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Joy in Sport and Physical Activity Toolkit

for European School Sport Day event coordinators

Use this handbook to inspire
more **schools to get on the move!**

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1. About the toolkit: The Why, the Purpose and for Whom



THE WHY

Most European countries struggle with physical inactivity-related social and health problems. There are many reasons lying behind this tendency. Traditionally mostly talented children participate in school and club sport activities, especially in a competitive way. To retain those who are already active and to include those who would have been excluded otherwise, we must provide an environment that is joyful, allows social interaction, some physical challenges, and generally provides positive experiences through movement and participation.

The creation of developmentally appropriate learning environment and autonomy-supportive environment is important for children to remain involved in sport. So when leading sports activities, we should encourage positive rather than negative behaviours, and emphasise fun and enjoyment, teamwork, and effort, over winning and competition.

THE PURPOSE

Our task is to offer an alternative school sport model that **accentuates the joy of movement and motivates children to adopt a more active lifestyle** with a positive attitude and behavioural patterns.

Exciting, challenging and fun ways of moving are in the spotlight this European School Sport Day (ESSD). The ‘fun factor’ of less constrained activities can guarantee that sport and physical activity will be able to compete with video games, social media and activities that generally lead to physically inactive and sedentary lifestyles.

This toolkit is designed to introduce examples of these ‘joyful’ approaches to physical activity that encourage long-term engagement. A particular focus of the toolkit will be on introducing the fun ‘festival method’, which has been utilised by the Hungarian School Sport Federation (HSSF) nationwide in recent years.

FOR WHOM

With this toolkit, we aim to share ideas and inspire anyone working with youth, including school staff, school activists, community leaders, and ESSD National Coordinators, to support participating schools in motivating children in a joyful way to be active.

2. Background

– Youth and physical activity

HOW MUCH EXERCISE SHOULD YOUTH DO?

Many positive benefits of physical activity are described in scientific literature and by the World Health Organization (WHO).

According to the guidelines on physical activity and sedentary behaviour (WHO, 2020), the following benefits of physical activity on children and adolescents aged 5-17 are scientifically proven:

- improved physical fitness (cardiorespiratory and muscular fitness),
- cardiometabolic health (blood pressure, dyslipidaemia,

glucose, and insulin resistance),

- bone health,
- cognitive outcomes (academic performance, executive function),
- mental health (reduced symptoms of depression);
- reduced adiposity.

WHO also highlights that higher amounts of sedentary behaviour are not only associated with increased adiposity, poorer cardiometabolic health, fitness and reduced sleep duration, but also with behavioural conduct/pro-social behaviour (WHO, 2020).

Physical activity guidelines for 5-17 years children and adolescents

Doing some physical activity is better than doing none!

Source: [WHO guidelines on physical activity and sedentary behaviour](#)

At least

60

minutes a day



moderate- to vigorous-intensity physical activity across the week; most of this physical activity should be aerobic.



On at least


3

days a week



vigorous-intensity aerobic activities, as well as those that **strengthen muscle and bone** should be incorporated.

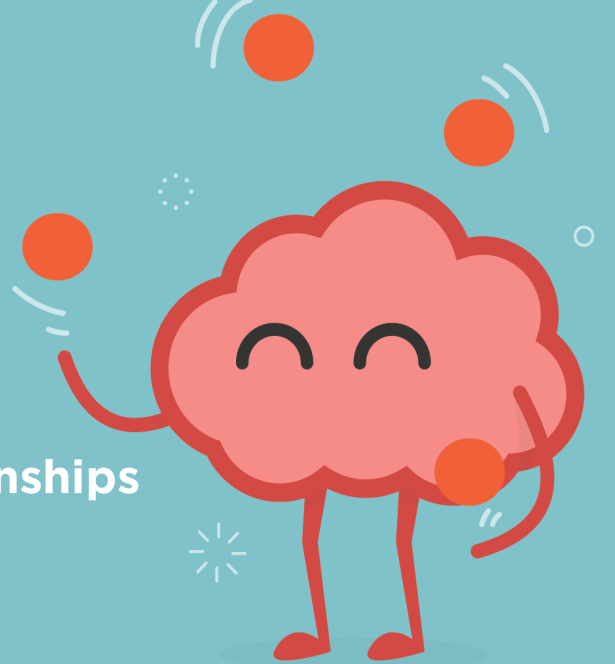




- stronger heart
- stronger bones
- increased lung capacity
- creating and maintaining an optimal body composition, prevention of overweight and obesity
- optimal blood glucose and lipid levels
- prevention of diabetes and hypertension
- prevention of cancers

Benefits of regular physical activity

- psychological wellbeing
- prevention of depression
- improved memory
- the development of social relationships
- increased attention capacity



Although the benefits of physical activity are well known and scientifically proven, based on WHO (2022) data, 81% of adolescents and 27.5% of adults currently do not meet the WHO's recommended levels of physical activity. Research shows that physical activity levels decline steadily with age from childhood onwards, by an average of 7% per year. The decline in physical activity during adolescence is even greater, especially for girls, who are more at risk of a sedentary lifestyle and the resulting diseases and disorders (Dumith et al., 2011).

Encouraging young people to be physically active and incorporate physical activity into their lifestyle is important for several reasons:

- Lifestyle habits in adulthood are formed in childhood (Ortega et al., 2008). Physically active children are more likely to become active adults.
- Physical inactivity contributes to the increasing burden of morbidity and mortality that results from noncommunicable diseases and is also a major economic burden to national health systems, and to the economy worldwide. Inactivity therefore has an impact, not only at the individual and family level, but it affects health services and society as a whole (WHO, 2022).

Results of the Eurobarometer survey published by the European Commission in 2022 shows that up to 45% of Europeans currently never exercise or partake in physical activity. The COVID-19 **pandemic had a further negative impact on the physical activity of European citizens,**



half of Europeans reduced their activity levels or even stopped all together (European Commission, 2022). Two months after the WHO declared COVID-19 as a global pandemic, 81% of European students aged 6–18 years did not meet the WHO physical activity guidelines (Kovács et al., 2022). The negative effects of the epidemic were felt even in countries such as Slovenia, where home physical activity was forced during the pandemic. Data of SLOfit measurement (fitness testing system used in Slovenia for more than 30 years) shows, that “only 2 months of

self-isolation erased over 10 years of hard-fought health gains acquired from national public health policies and PA interventions” (Jurak et al., 2021).

Based on the Eurobarometer survey, the **main barriers to be active are the following:**

- lack of time
- lack of motivation
- simply no interest in sport

The initiation and maintenance of regular physical activity in youth is influenced by many factors, and you can see some examples below and in figure 1 (next page). According to Guinhouya (2012), childhood is characterised by greater physical activity than other developmental stages and this declines from adolescence. Boys are more active than girls at all ages and children of active parents are more active than their peers.

Psychosocial influences are also important. Children who may have positive expectations of the outcome (i.e. enjoyment from play or games) might be more predisposed to physical activity than their peers. Self-efficacy, when the child is confident in their ability to perform a physical activity, also has a positive effect on physical activity levels.

Bailey and Cope (2013) explain why children take part in, and remain involved in, sport, finding that children's participation in sport is mediated by five primary factors:

PERCEIVED COMPETENCE

Interestingly perceived competence happens in physical and social contexts. Physical competence is related to performance of skills; social competence is related to relationships with others, e.g. making friends.

FUN AND ENJOYMENT

Fun and enjoyment is a primary source of physical

activity motivation, but different children understand fun in different ways. Some like playing together, some like movement as a form of self-expression, and some like challenges. All in all, enjoyment comes from the social experience, individual achievement and intrinsic motivation.

PARENTS

Parents have a direct effect on their children's participation and perceived competence in sports. From an ESSD standpoint, it is worth examining how to involve parents in events that enhance awareness of an active healthy lifestyle among families.

LEARNING NEW SKILLS

Learning provides the feeling of accomplishment, and therefore the feeling of development. Since this is something highly individual, it can be a powerful motivator to stick with different sports and physical activities.

FRIENDS AND PEERS

Social environment is one of the most meaningful aspect of children's motivation to play sport and be active. The feeling of belonging fundamentally affects their mood, willingness and activity level, but there are many risks along the way, such as being judged, unhealthy competition, etc. When we provide space, tools and

safe activities and play, the children will be active in a meaningful and fun way.

Of course, these areas rarely appear alone, so there is a strong interconnection between them, but if we intentionally regulate the learning and playing environment to promote these aspects, we can have a huge effect on our children's activity levels and attitudes toward sport and physical activity.



