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Education through Movement 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. Aim of the toolkit



THE AIM OF THE TOOLKIT

School age youth spend nearly half of their school years in educational institutions. School therefore has a huge role to play in encouraging young people to be physically active. Physical education (PE) classes alone do not provide youth with the adequate amount of physical activity (PA) they need for healthy physical, mental and psychological development.

- How can schools encourage young people to be active by embedding actions in the educational process?
- What forms of PA can be provided within the framework of the classroom's educational process?
- What does “Education through movement” mean, which is the focus topic of European School Sport Day (ESSD) 2024?

The aim of this toolkit is to answer these above-mentioned questions.

Classroom-based PA helps break up the traditional school day, which otherwise tends to enhance inactive behaviour by forcing children to sit through 40-45 minute lessons 6-7 times a day. The goal of ESSD 2024 is to familiarise teachers with classroom-based PA in all participating countries and to provide them with practical ideas on implementing “Education

through movement” as part of their ESSD 2024 activities. Teachers can use the occasion of ESSD to try this teaching method, which could then become the basis for integrating active learning methods into their teaching in the long term.

Therefore, the overarching objective of this toolkit is to share good practices, tools and methods that teachers can use in the long term in the education and teaching process, to reduce student inactivity whilst increasing their academic achievement.

FOR WHOM IS THE TOOLKIT?

Our toolkit

- is primarily intended to give non-physical education teachers ideas for classroom-based PA.
- provides inspiration for implementing physically active lessons and cross-curricular links in PE lessons for PE teachers.
- supports ESSD National Coordinators in implementing the ESSD 2024 “Education through movement” theme.
- provides knowledge and inspiration to all professionals interested in the “Education through movement” topic.

2. Background

BACKGROUND

2.1. FACTS ABOUT PHYSICAL ACTIVITY AND INACTIVITY



5-17 years old children and adolescents should do at least an average of 60 minutes per day of moderate to vigorous-intensity (MVPA) physical activity to ensure healthy physical and mental development and to prevent lifestyle related diseases (Bull et al., 2020 ; WHO, 2020).



81% of adolescents and 27.5% of adults currently do not meet the WHO's recommended levels of physical activity (WHO, 2022).



Physical activity levels decline steadily with age, by an average of 7% per year (Dumith et al., 2011).



Most European countries struggle with physical inactivity-related social and health problems.



The decline in average life expectancy in recent years highlights the need to reduce inactivity and increase PA levels of youth.



Youth spend a significant part of their life and of their day at school (170-180 days/year, 6-7 hours/day) (NCES), schools should therefore play a prominent role in encouraging young people to be physically active.



POSITIVE EFFECTS OF PHYSICAL ACTIVITY

- 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.



NEGATIVE EFFECTS OF INACTIVITY

- increased adiposity,
- poorer cardiometabolic health, fitness and reduced sleep duration,
- behavioural conduct/pro-social behaviour.

GOOD PRACTICE STATEMENTS

- Doing some physical activity is better than doing none.
- If children and adolescents are not meeting the recommendations, doing some physical activity will benefit their health.
- Children and adolescents should start by doing small amounts of physical activity, and gradually increase the frequency, intensity and duration over time.
- It is important to provide all children and adolescents with safe and equitable opportunities, and encouragement, to participate in physical activities that are enjoyable, offer variety, and are appropriate for their age and ability.



