students studying in schools through physical education and sports activities, mental, emotional, physical development is provided at the highest level, for a productive, socialized and qualified society today's education it is one of the indispensable principles of its understanding. Especially those who are experiencing the most eventful period and endless energy, filled with primary and secondary school children spend their free time in a useful way, to spend their energy in a positive way, take the stress, to socialize, to ease compliance with the school rules by providing bad by ensuring their protection from habits, they will increase their knowledge, skills and abilities at the beginning of important activities, sports activities that they can participate in inside and outside the school they are coming.</p>



	<p>The World Health Organization states that the 5-17 age group should do at least 60 minutes of moderate-intensity physical activity per day to develop a healthy skeletal system and reduce the risk of anxiety and depression.</p> <p>With the introduction of developing technology into our lives in recent years, our understanding of education has also changed. However, along with the Corona virus, which has radically affected our lives, our understanding of education has been radically shaken. With the support of technology, our learning styles have also changed with the transition from face-to-face education to online education with the support of technology. With this change, physical education classes, which are actually very important, were put on the second plan and adaptation was not achieved in most schools when switching to online education.</p> <p>However, with this change, the most important issue that we should fall on is physical education classes. As shown by research conducted for many years, body development is very important for a child, and thanks to movement, our children become physically and emotionally healthier and more confident individuals.</p>
Resources	<p>https://dergipark.org.tr/en/download/article-file/181149</p> <p>https://www.acarindex.com/dosyalar/makale/acarindex-1423931850.pdf</p> <p>http://mufredat.meb.gov.tr/Dosyalar/2018120201950145-BEDEN%20EGITIMI%20VE%20SPOR%20OGRETIM%20PROGRAM%202018.pdf</p>



Best Practice(s)	<p>PE programs that use a curriculum based on national standards encourage students to engage in more physical exercise. Access to well-maintained, adequate, and visually appealing facilities and safe surroundings to be active also increases physical activity levels. Having a sufficient amount of well-maintained sport and exercise equipment that is appropriate for the sizes of the children is also likely to boost physical activity chances during PE class periods.</p> <p>As in other courses, in physical education, we should create lesson content taking into account the differences and interests of our children. We should turn to activities that can attract the attention of students and improve their physical competence.</p> <p>We should prefer methods in which children will not be bored and will not get cold from the lesson and we should proceed with activities according to them. We should aim to move them further by giving reinforcers to our students. The materials we provide to children in the teaching field and the environment we create are very important for their learning.</p> <p>Some of these methods are;</p> <ul style="list-style-type: none">-Movement Education-Differentiated Instruction-Multisensory
-------------------------	---



<p>Local Offers and Providers</p>	<p>Sport is very important in the development of an individual, but it also contributes a lot to his future life. Self-confidence, success, perseverance, positivity of a person develops thanks to sports from an early age. It is very important to direct our children to sports at an early age in order to raise self-aware self-sufficient self-loving individuals. Thanks to the federations, centers, etc. located in our country, we have the opportunity to direct our children to sports from an early age. Some of the institutions that provide this support are listed below.</p> <ul style="list-style-type: none"> -Youth Centers -General Directorate of Sports Services -Directorate of Youth and Sports Services -National Olympic Committee
--	---

<p>30 Minutes of Physical Activity for Elementary School Kids - Morning Exercise</p>	
<p>Learning Outcomes:</p>	<p>Movements that awaken the muscles that children can use to open their bodies when they wake up in the morning.</p>
<p>Duration:</p>	<p>30 min</p>
<p>Venue (indoors/outdoors)</p>	<p>Indoors/Outdoors</p>
<p>Materials:</p>	<p>Smartphone</p>
<p>Preparation:</p>	<p>Put your sport clothes</p>



<p>Description:</p>	<p>These exercises taken from EBA</p> <ul style="list-style-type: none"> -Turn Left And Right -Jump -Lean Sideways -Jump -Sit and Jump -Squats -Jump Right and Left -Jump -Turn Left And Right -Jump -Lean Sideways -Jump -Raise Your Arms and Collect Apples -Squats -Jump
<p>Handouts:</p>	<p>https://youtu.be/h8sejly-pX8</p>
<p>Tips for the Trainer(s):</p>	<p>Watch the videos to make sure you practice these exercises correctly.</p>

	<p>10 Minutes of Physical Activity for Elementary School Kids - Stretching and Aerobic</p>
--	---