BACKGROUND

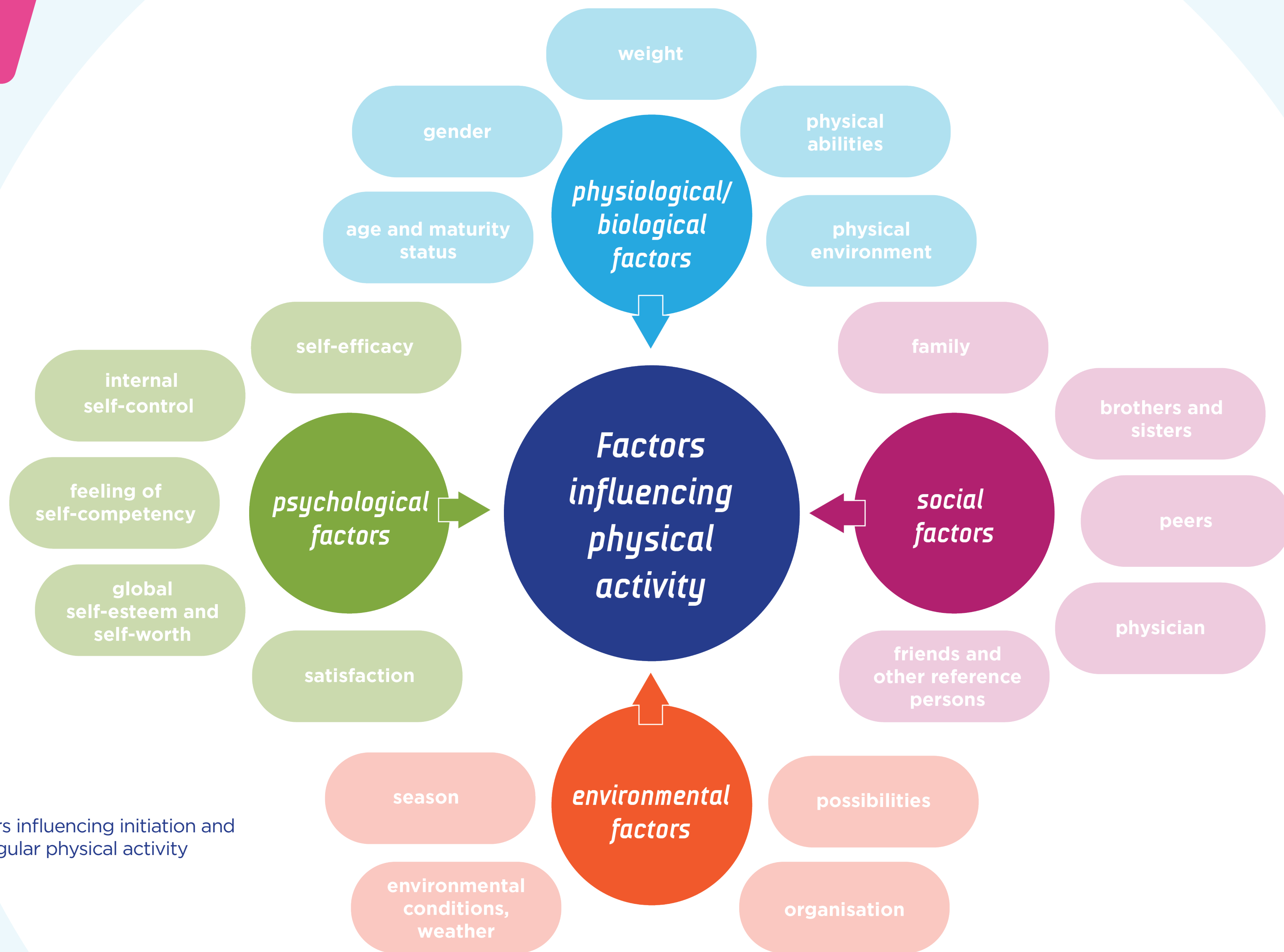


Figure 1. Examples of factors influencing initiation and maintenance of regular physical activity

3. Activation ideas:

The Festival method



The focus theme of 2023 ESSD is “Joy in Sport and Physical Activity”. There are many ways to encourage youth to be physically active in an enjoyable way. On the following pages you can find some active games and tested best practices that are recommended by our ESSD partner organisations. A particular focus will be on the introduction of the festival method developed and utilised by HSSF in Hungary, which is a joyful way to get children moving and to easily involve everyone. Try out the suggestions that best suit your students!

Events using the festival method (so-called “festivals”) are organised as grassroots sport events and are primarily aimed at promoting the joy of movement. They break away from traditional performance-based approaches to sport competitions. The ultimate goal of such events is to get as many children as possible to take up sport by showcasing a wide range of physical activities.

Students are grouped into teams to carry out activities at different stations. They spend a pre-determined amount of time at every station performing different drills. Music plays during the programme; pausing the music can prompt the children to rotate to the next station. All students exercise at all stations, so up to 60 minutes of continuous activity in total can be provided for each student.

These activities can be playful skill-building games based on basic movements and combinations, on developing fundamental movement skills, and they can also include

specific fundamental and context-specific motor skills. Additionally, predesigned small-sided games and at an older age (over 10 years) they can also (in a strictly controlled form) include developmentally appropriate competitive elements.

How does the festival concept differ from the traditional concept of school sport events? Table 1 summarises the main differences.

Traditional concept	Festival concept
Performance-oriented, competitive	Participation-oriented, non-competitive
To win and be successful	To learn and gain experience
Skilled pupils dominate	Equal chances to participate
Physically advanced pupils are favoured	Everyone can thrive in a more equal environment
Extrinsic motivational elements dominate	It relies mainly on intrinsic motivational elements
Events are organised in a top-down approach	Events organised bottom-up

Events organised using the “festival method” are characterised by the following features:

- ✓ multiple small stations with different tasks and activities
- ✓ every participant is active during the whole event
- ✓ every participant spends the same amount of time at a station, and therefore has the same chance to get involved in the games and activities
- ✓ children can choose how to complete the movement at the station (how far he/she takes the shot from, which equipment he/she uses, etc.);
- ✓ competitiveness becomes less important: children challenge themselves in various tasks and drills and thus success is not determined solely on the number of goals or on beating opponents
- ✓ music can be used during the activities, which seems to provide a great deal of extra motivation for the students to participate

- ✓ stations can be set up in many ways, depending on the needs and possibilities of the schools: it can happen in- or outdoors, with 20 or with 200 participants, thus providing a wide scope for customising events
- ✓ the festival method provides the opportunity to develop different skills through a flexible choice of content at each station
- ✓ to increase motivation, a stamp booklet can be distributed among the children so they can collect different stamps after completing each station
- ✓ it builds upon the existing sporting infrastructure of schools;
- ✓ the program can be organised by physical education teachers and other teachers
- ✓ the event is designed to allow disabled persons to participate.



Events organised using the festival method provide students with a variety of practice and play opportunities in different part of the field/pitch/court at the same time. Festivals should be focused on learning through play and playful exercises. The aim is to provide a positive movement experience and a positive play experience for children by considering the following aspects:

- ✓ Allow equal time for all participants to participate.
- ✓ Avoid fall-out games!

- ✓ Avoid counting the scores.
- ✓ Ensure the participation of girls and boys together!
- ✓ Only the simplest rules should be observed during free play!
- ✓ Allow children to make free decisions and try different movements and solutions out, so they can gain a lot of experience!
- ✓ Match the exercises to the age group and the prior knowledge level of children!
- ✓ Ensure continuous activity through optimal arrangement of stations!
- ✓ Use a variety of equipment and games!
- ✓ Ensure the development of social competence through conscious group forming methods!
- ✓ Form groups of 4-6 participants per station to maximise activity!



1 PLAN

The organisation of events using the festival method starts with planning. What information do you need to plan the festival?

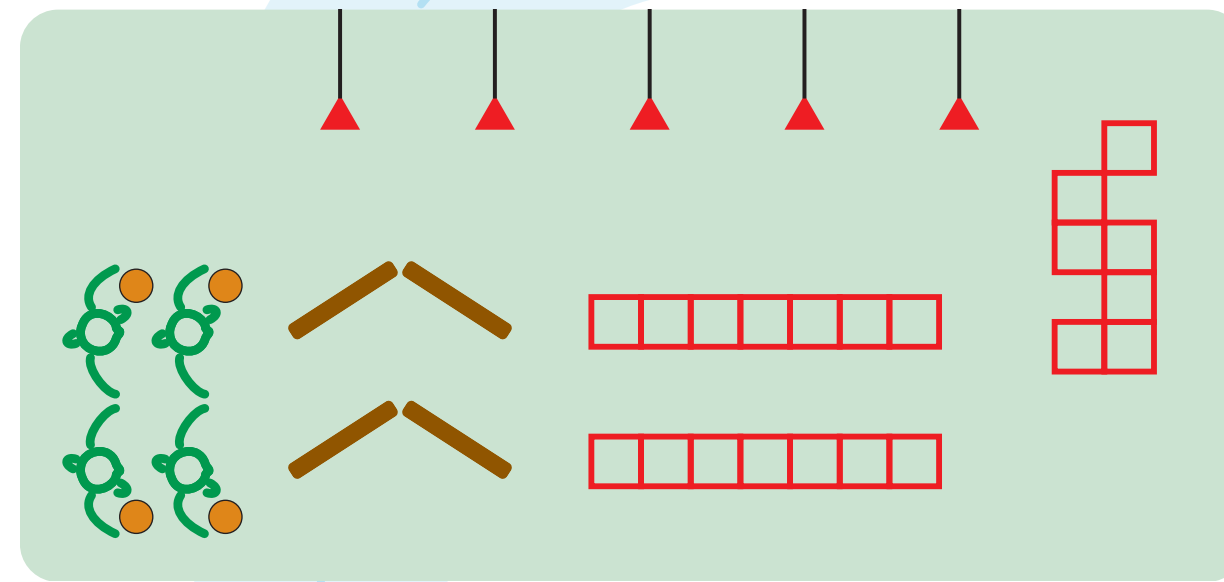
- How much space is available to run the festival?
- How many children will participate in the festival?
- What is the skill level of the participants?
- What is the aim of the session?
- What equipment is available?
- How much time do you have to conduct the event?

2 DRAW IT UP



Draw up a programme for the festival taking the above plan into account. Plan the stations so that they alternate between low, moderate and high intensity exercises. Ensure continuity of movement at each station! (e.g. be able to perform tasks back and forth)

3 PREPARE



All the different aspects of the festival. For example: prepare the task cards, the timetable, music selection, stamp booklet, etc. And of course the activities at the stations!