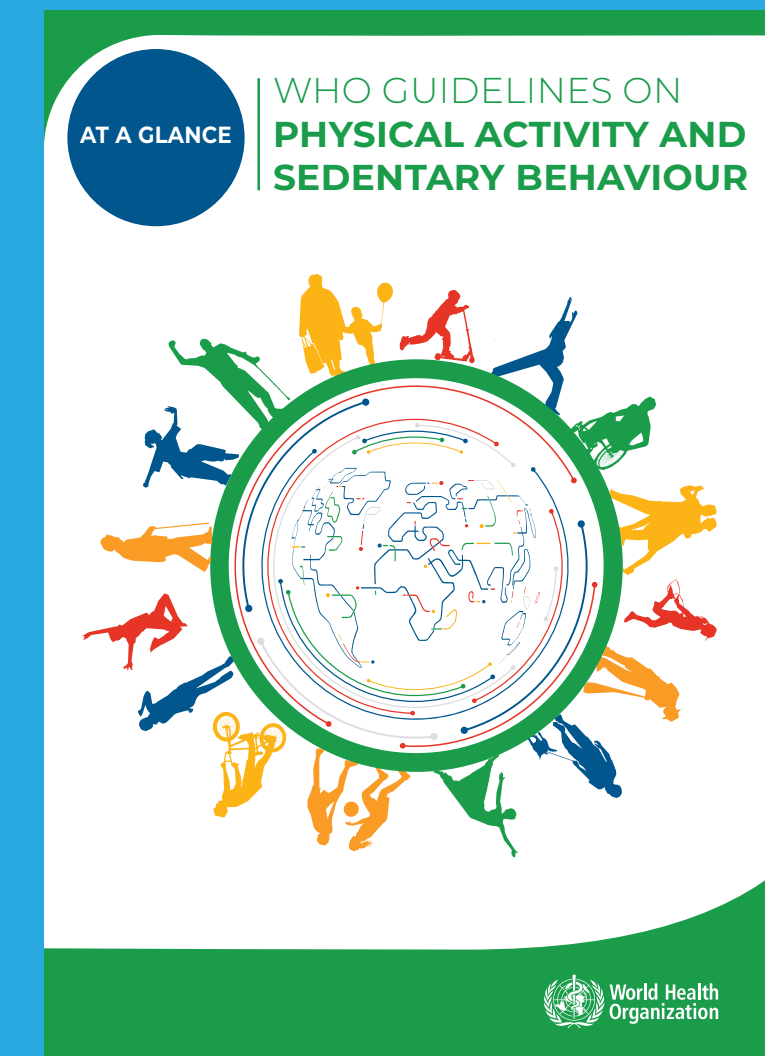
It is recommended that:

- › **Children and adolescents should limit the amount of time spent being sedentary, particularly the amount of recreational screen time.**

Strong recommendation, low certainty evidence

LIMIT

the amount of time spent being sedentary, particularly recreational screen time.



Source: World Health Organization. (2020). WHO guidelines on physical activity and sedentary behaviour: at a glance. World Health Organization. <https://iris.who.int/handle/10665/337001>. License: CC BY-NC-SA 3.0 IGO

3. POSSIBILITIES TO BE ACTIVE DURING SCHOOL TIME

Youth spend nearly half of the year (170-180 days per school year) and a significant proportion of their waking hours (6-7 hours a day) in inactive environments at school (NCES, 2007). Schools should therefore play a prominent role in encouraging young people to be physically active. **Ensuring opportunities for PA during school day is a priority and schools have an undeniable responsibility in this matter.** According to some recommendations, schools have to provide opportunities for youth to achieve at least 50% of the suggested (60-minute) daily amount of PA during school time. The recommended amount of activity cannot be achieved in school through PE classes alone, as,