Learning Outcomes:	Cardiovascular endurance, muscle strength and endurance, flexibility.
Duration:	10 min
Venue (indoors/outdoors)	Indoors/Outdoors
Materials:	Smartphone
Preparation:	Put your sport clothes
Description:	<p>These exercises taken from Bursa University</p> <ul style="list-style-type: none"> -Running -Roll Your Head From Left To Right -Roll Your Head From Right To Left -Turn Your Left Arm -Turn Your Right Arm -Turn Both Arms -Strech Your Right Arm -Strech Your Left Arm -Lean Forward And Touch Your Feets -Open Your Legs And Lean Forward -Sit Down And Touch Your Feets -Lean Sideways -Butterfly Legs -Jump Left And Right -Jumping Jack
Handouts:	https://youtu.be/AZXZo3OFnKY



Tips for the Trainer(s):	Watch the videos to make sure you practice these exercises correctly.

	20 Minutes of Physical Activity for Elementary School Kids – Running: Replacement Game
Learning Outcomes:	Cardiovascular endurance, muscle strength and endurance, flexibility.
Duration:	20 min
Venue (indoors/outdoors)	Outdoors
Materials:	5- 8 kids
Preparation:	Equal number of players of equal strength, 30-40 m, depending on the situation of the playing field. They are located on the predetermined line at a distance from each other.
Description:	With the command given by the manager, the players change places by running from one line to the other. The team that reaches the goal first and reaches the first position is the winner. The game is evaluated by giving points to the teams. The game can be practiced not only standing up, but also in a way that will increase attention, reflex, speed and skill by starting it in a different position.



	<ul style="list-style-type: none"> * In a squatting position, * Sitting straight or with the back facing the running direction, * It is started in a prone or supine position. In addition, with different running types, the game is played for a purpose, * Leaping on one leg * By jumping with two legs, * Running on all fours with hands and feet
Handouts:	
Tips for the Trainer(s):	Show students a sample game before playing.

	20 Minutes of Physical Activity for Elementary School Kids – Throwing: Outdoor Ball Catch in the Circle	
Learning Outcomes:	Cardiovascular endurance, muscle strength and endurance, flexibility.	
Duration:	20	min
Venue (indoors/outdoors)	Outdoors	



Materials:	5- 8 kids Ball
Preparation:	Players form a circle facing inward, 1-2 meters apart. In the group there is a ball that is given from hand to hand.
Description:	There is a player (midwife) outside the circle who follows this ball and tries to catch it. The ball is passed in the desired direction, to the right or left, by passing it to the player on the side. When the midwife catches the ball, the last player to touch the ball becomes the midwife.
Handouts:	
Tips for the Trainer(s):	Show students a sample game before playing.

	30 Minutes of Physical Activity for Elementary School Kids – Dancing: Let's Dance	
Learning Outcomes:	The aim of the activity is to work on coordination, rhythm and give students a moment of relaxation and fun.	
Duration:	30	min
Venue (indoors/outdoors)	Outdoors	
Materials:	Stations	



	Music
Preparation:	The mechanics of the game involve dividing the class into several groups. These will go through the stations of the circuit completing each routine.
Description:	It consists of a circuit with 5 stations that students must complete. Each station features a low-impact aerobics and dance routine to be completed in 3 minutes.
Handouts:	
Tips for the Trainer(s):	Show students a sample game before playing.

	30 Minutes of Physical Activity for Elementary School Kids – Jumping	
Learning Outcomes:	The aim of the activity is to work on coordination, rhythm and give students a moment of relaxation and fun.	
Duration:	30	min
Venue (indoors/outdoors)	Outdoors	



Materials:	Stations Music Stafet Sticks Ribbon Fabrics
Preparation:	Divide students into 10 groups and place the numbers from 1-5 in front of each group
Description:	<p>Students are divided into groups of 10 and lined up. Fabrics and ribbons with numbers from 1 to 5 are placed in front of each group at a certain distance, and stafet sticks are placed beyond. At the command of the teacher, the students at the head of the group run towards the fabrics. In front of the fabrics lined up side by side, they jump as much as the number written on the fabric, and they take a ribbon from the ground and run to the stafet stick and put the ribbon on the stick.</p> <p>They tie it up and quickly return to their turn. All students take turns playing the game.</p>
Handouts:	
Tips for the Trainer(s):	Show students a sample game before playing.