4 IMPLEMENT



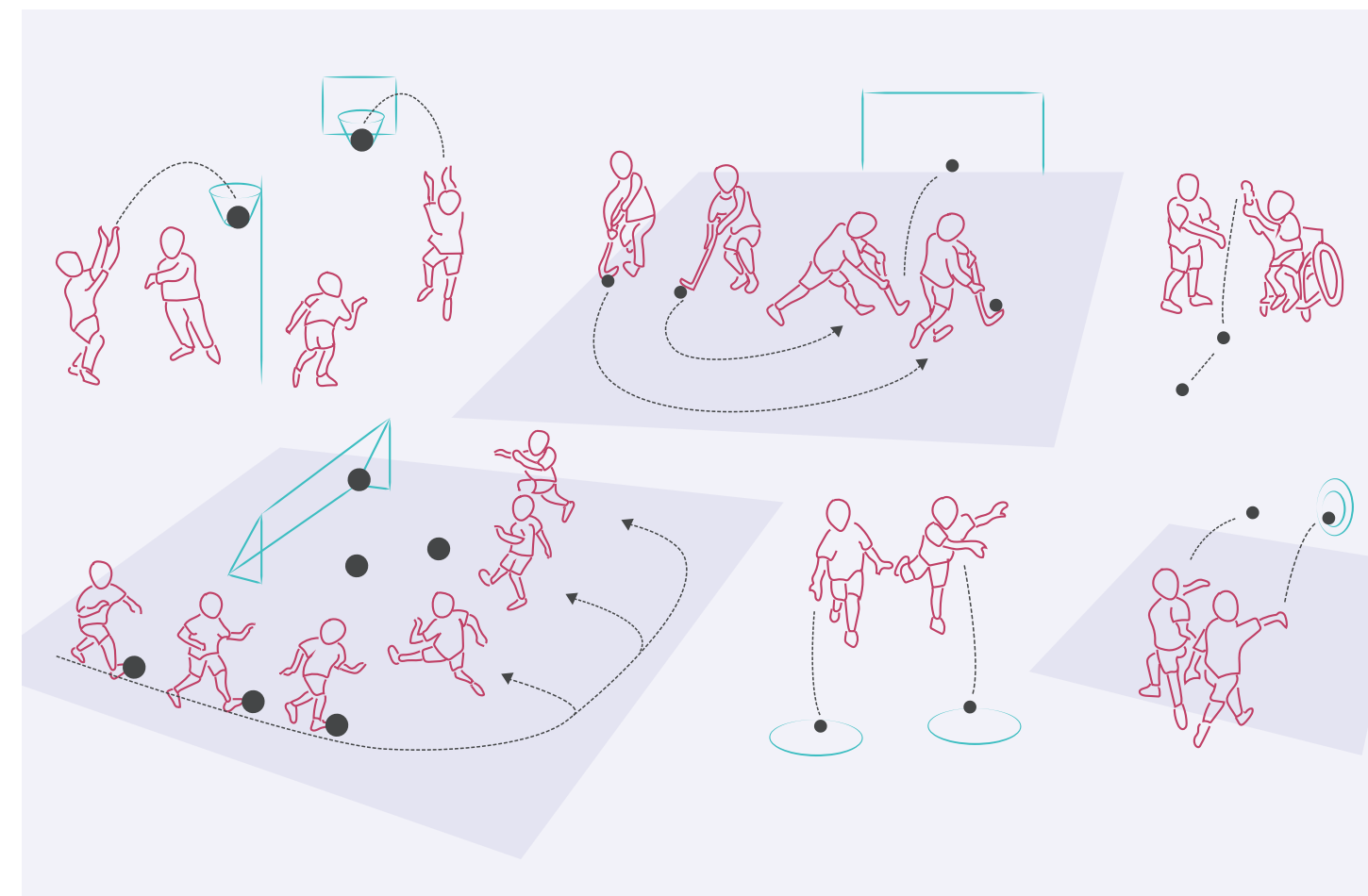
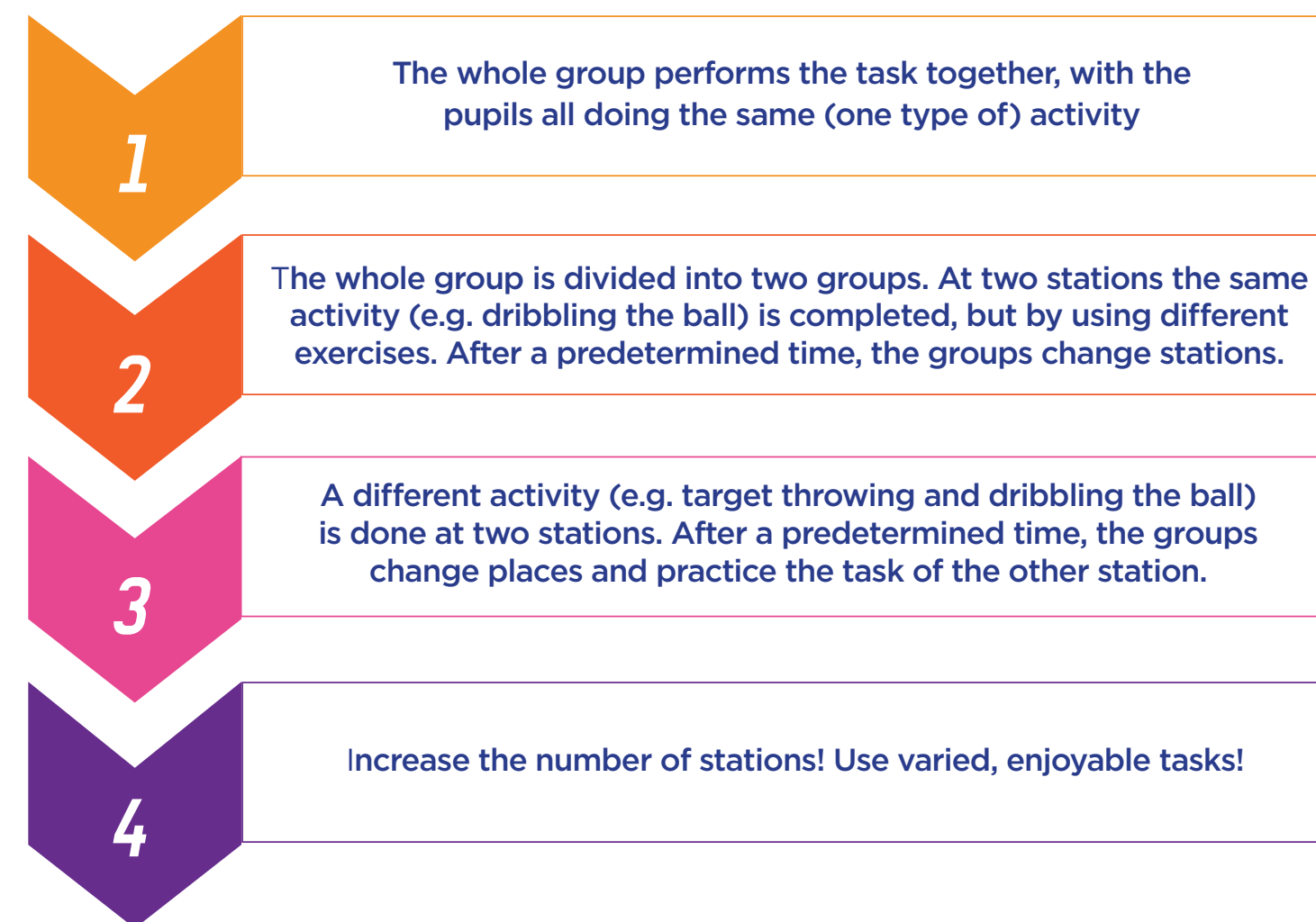
Run the festival according to the plans. The festival starts with a brief introduction about the aim of the festival and about the tasks of the stations, followed by a joint warming up to music together. Afterwards, randomly formed groups will go to the designated stations and start performing the tasks on signal. After a pre-determined time, pupils move to the next station and continue the activity there.

5 EVALUATE

Closing and evaluation of the festival

MOVE STEP-BY-STEP TOWARDS MULTI-STATION, MULTISPORT FESTIVALS!

If you plan to use the festival method, you have to progress from the frontal teaching method (all pupils in the group work together) to the autonomy-supporting teaching method (multi-station learning environment), which is one of the characteristics of festival method. How quickly you reach your goal depends on the composition of the group, the age of the participants and their previous experiences.



USE TASK CARDS AT THE DIFFERENT STATIONS!

Visualising the different activities on task cards helps the children to quickly understand them. This is particularly true for children with special educational needs (e.g. autism spectrum disorder, intellectual disability).

FORM GROUPS WITHOUT SELECTION!

Students are grouped into teams for the festival. However, if teams are formed by selection (the 'schoolyard pick'), the teams not only form slowly (everybody wants to be with his/her friend, etc.), it also

falls back into another problematic habit from traditional school sport, such as picking the least skilled or socially marginalised kids last. This is a quick way to demotivate these children.

There are several methods of forming groups randomly, so use these methods instead. For example: take pictures of animals. There should be as many kinds of animals as you want to create groups and as many pictures in total as many children participate in the festival. Each child receives a picture upon arrival. Students with the same picture will join the same group. By hanging pictures on the wall at each station, students can easily find the station at which their team starts the tasks.

3.6. FURTHER MATERIALS



















Watch [this](#) video to gain more inspiration about events that use the festival method.

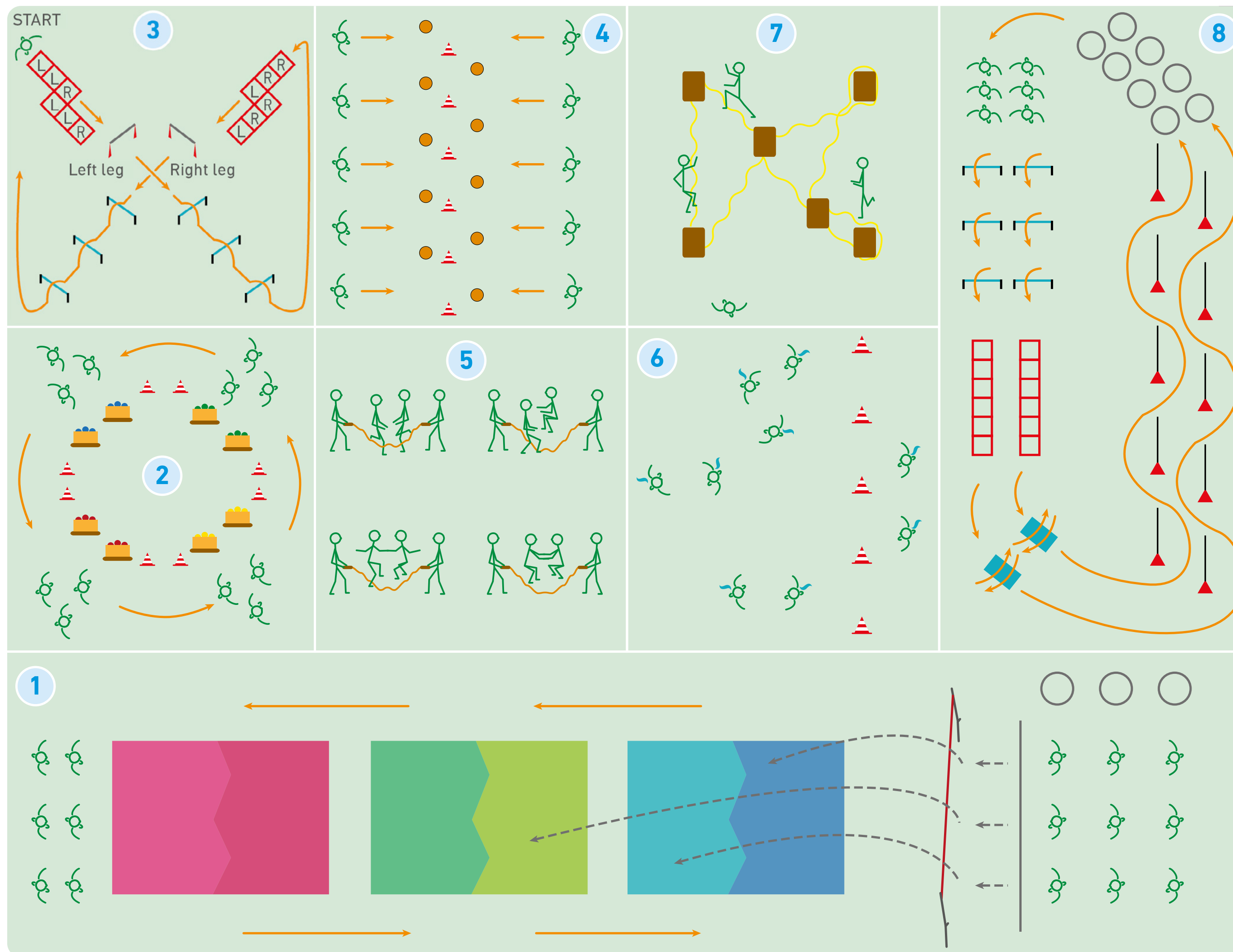
In this chapter you can find an example of an 8-stage multisport festival for 3rd-4th grade children.

