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# School Programme for Children Well-Being and Outdoor Learning

*Output Title* ‘WELL-BEING Toolkit for  
Trainers’





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Extreme devotion to profession: Myanmar online fitness trainer continues to perform and record and send lessons to children online despite the military coup. She recorded the video because some kids could not be present face to face at school because of covid<sup>1</sup>. The video started being very popular on internet and at the time all this military action had happened she kept performing without any stop. Well being comes first!

*Image credit:*

[https://www.youtube.com/watch?v=r6lqE\\_MQv8o&ab\\_channel=OnDemandNews](https://www.youtube.com/watch?v=r6lqE_MQv8o&ab_channel=OnDemandNews)

*YouTube.*

### **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

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<sup>1</sup> <https://www.youtube.com/watch?v=6r6vnSR0wbI>



education (PE), which is a key factor in the positive physical, socio-emotional and mental health of young people. However, all project partners 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, lessons, 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 lessons 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






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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,</p>



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		<p>movement 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 <b>wellbeing</b>, 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 strategies (e.g. defending and attacking a goal).</p>



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	<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>
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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 instill 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 21<sup>st</sup> century.” Physical Education helps students meet the demands of the 21<sup>st</sup> century and teaches them to be healthy, active, engaged and



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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 Template**

#### **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 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





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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 decisions about a lifelong, healthy and active**



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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:

1. high quality physical education which develops physical literacy.
2. improved opportunities and pathways to successful socialization.
3. increasing levels of physical activity throughout the day.
4. improved physical, social and emotional **wellbeing**.
5. attending physical activities, with a culture that recognizes the inclusive principle.
6. 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

<b>Overview</b>	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,
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	<p>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>
<b>Key Facts</b>	<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"><li>ensure daily cleaning and periodic sanitation of the premises, environments, workstations and common areas;</li><li>subject to regular and careful sanitation of surfaces and objects of common use, gym equipment at each change of class group;</li><li>ensure adequate and periodic ventilation of all rooms involved in motor activity.</li></ul>



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<b>Resources</b>	
<b>Best Practice(s)</b>	<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 gyms, for the use of the toilets and changing rooms. Unauthorized or unauthorized travel is not permitted.</p>



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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.



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	<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>
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<b>Local Offers and Providers</b>	
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### NFE meets physical activity: best workshops from Partners

(six practices from each; at least two workshops should involve online component)

<b>Physical Education and Sports in Covid times</b>	
<b>Learning Outcomes:</b>	<ol style="list-style-type: none"><li>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).</li><li>2. Protocols for the use of gyms and sports facilities for curricular and extra activities physical education curricula</li><li>3. Educational relationship and management of emotions at the time of covid19</li><li>4. Case study: planning and organization of didactic activities in the classrooms of a school lower secondary school and those of a lower secondary school</li></ol>
<b>Duration:</b>	2 days (2 hours per day)
<b>Venue (indoors/outdoors)</b>	Online



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<b>Materials:</b>	Sofia Platforms and Youtube platform
<b>Preparation:</b>	No preparation needed
<b>Description:</b>	<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>
<b>Handouts:</b>	Materials of this online training in Italian issued by FIDAL can be found as follows: <a href="https://www.youtube.com/watch?v=z_IAPCd28Y">https://www.youtube.com/watch?v=z_IAPCd28Y</a> <a href="https://www.youtube.com/watch?v=sNHqD0a6DGw">https://www.youtube.com/watch?v=sNHqD0a6DGw</a>
<b>Tips for the Trainer(s):</b>	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





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	<p>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"> <li>1. interact in a well educated way with proper language and avoiding strong criticism</li> <li>2. use positive encouraging and feedbacks by demonstrating interest and comprehension</li> <li>3. To give the good example in terms of social skills (for example, trust, responsibility, respect)</li> <li>4. For the new classes, to learn immediately the name of students and help students to do this</li> </ol>
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<b>Reflections between research and professional practice by Simes</b>	
<b>Learning Outcomes:</b>	<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>



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	<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>
<b>Duration:</b>	1 days (2 hours per day)
<b>Venue (indoors/outdoors)</b>	Online
<b>Materials:</b>	Zoom and Youtube platform
<b>Preparation:</b>	No preparation needed
<b>Description:</b>	<p>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.</p>
<b>Handouts:</b>	<p>Materials of this online training in Italian issued by SISMES can be found as follows:</p> <p><a href="https://www.youtube.com/watch?v=NtmBnF5GmTk">https://www.youtube.com/watch?v=NtmBnF5GmTk</a></p>
<b>Tips for the Trainer(s):</b>	<p>Good practices offered by professor Petrini</p> <ol style="list-style-type: none"><li>1. To invest in talents with champions</li></ol>



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	<ol style="list-style-type: none"><li>2. to propose flipped classroom for health and wellbeing</li><li>3. to propose activities of endurance in pandemic times (to walk also in the free time, involve family members, rediscover the local territory)</li></ol>
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