Italy

<p>Overview</p>	<p>Primary and First Grade Secondary schools (from January 2021, even those of Second Grade, if they had not prepared it before), which have been operating, since September, in absolute safety and in strict compliance with current legislation, it is necessary that they adopt a Regulation capable of implementing measures to prevent and mitigate the risk of contagion from SARS-CoV-2 within the activities of the Physical Activity Institute.</p> <p>The regulation must be drawn up taking into account the rules and documents in force at the time of approval and the regulations in force as well as that of the Institute. The Regulations should be valid for the school year 2020/2021 and it is appropriate that it be amended by the School Council also on the proposal of the individual school components in the light of any critical issues that emerged during the year or new regulatory provisions.</p>
<p>Key Facts</p>	<p>The Headmaster of the institute and the teachers of Motor Sciences or Physical Education collaborate for the training and information of the current regulations on the prevention and containment of the spread of SARS-CoV-2 in environments predisposed to motor activity, to all staff and all interested pupils.</p> <p>The DSGA must organize the work of school collaborators so that:</p> <ul style="list-style-type: none"> ensure daily cleaning and periodic sanitation of the premises, environments, workstations and common areas; subject to regular and careful sanitation of surfaces and objects of common use, gym equipment at each change of class group; ensure adequate and periodic ventilation of all rooms involved in motor activity.



Resources	
Best Practice(s)	<p>General rules</p> <p>All teachers of Motor Sciences, Physical Education and all pupils, for the entire duration of their stay at school, are obliged to:</p> <p>Wear the surgical mask, except in cases specifically provided for in the Institute Regulations as amended last spring;</p> <p>Maintain the interpersonal physical distance of at least 1 meter and carefully respect the horizontal and vertical signs;</p> <p>Periodically disinfect your hands with sanitizing gel before and after physical activity, in particular before entering the gym and changing rooms and immediately after contact with commonly used objects and after using the toilets.</p> <p>School collaborators and collaborators are required to ventilate the gyms, corridors and changing rooms periodically, at least every hour for at least 15 minutes.</p> <p>General methods of entry into school premises and the gym</p> <p>Access to school buildings, in relation to the objective of containing the risk of contagion from SARS-CoV-2, is allowed according to precise rules and in particular, pupils are called upon to exercise their autonomy and their sense of responsibility in relation to at their age and maturity. Pupils in each class, in fact, must peremptorily follow the paths traced for access to and exit from the</p>



gyms, for the use of the toilets and changing rooms. Unauthorized or unauthorized travel is not permitted.

It will be the responsibility of each component to respect the signs relating to the directions of travel, to maintain an orderly physical distance from the other people present and to enter and exit without lingering in the transit areas; in authorized movements, pupils must always respect the physical distance and wear a mask.

Prevention measures concerning the performance of educational activities

Undoubtedly, among the institutes that have fully implemented all the sector regulations, the Mestrino State Comprehensive Institute deserves a particular mention, led with masterful competence, professionalism, compliance with all legislative changes, by the school manager Professor Antonella Basile. The regulation that we have analyzed provides, among other things, "that during the carrying out of teaching activities, pupils and teachers are required to maintain the physical interpersonal distance of at least one meter in the classrooms and other school environments, and of at least 2 meters in the gyms. Pupils can remove the mask during sports activities in the gym, always respecting the safety distances. However, it is mandatory to use a mask in the changing rooms and when traveling.

In the event that only one student has obtained permission to leave the gym to go to the toilets, he will have to disinfect his hands with the special gel before and after using the services.

During the journeys to reach gyms, sports fields and other places in which to carry out specific educational activities, pupils and teachers must maintain a physical distance of one meter, wear a mask and comply with the current legislation on the prevention of SARS infection. CoV-2 in indoor and outdoor public places.



	<p>The role of pupils and their families</p> <p>Pupils' families are called upon to collaborate fully in monitoring the health of their children and all their family members, in compliance with current regulations, in particular for the supervision of sports equipment and the required health and hygiene regulations. This is indispensable.</p> <p>Sports material</p> <p>Pupils in each class must - as stated in the document prepared by the State Comprehensive Institute of Mestrino - provide themselves with personal sports equipment in advance before any physical activity, under penalty of peremptory exclusion from the activities.</p> <p>Each pupil, therefore, must be in possession of personal sportswear (clean gym shoes, clean shirt and shorts, towel, personal water bottle, container to store the personal mask during physical activity, elastic for the hair in case of long hair). Valuables to be given to teachers in custody (necklaces, bracelets, watches, etc.) are not allowed in the gym.</p> <p>Prevention measures concerning the performance of educational activities</p> <p>During the carrying out of the didactic activities, pupils and teachers are required to maintain the physical interpersonal distance of at least one meter in the classrooms and at least 2 meters in the gyms. Pupils can remove the mask during sports activities in the gym, always respecting the safety distances. However, the use of a mask in the changing rooms and when traveling is mandatory.</p> <p>During the journeys to reach the changing rooms, gyms and sports fields, pupils and teachers</p>
<p>Local Offers and Providers</p>	