LAYOUT OF THE FIELD

The direction of the rotation between stations is clockwise.

EXPLANATION OF THE SIGNS:

	player		medicine ball
	way of the ball		cone
	way of the player		jumping rope
	high jump platform with slats		band
	colorful puzzle mat		rubber band
	hula hoop		pole cone
	stool		sponge bricks
	inverted stool with (green) balls		
	hurdle		
	cone gate		
	coordination ladder		



STATION 1: Rocket shower

(Foam javelin, vortex foam balls, any kind of small balls thrown at target area over high bar/rubber)

Learning objectives:

- to practice fundamental manipulative movement skills (throwing);
- to gain experience in awareness of own body and energy investment related to throwing;
- estimating direction, power, height (spatial orientation).

Equipment needed

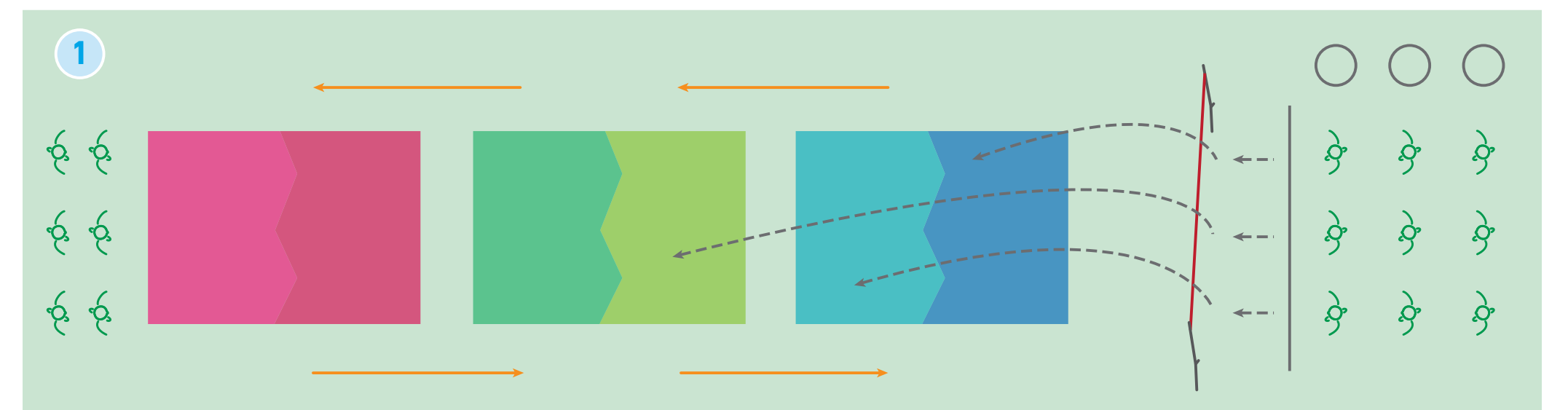
- 4 foam javelins
- 4 vortex howler foam balls
- 4 any kind of small balls
- 3 coloured puzzle mats of different colours
- 2 high jump stands (with slats or rubber bands)
- 3 rings for collection of throwing materials

Task description

Three 2 × 2 m mats of different colours are placed at different distances along the length of the course (as far away as possible from the throwing area). At each station (square) there are 4 foam javelins, 4 vortexes and 4 winged balls. The pupils choose equipment in groups of 3-4. Individually, they have to get the given equipment to the coloured area above the high diving platform using the technique that suits them. The aim is to throw the equipment into each area if possible.

Restrictions

- Throw the given equipment to the target area using the technique appropriate to the device over the high jump stand.
- The equipment must be returned by hand on both sides of the track!



STATION 2: Collection of small, coloured balls

Learning objectives:

- to practise fundamental locomotor skills (running);
- to gain awareness of one's own body and energy investment related to running ("how persistent am I?").

Equipment needed

- 8 baskets or stools
- about 200 coloured balls of different colours
- 1 stopper
- 20 pion cones

Task description

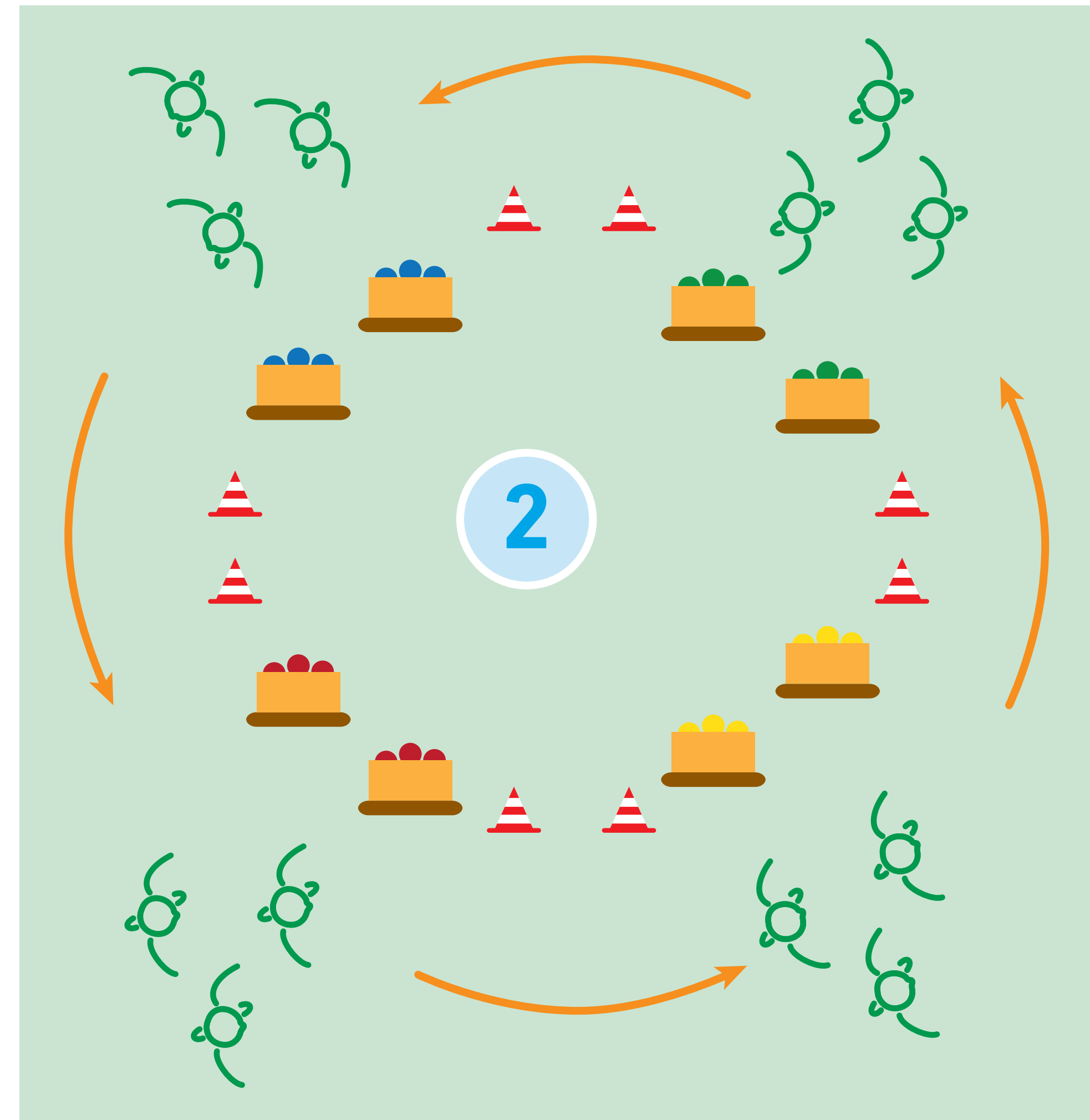
On the field, 4 areas are designated and 4 teams are formed. Each sub-team has two stools: one is empty, while the other is filled with balls approx. 1 m away from each other. In the corner of the station, the teams stand up next to their stool. Each student holds a coloured ball. At the sound of the whistle, all children of the four teams start running at the same time. They circle around all stools on the designated course, and when they get back to their own starting position, they put the coloured ball in their hand into the empty stool. Following this, they take another ball from the filled stool and then run another round putting it in the empty stool.

The task must be completed from whistle to whistle (2 minutes). The balls in the stool are counted and after a short rest the task is performed in reverse (in the opposite direction).

The aim is to collect more or the same number of balls as in the previous round!

Restrictions

A person can carry only one ball at a time!



STATION 3: High jump

Learning objectives:

- practising fundamental movement skills (jumping);
- gaining experience in awareness of own body and energy investment related to jumping.