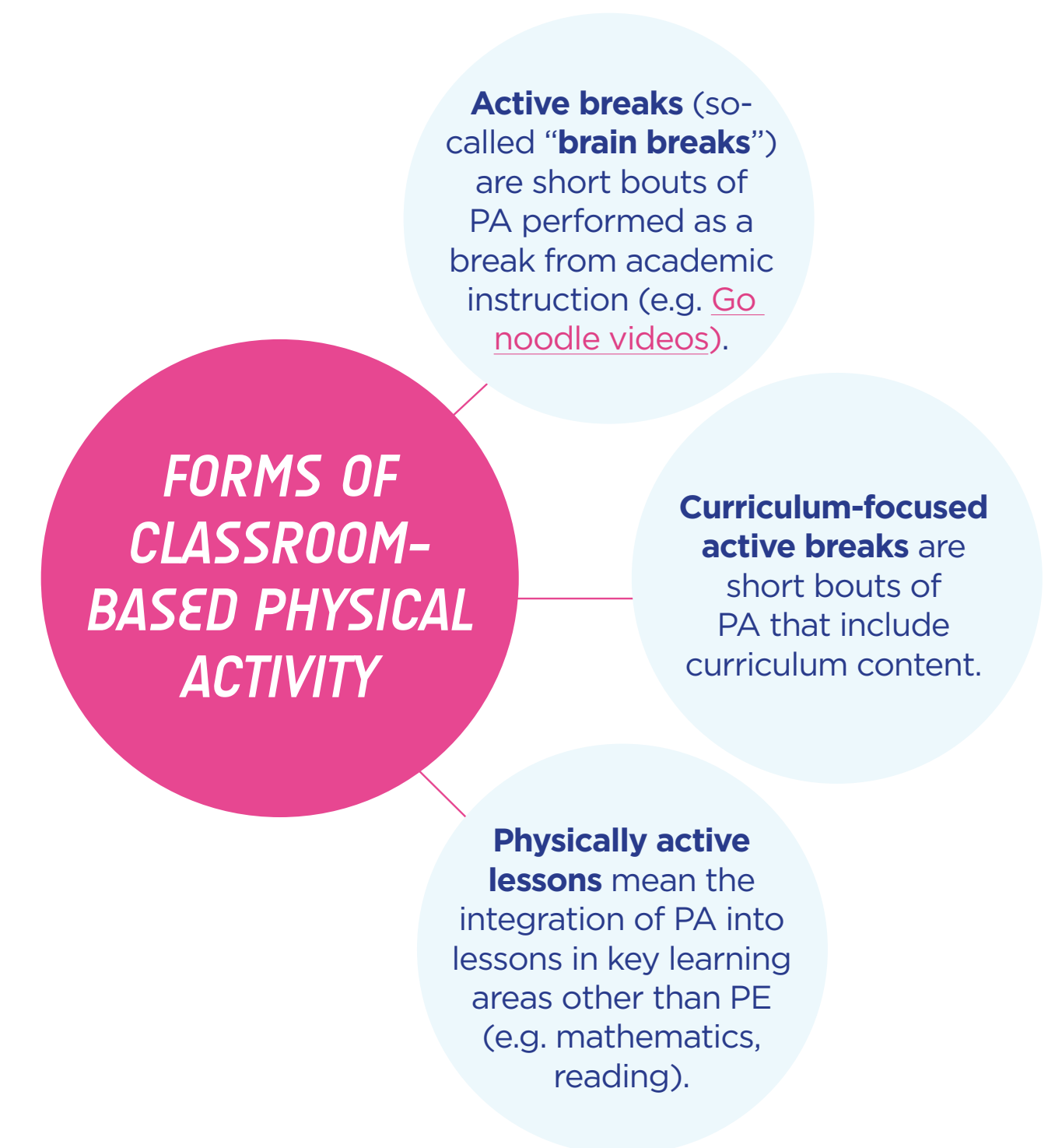
- on the one hand, daily PE lessons are not common in most countries;
- on the other hand, scientific literature suggests that even with well-organised PE lessons, youth spend only about half of this time moving at a moderate-vigorous intensity (McKenzie et al, 2003).

School sport is another opportunity for youth to be active, but as it is optional or includes only the most talented students (especially for inter-school competitions), not all children take part in it. If we made movement part of the curriculum (not just the PE, but other subjects), we would also provide movement opportunities for children who are less skilled or interested in traditional sport.

Classroom-based PA is carried out during regular class time, and can occur either inside or outside the classroom.



Three forms can be distinguished (Watson et al., 2017):



All three of these forms of classroom-based PA can be effective ways to carry out “Education through movement”.

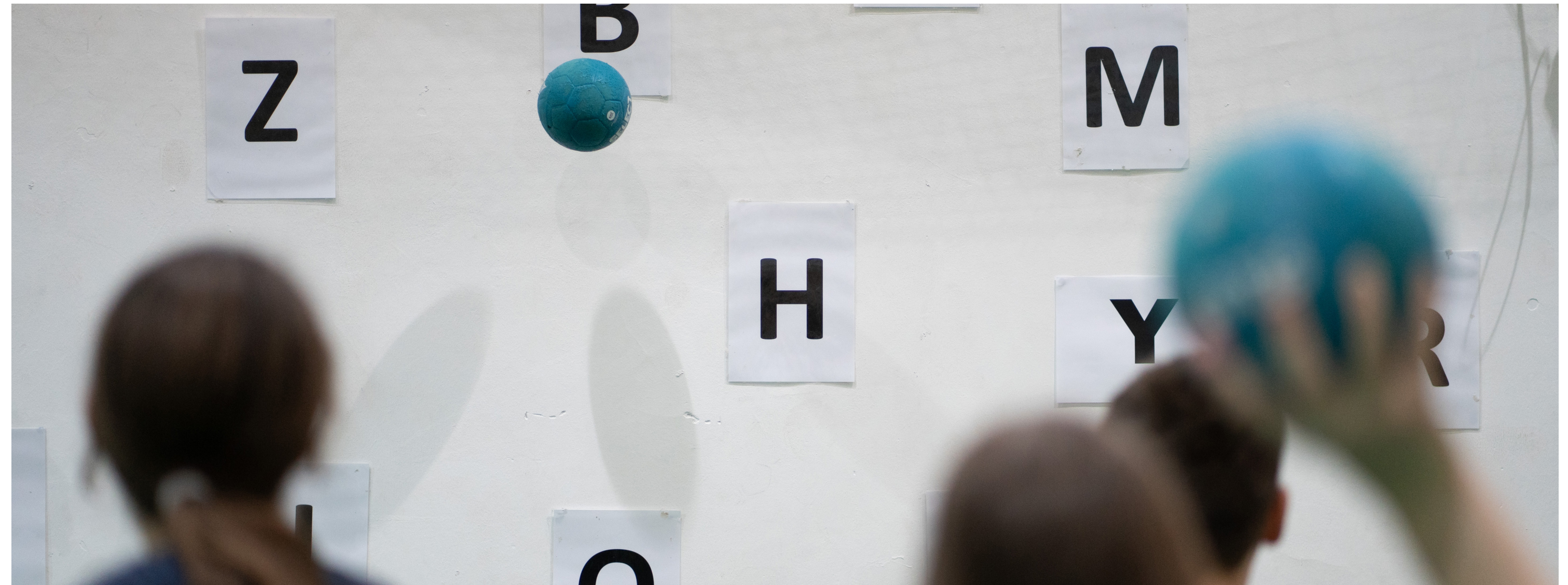
4. BENEFITS OF A PHYSICALLY ACTIVE SCHOOL ENVIRONMENT AND CLASSROOM-BASED PHYSICAL ACTIVITY