--	--

Physical Education and Sports in Covid times	
Learning Outcomes:	<p>1. Results of the Fidal fact-finding survey on the distance learning experiences carried out by the teachers of exercise science in the emergency period (March-May 2020).</p> <p>2. Protocols for the use of gyms and sports facilities for curricular and extra activities</p> <p>physical education curricula</p> <p>3. Educational relationship and management of emotions at the time of covid19</p> <p>4. Case study: planning and organization of didactic activities in the classrooms of a school</p> <p>lower secondary school and those of a lower secondary school</p>
Duration:	2 days (2 hours per day)
Venue (indoors/outdoors)	Online
Materials:	Sofia Platforms and Youtube platform
Preparation:	No preparation needed
Description:	<p>Opening of the platform and accreditation of participants. Opening of works</p> <p>Results of the FIDAL fact-finding survey on distance teaching practices carried out by teachers of physical education in the emergency period (March-May 2020).</p> <p>Protocols for the use of gyms and sports facilities for curricular and extra curricular activities of physical education</p> <p>Answers from speakers to questions sent via chat</p>



	<p>opening of the platform and accreditation of participants</p> <p>Educational report and management of emotions at the time of covid19</p> <p>Case study: planning and organization of didactic activities in the classes of a lower secondary school</p> <p>Case study: planning and organization of didactic activities in the classes of a secondary school</p> <p>Replies by speakers to questions sent via chat</p>
<p>Handouts:</p>	<p>Materials of this online training in Italian issued by FIDAL can be found as follows:</p> <p>https://www.youtube.com/watch?v=z_IiAPCd28Y</p> <p>https://www.youtube.com/watch?v=sNHqD0a6DGw</p>
<p>Tips for the Trainer(s):</p>	<p>Trainers suggested to help students with Apps for improving the physical activities, in particolare with the use of the App Strava and the Home Fitness App “Adidas Training”. Moreover, PE teachers found appropriate to dedicate time once a week to report physical activity in an Excel file, subdivided per classroom for the daily practice of physical activity</p> <p>Tips inspired from the article “The importance of Emotions in teaching: Developing positive emotions in physical education” (Paul Stuhr)</p> <ol style="list-style-type: none"> 1. interact in a well educated way with proper language and avoiding strong criticism 2. use positive encouraging and feedbacks by demonstrating interest and comprehension



	<p>3. To give the good example in terms of social skills (for example, trust, responsibility, respect)</p> <p>4. For the new classes, to learn immediately the name of students and help students to do this</p>
--	--

Reflections between research and professional practice by Sismes	
Learning Outcomes:	<p>Exercise and Sports Sciences at the time of Covid-19 ... a year later."</p> <p>Promotion of physical activity during the first lockdown: the behaviors of teachers of physical education in France, Italy and Turkey.</p> <p>Distance Physical Education: analysis of the didactic characteristics of the public videos produced during the Covid-19 pandemic.</p> <p>The contents of Physical Education in primary school before and during the closure of schools in the S. 2019/20.</p> <p>Teaching Exercise and Sports Sciences during the pandemic: support for teachers</p>
Duration:	1 days (2 hours per day)
Venue (indoors/outdoors)	Online
Materials:	Zoom and Youtube platform
Preparation:	No preparation needed
Description:	The Study Group on Physical Education and Sport Pedagogy, following up on the positive experiences of comparison made last year, proposes a series of monthly telematic meetings to reflect on motor sciences, physical education and the teaching of motor activities and sports. From November 2020, "WEDNESDAY



	WEBINARS" will be offered with different themes that, we hope, can involve the interest of students, doctoral students, physical education teachers, sports and fitness professionals and researchers.
Handouts:	Materials of this online training in Italian issued by SISMES can be found as follows: https://www.youtube.com/watch?v=NtmBnF5GmTk
Tips for the Trainer(s):	Good practices offered by professor Petrini <ol style="list-style-type: none">1. To invest in talents with champions2. to propose flipped classroom for health and wellbeing3. to propose activities of endurance in pandemic times (to walk also in the free time, involve family members, rediscover the local territory)