Equipment needed

- 2 3D ladders
- 20 cones
- 6 hurdles made of foam (or 6 plastic, 50-60 cm high hurdles)
- 4 cones on which a plastic pole can be placed (or 4 hurdles made of foam or 4 50-60 cm high hurdles)

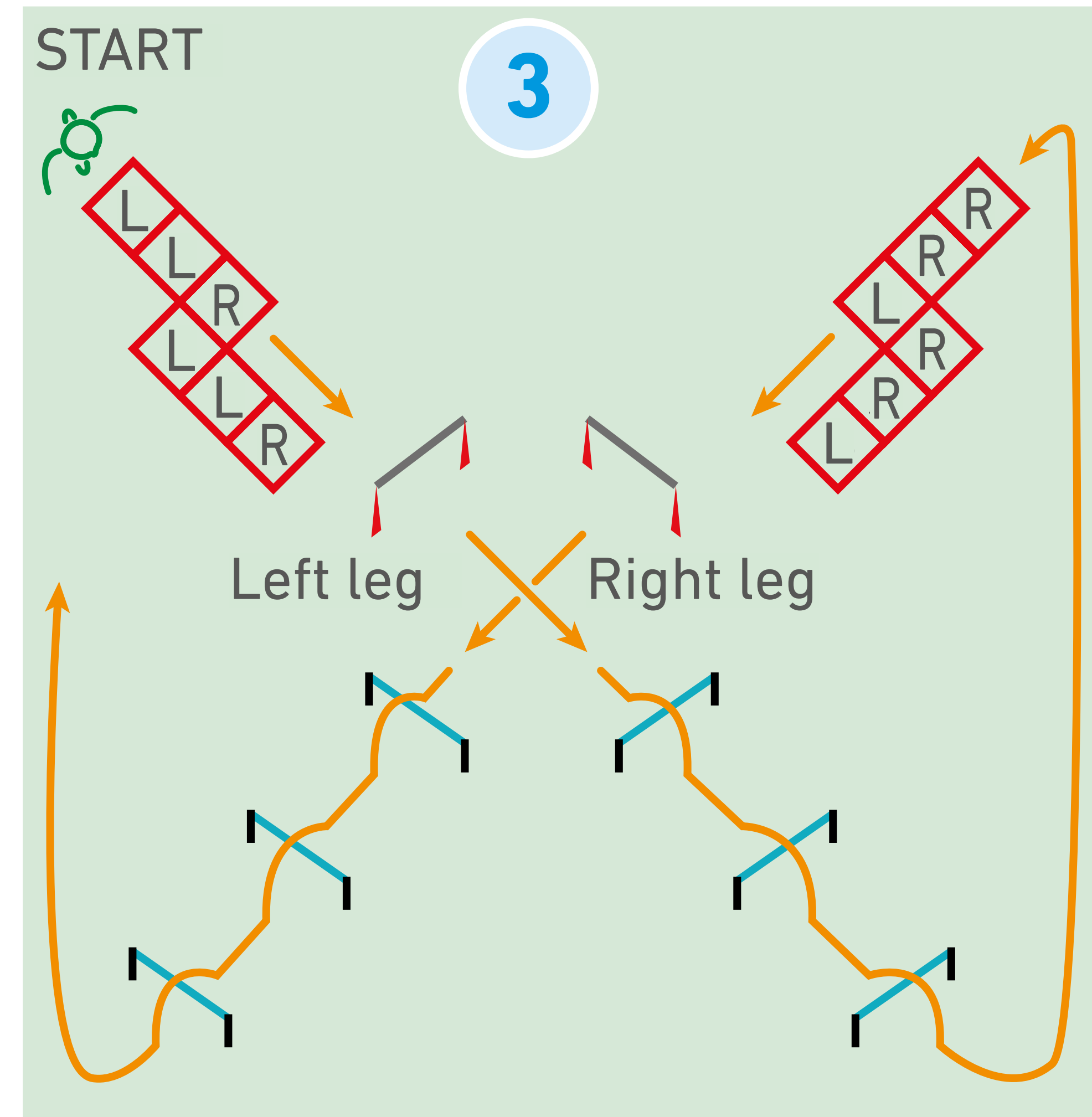
Task description

Various pieces of kids' athletics equipment are used at the station. With the help of the hurdles, the task now is not to run but to jump over them. The aim of the game is to jump and run slowly from side to side, crossing the right or left foot over the hurdles and cones.

Task: From the starting point for the signal, jump on right or left foot on the 3D ladder, as indicated on the task card, then swing the right leg over the hurdle and land with the right foot on the ground. Then run past the cone gates and swing the right foot over the hurdle to land on the right leg. Continue the activity along the hurdles and do the same but from the opposite direction.

Restrictions

A person can carry only one ball at a time!



STATION 4: Catch it, touch it, fetch it!

Learning objectives:

- improving and reducing reaction time;
- gaining experience for rapid situational awareness (spatial orientation).

Equipment needed

- 10 pieces of 1 kg medicine balls, large size
- 10 cones

Task description

5-5 medicine balls are placed in the centre of the station on 2 parallel lines. Two teams must be formed. Members of one team stand at one end of the field, side by side behind the line, with players from the other team opposite to them on the other side of the station. The aim of the game is to start as quickly as possible and touch the medicine ball in the middle of the field at the teacher's signal (signal clarified beforehand: whistle, clap, "start", etc.).

In the 2nd lap, they should also lift the medicine ball after touching it. In lap 3, they should run back to the starting line with medicine ball after touching and lifting it.

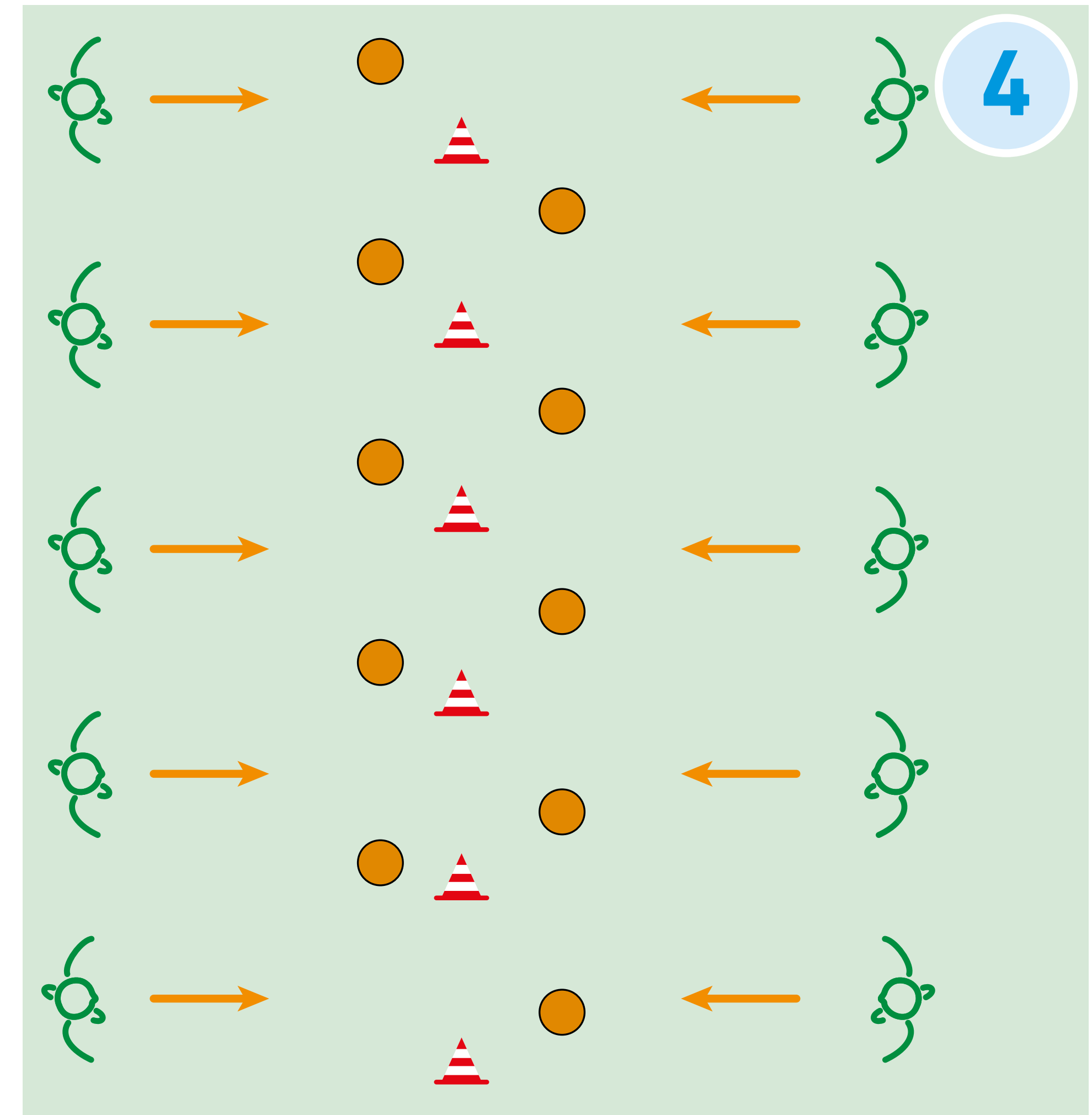
Start from different positions:

- from standing (three times),
- sitting (three times),
- lying on the stomach (three times).

After each start, students on one side of the start line will take one step to the right, so everyone will play with everyone else. The helpers check who of the opposing teams reaches the medicine ball fastest.

Restrictions

Students must start from defined positions.



STATION 5: Jump rope!

(rope skipping in team and individual)

Learning objectives:

- practice fundamental movement skills (skipping);
- gaining experience in body awareness related to skipping.

Equipment needed

- 4 pieces of 4 m long thin rope

Task description

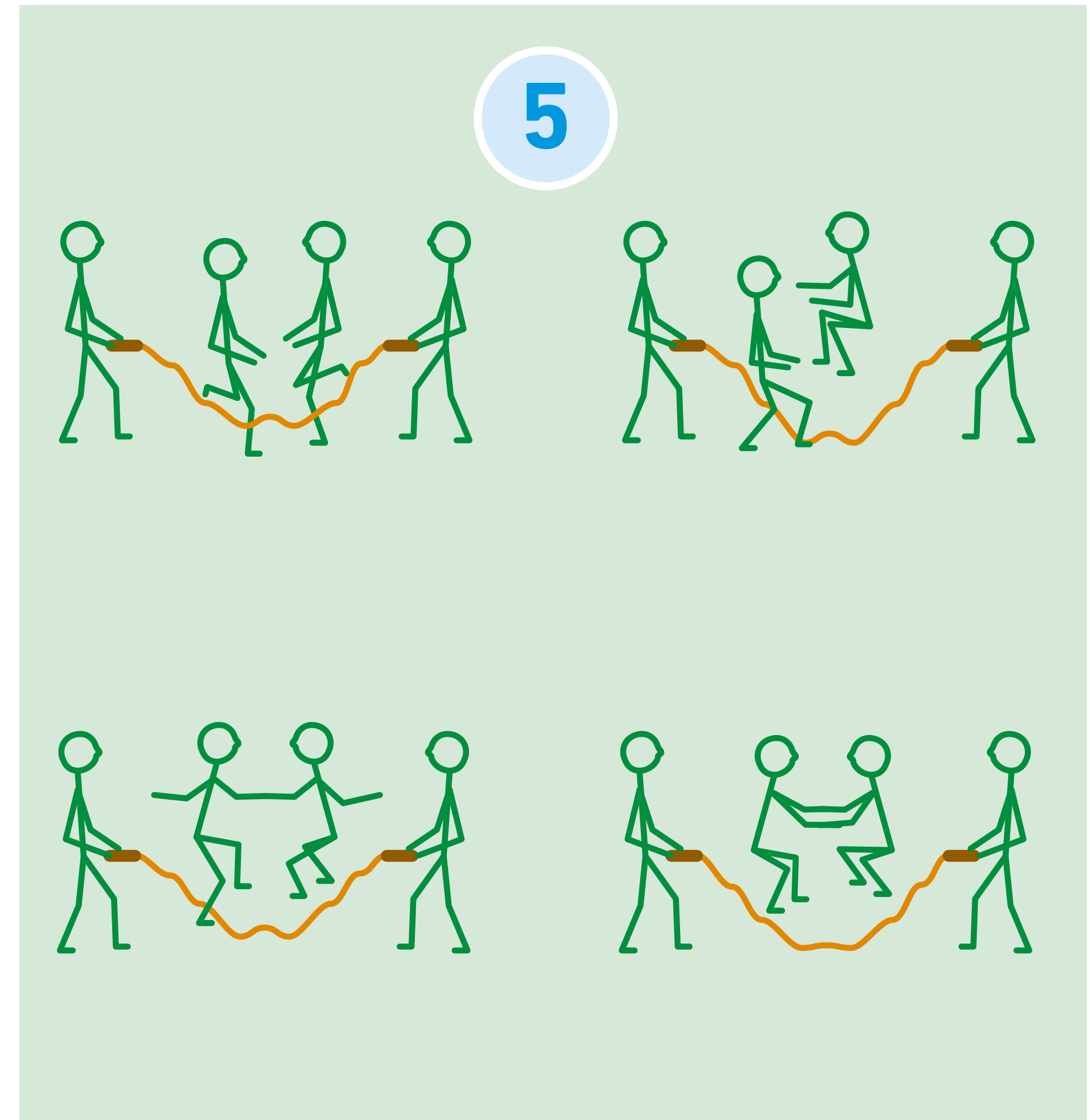
Groups of 4 students have to be formed. The task at the station will be a skipping rope. 2 players will drive the rope and 2 players will jump over it.

The children will be rotated. Count how many times you can jump without getting stuck.

Try to beat your own score!

Restrictions

Students at the end of the rope and students jumping the rope should change positions at certain intervals



STATION 6: Get the ribbon!

Learning objectives:

- practising movements in different directions;
- improving reaction time, concentration and attention

Equipment needed

- 30 pieces of ribbons/strips
- 10 cones, to form a “protection zone” (to ensure the place for putting the ribbons into the trousers)

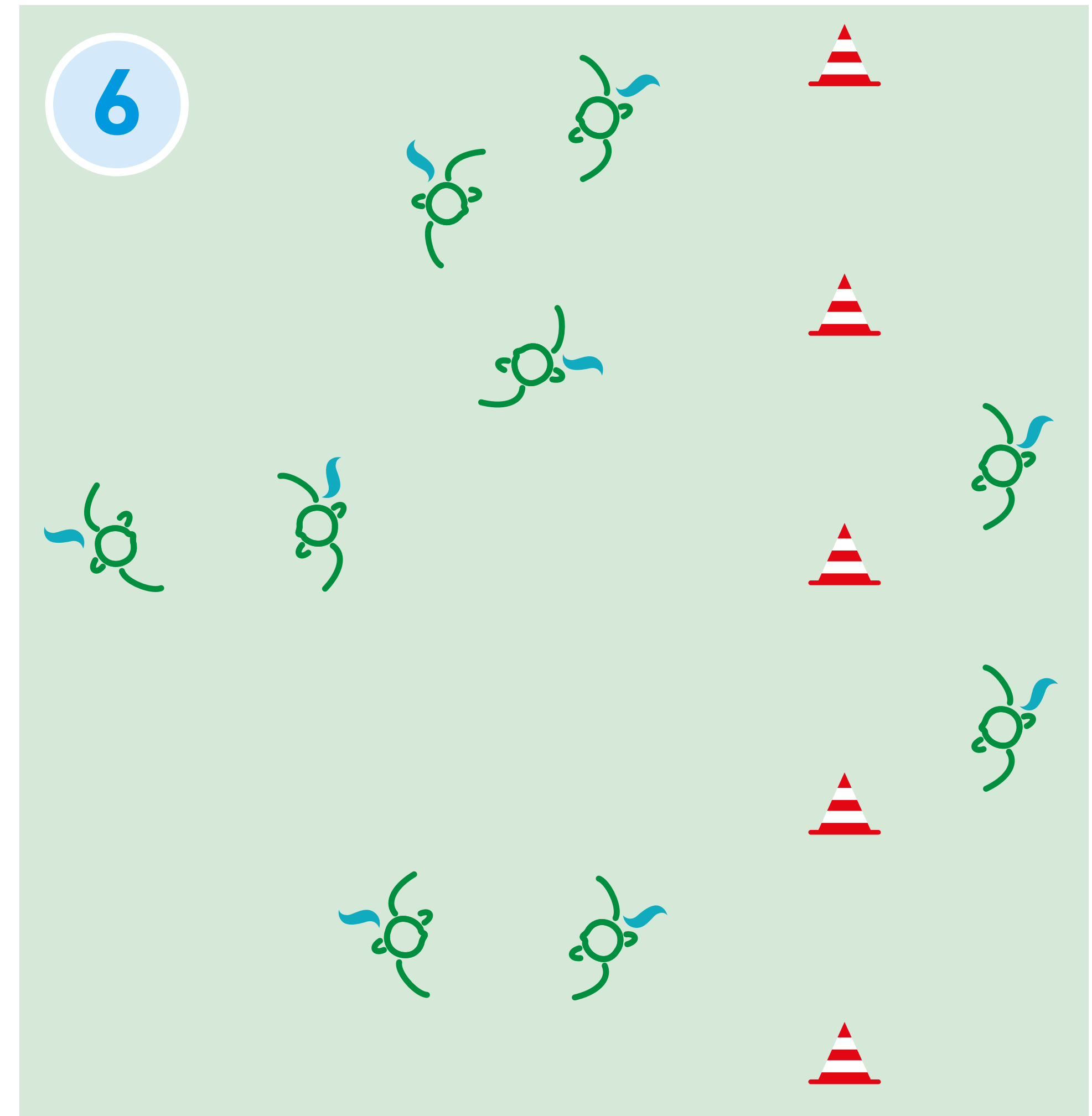
Task description

Each child receives 2 ribbons and puts them into their pants/pockets so that they hang out 20 cm.

The aim of the exercise is to get others' ribbon/strip while keeping their own. Once someone has obtained a ribbon, they must enter the protection area and put it into their pants.

Restrictions

- The ribbon should only be placed on the back of the trousers.
- Anyone placing the ribbon back to the trousers outside the area is not allowed to be tackled.
- Anyone who has run out of ribbon continues to play the same way and tries to get a new ribbon.
- Only one ribbon can be obtained at a given time.



STATION 7: Jump on different paths!

Learning objectives:

- practising fundamental locomotor skills (jumping);
- gaining experience in awareness of own body and energy investment related to jumps.

Equipment needed

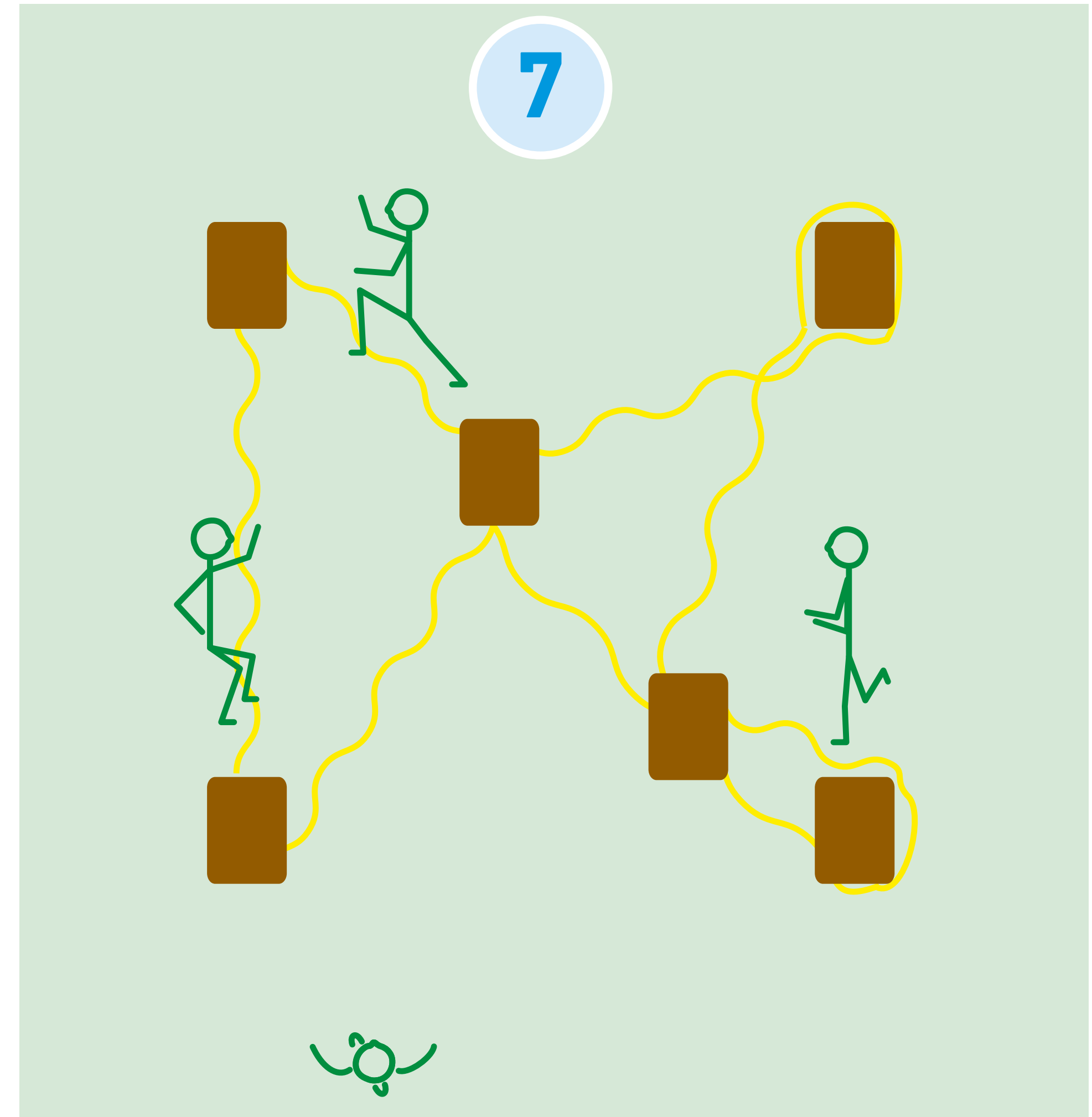
- 6 stools
- Rubber band (about 20 m long and 3 cm wide)

Task description

Stretch the rubber band on the track around 6 stools (crosswise as well). Students have to jump over it in any way they like: single leg, double leg, in pairs, with turns, crossing one leg, etc.

Restrictions

- Students allowed to walk between the jumps.
- The ways of moving always have to be different!



STATION 8: Formula 1 track for professionals

Learning objectives:

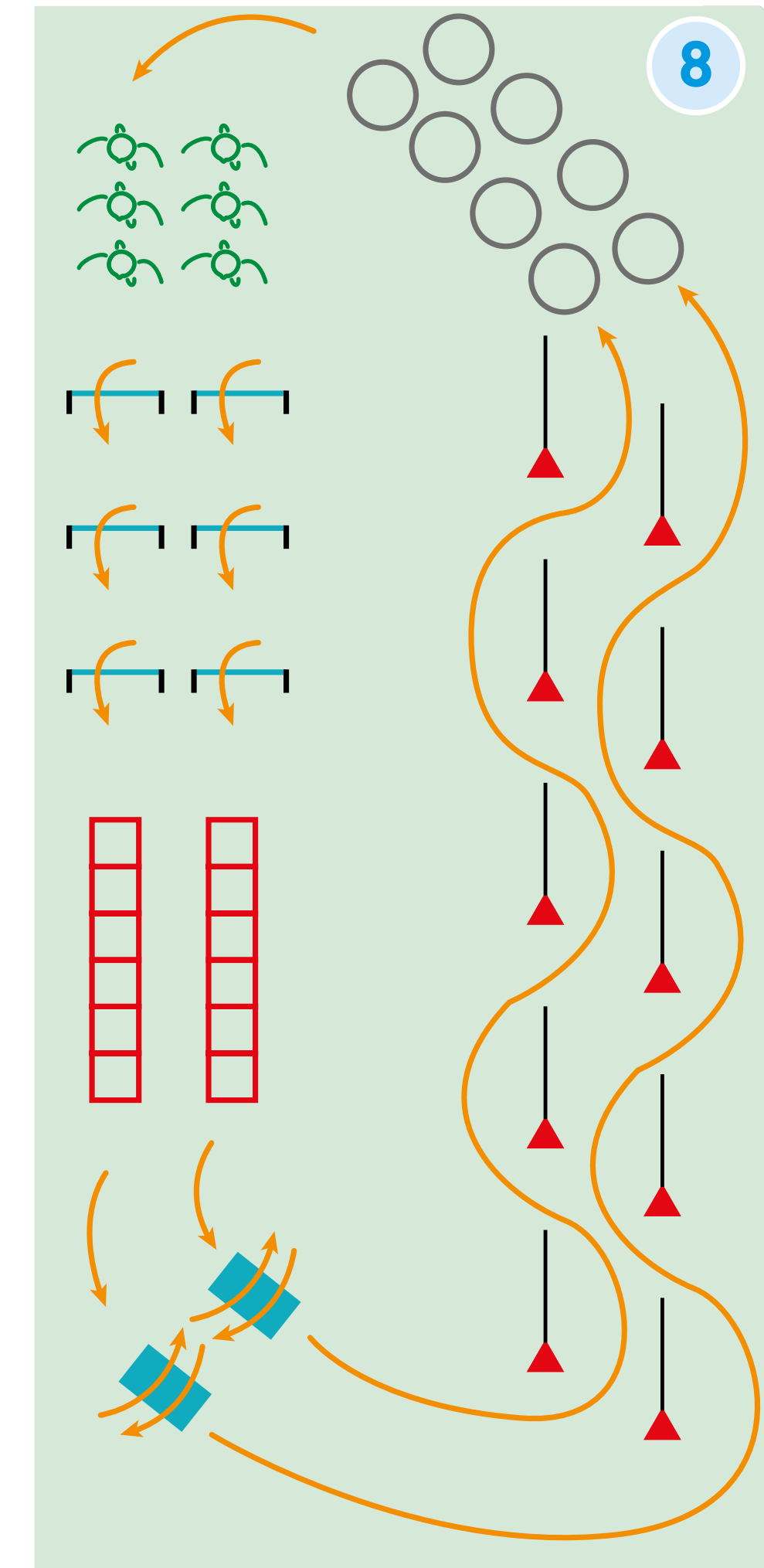
- performing fundamental movements (running, jumping) in a regular rhythm;
- gaining experience in the awareness of own body and energy investment related to running and jumping.

Equipment needed:

- 6 pieces of foam hurdle
- 2 coloured hoops
- 10 cones
- 2 foam bricks
- 2 coordination ladders
- 8 hoops

Task description:

Two teams are formed. At the station, 2 Formula 1 tracks using hurdles, cones, a coordination ladder, hoops etc. are built. The aim is to complete the course on both the outside and inside tracks. While performing the task, the pupils move through the obstacle course in a continuous motion, changing from running on the outside to the inside track every lap. The next pupil should start when the pupil before him has passed the hoop indicating the change.



4. Activation ideas:

More exciting, challenging and fun ways to MOVE



DESCRIPTION:

'Mission Possible' is a series of four different group games (missions) structured around the framework of a scavenger hunt. Four teams of 8-10 students compete to complete each game and get the clue that will lead them to their next mission.

To accommodate the implementation of the game in a school setting, the teams do not compete in the games at the same time. Instead, the four games are essentially four stations in different locations of the school and the teams move from one to the next in a circuit manner.

Hence, the game does not have a competitive element as far as a timeframe is concerned (i.e. the winning team is not the one to finish all four missions first). Instead, teams get awarded points for completing the missions well. This promotes the quality over the speed of physical activity and encourages children to apply themselves and work well together.

The four missions/games are as follows:

- **Survivor games:** This is essentially an obstacle course inspired by the popular television show. Depending on the materials and space available at each school, the obstacle course may combine different physical skills, including jumping, mobility, coordination, etc.
- **Just dance:** This activity involves performing a rhythmic choreography, which may be adjusted based on the expertise of the instructor to include Zumba, the designated school dance, etc.
- **Indoor rock climbing:** This game asks students to follow a specific path of the school rock climbing wall with the aim of reaching recyclable products and collecting them in designated bins. It has been used at our

school to teach rock climbing skills, improve physical strength, and simultaneously help students develop environmental consciousness.

- **Team building games:** For this activity, there is an array of games one can choose from traditional team building activities. Its main aim is to foster teamwork and collaboration, but, depending on the specific game one chooses, it may also become a physical exercise. This will depend on the age and skills of the participating students.

As far as the overall development of the game is concerned, each team begins by selecting a team name. There are no team captains to promote teamwork over competitiveness. Subsequently, each team is given a clue or riddle that will lead them to the location of their first mission. The instructors in charge of each game ensure that each activity is completed within approximately 20 minutes, so that teams can circulate fluidly between the different locations and games. After the completion of each mission, the instructor gives the team the clue that will lead them to their next station. For schools wishing to add an interdisciplinary element to the game, clues can take the form of riddles, quick quiz questions, maths problems, school trivia, etc

OPTIONS FOR MODIFICATION:

'Mission Possible' can be easily modified both to accommodate different skill levels and numbers of students. The framing principle of a school treasure hunt remains the same and, within it, the games can be made easier or more difficult. In addition, more games/missions can be added to accommodate more than four teams and extend the duration of the game.

DEVELOPMENT AREA, OBJECTIVES:

- Foster social interaction or and cooperation;
- Promote positive attitudes towards physical activity, reconceptualise physical activity as a fun and creative engagement.

SUGGESTED AGE GROUP: 6-12 years

LEVEL OF DIFFICULTY: Intermediate but can be differentiated to suit different skill levels depending on the group.

NEEDED MATERIALS:

- cones, hurdles, ladders, etc., to create an obstacle course
- rock climbing wall
- recyclable materials and bins
- any necessary material for the team building game of choice (see below)

TIME: 80 minutes

¹Good practice from the Ministry of Education, Sport and Youth, Republic of Cyprus based on the idea of Agapios Argyrides (PE Teacher)

DEVELOPMENT AREA, OBJECTIVE:

- Social inclusion
- Cooperation

LEVEL OF DIFFICULTY: Easy to intermediate

DESCRIPTION:

The Danish School Sport Association as part of a project called the Integration of Ukrainian Refugees Through Sport (IURTS), developed a database where you can find numerous game descriptions that can be used to develop cooperation and encourage inclusion. Video presentations of each game are also available on the website. The games on the website provide ideas for enhancing not only physical education, but also classroom based activities.

Visit [this](#) website and choose from the best game ideas!



²Good practice from the International Sport and Culture Association (ISCA) based on the project output of Danish School Sport Association

DEVELOPMENT AREA, OBJECTIVE:

- Promote positive attitudes towards physical activity, education/learning through movement - in the school classrooms, kindergartens and at homes.

SUGGESTED AGE GROUP: Pre-schoolers and primary school students grades 1-3, kids aged 4-10

LEVEL OF DIFFICULTY: Easy to intermediate

DESCRIPTION:

Krokiet and Lama Academy (AKiL) is a Polish initiative in the EdTech space, originally launched during the first COVID-19 lockdown in 2020 as a response to various limitations to children's daily activity. It's a method of Digital Physically Active Learning, which has been made by combining three elements important for a child's development: education, physical activity and entertainment.

The Academy believes that learning does not have to be done only while sitting - children can also learn on the move, while being physically active. The Academy's mission is for their steadily growing online platform to become the school textbooks of the future that allows children to learn through movement - in the school classrooms, kindergartens and at home. AKiL challenges



the current status quo, fitting in with the idea of "disruption in education". AKiL continuously creates digital content for preschoolers and primary school students grades 1-3. The Academy platform consists of videos and activity cards. All the content is created in line with the core curriculum of early school and pre-school education.

ADDITIONAL INFORMATION

Academy's innovation has been recognized by the

European Commission, as the Krokiet and Lama Academy received the 2022 #BeActive Awards in the EDUCATION category (The Academy was also the first initiative from Poland to win first place in this international competition).

You can find more information about this best practice on the following websites:

- [YouTube channel](#)
- [Fan page](#)
- [Website](#)
- [A playlist with examples of free active breaks](#)
- Example of activity card:



³Good practice from Poland based on the idea of V4Sport Foundation in partnership with Krokiet and Lama Academy (Poland)

DEVELOPMENT AREA, OBJECTIVE:

- Foster social interaction or/and cooperation

SUGGESTED AGE GROUP: Teenagers

LEVEL OF DIFFICULTY: Medium

NEEDED MATERIALS: Mobile phone/computer to edit video.

TIME: About one week for preparing the choreographies and recording the video.

DESCRIPTION:

This activity was a video choreography challenge to promote and celebrate ESSD 2021. The instruction for schools was the following: “It’s very easy! Record a video with your classmates, upload it (TikTok, Instagram, YouTube, Facebook...), spread it on social networks (Facebook, Twitter, Instagram...) and send us by email the link to the publications. We will select 5 videos to publish on our website and post on our YouTube channel.”

Videos must refer to:

1. The benefits of an active life: Improving your immune system, improving self-esteem and mental health, improving academic performance along with the

reactivation of healthy habits and sporting activities in the face of inactivity caused by the pandemic.

2. “Join the European School Sport Day and take part in the ESSDance”, imitating the choreography provided by the DES team. the challenge to complete 1 hour of daily activity during the whole week (20th to 26th September), all pupils from the whole school.

RULES:

1. Only pupils of the schools can participate, never adults.
2. The school is responsible for having the authorisation for the use of the pupils’ image in this ESSD activity (or in all ESSD activities or a wider authorisation in reference to school activities).
3. Pupils must be active during the making of the video.
4. It must be possible to clearly and prominently identify the ESSD’s image (poster, logos, etc.).
5. The video must be between 30 (minimum) and 90 seconds (maximum).
6. The video must have been posted on channels (TikTok, Instagram, Facebook, YouTube...) of the educational centre / educational community (school, AMPA... depending on each case), accessible to the public

without restrictions and broadcast on Twitter and Facebook.

OPTIONS FOR MODIFICATION: Music

GOOD EXAMPLES OF PARTICIPATION:

- <https://youtu.be/Ju9kz7EqWJM>
- <https://youtu.be/1X079JPaIx8>
- https://youtu.be/EcLS3Zpsm_Q



⁴Good practice from DES (Deporte para la Educación y la Salud)

TARGET AUDIENCE: All ages school children (3 to 17 years old)

OBJECTIVE Get kids active and healthy, fulfilling the WHO recommendations every day during the school year.

DESCRIPTION:

The Moving Schools Challenger (hereinafter: “MSC”) is a project born from an initiative carried out in Spain over 3 school years that proved to have a beneficial impact on students’ activity levels. The MSC focuses on promoting physical activity and healthy lifestyles on a daily basis to all students (girls, boys, disabled, migrants, etc).

By setting different monthly challenges during the whole school year, students become more committed to being active and behaving in a healthy way and they learn how to integrate healthy lifestyle behaviours into their experience of going to school every day.

It is a NON-COMPETITIVE challenge. The schools collect healthy km towards reaching a monthly objective (to complete a marathon, reach a city, climb a mountain, etc.). Schools do not compete against others, because those with more students would always be favoured, but instead they compete together against the challenge. Schools can also connect with other schools as they get to know who is participating through the MSC through the project.

All participating schools have access to different resources and can download each month’s challenges with information about the objectives, health benefits and additional cultural information related to the challenge. They also get digital tools for managing the MSC. Tables to record efforts in the different activities and compile healthy km through activities including healthy eating are also provided.

Schools are awarded with monthly diplomas to celebrate the kids’ success.

The project is creating a Pan-European Challenge for schools to increase engagement and connect schools and pupils around Europe.

The project is supported by Erasmus+ from January 2023 to December 2025.

ADDITIONAL INFORMATION:

- <https://www.movingschools.eu/>



⁵Good practice from DES (Deporte para la Educación y la Salud)

4.6. TWO “AMAZING” FUN GAMES⁶

DEVELOPMENT AREA, OBJECTIVES:

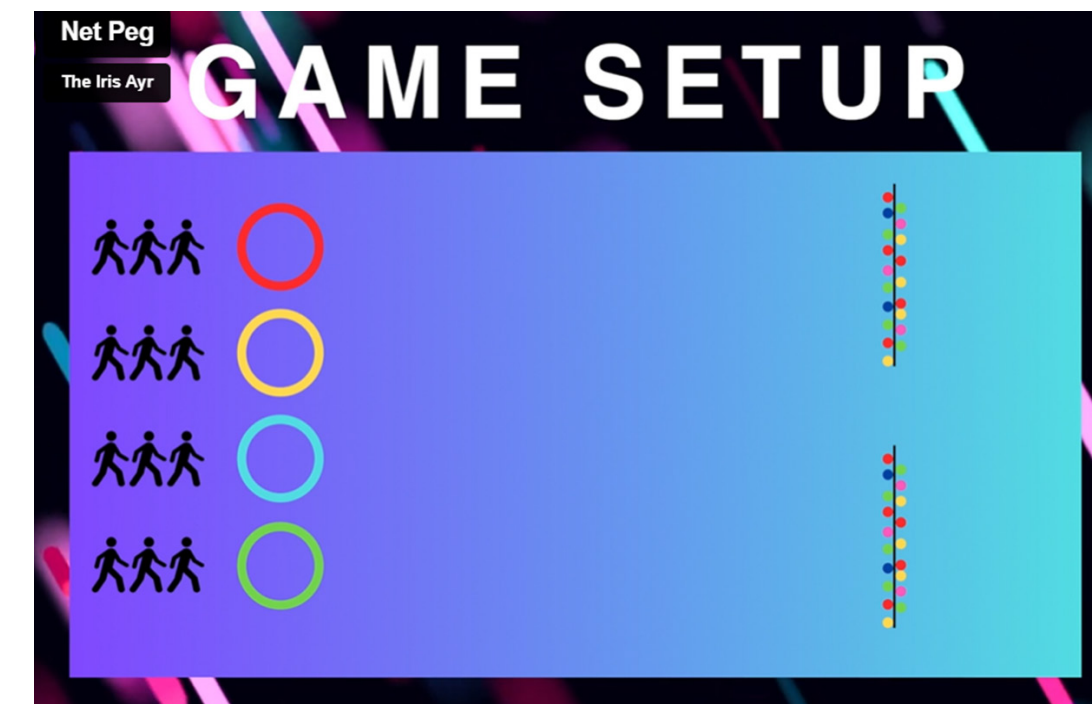
- To create a positive learning environment and provide fun through movement
- Social inclusion and cooperation

SUGGESTED AGE GROUP: Primary school children, 6-12 years

LEVEL OF DIFFICULTY: Easy

NET PEG DESCRIPTION:

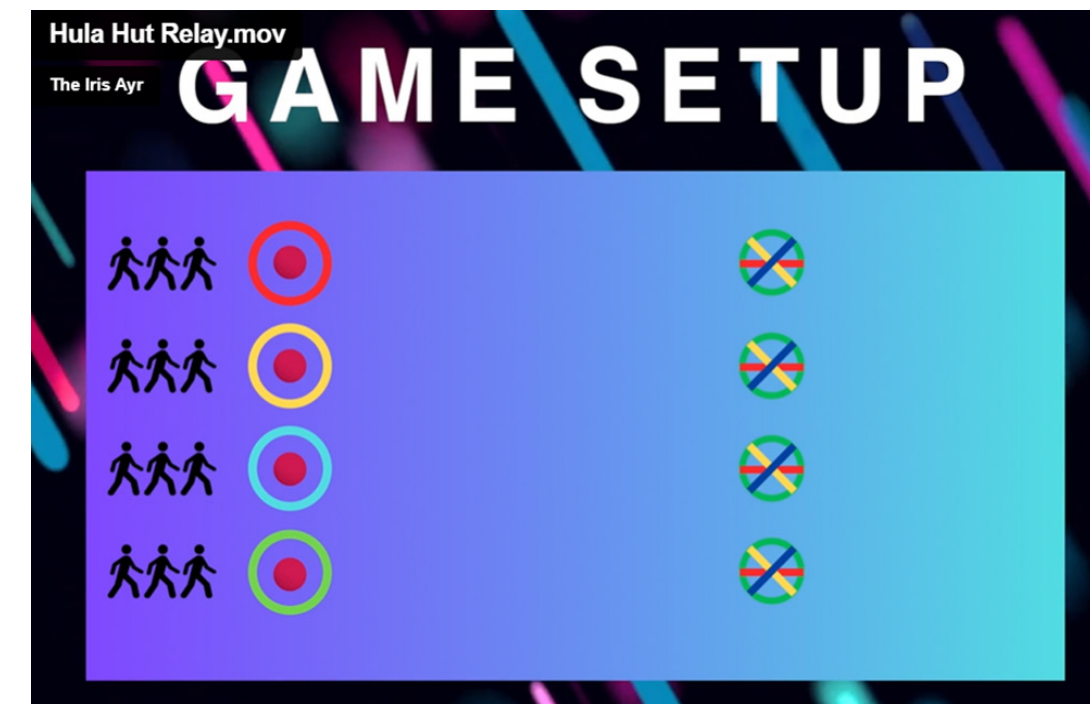
Relay race aiming to collect the most pegs taken from the net. Create obstacles before the net or place 'defenders' in the way of the net in order to make the task fun and challenging.



Click [here](#) to watch the game!

HULA HUT RELAY DESCRIPTION:

Relay race aiming to build and knock down the hula hut the most times.



Click [here](#) to watch the game!

⁶Good practice from SATPE (Scottish Association for Teachers of Physical Education)

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