Based on the literature, increasing the amount of PA during the school day is important for more than just its health benefits. PA can have both immediate and long-term benefits on academic performance (Active Living Research, 2015):

- Almost immediately after engaging in PA, children can better concentrate on classroom tasks, which can enhance learning.
- Immediately after just one session of PA, children's attention and memory increases, and inappropriate behaviour, such as being unfocused and causing others to become distracted, decreases.

This evidence reinforces why school leaders should prioritise creating a physically active school environment. For many young people from different social, economic and cultural backgrounds, PA programmes developed in the school context are the only opportunity to take part in structured PA. Students learning in a physically active school environment not only move more and play more, but also, they (Hillman et al., 2009; Donnelly and Lambourne; 2011; Kamijo et al., 2011; Watson et al., 2017)

- are more likely to attend school.
- are more motivated and take more initiative in school programmes.
- learn better and achieve better grades.



- behave better in class and form richer social networks.
- become fitter and healthier, both physically and mentally.

For these reasons, it is important for teachers to use movement as a tool in the teaching of different subjects and to integrate movement content into general education subjects. Multisensory learning (transmitting information through different sensory channels) and

linking knowledge to movement creates an experiential, varied learning environment that helps to attract and maintain attention enhance learning efficiency whilst helping to reduce sedentary behaviour in school-age children. 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.

5. Classroom-based physical activity ideas

Integrating movement into the classroom can seem challenging at first, both because classrooms can be crowded spaces and because teachers may fear that it will be difficult to get the students back on track with their classroom tasks after the activity. Teachers often find it challenging to integrate PA into teaching and are often sceptical about the use of active learning methods that involve PA, due to the huge amount of curricular content

they need to cover. However, even small methodological modifications can create an enjoyable and motivating learning environment and reduce disruption.

In the following, we present effective methodological approaches and active, playful tasks and game ideas that can be used in a variety of ways with all age groups during any subject lesson.

5.1. METHODOLOGICAL SUGGESTIONS FOR CONDUCTING CLASSROOM-BASED PHYSICAL ACTIVITIES



Avoiding negative effects can be facilitated by making classroom-based PA an integral part of the curriculum from the first grade onward and by introducing short activities gradually into the lessons. In this way, the students have an opportunity to get used to the new teaching method, learn that the activity is an integral part of the learning/teaching process and will not treat the activity as an opportunity to misbehave and disrupt the lesson.

Implementation of classroom-based PA can be facilitated by applying the following methodological considerations (Campbell, 2014):

1 Define the ground rules! (e.g. Who can start moving and when? What are signals of the beginning and the end of the task? How long does the task last? What does the person who finishes the task do next?

2 Be purposeful and plan your PA carefully!

Plan

- in which part of the lesson you want the activity to be included.
- how long the activity will last and how to get the students focused again at the end of the activity.

- how to signal the start/end of the activity (e.g. music, arm signals, sound signals).
- what the students should do when they hear the end of the task/activity signal (e.g. go back to their place and sit down, stay quiet in the place).

3 Anticipate the challenges! For example:

- Is there enough room for the activity you have planned?
- Can you see and control all the students while they are moving? If not:
- do you need to have closer control of all students?
- who can you ask for help (e.g. peers, assistant)?

4 Don't be discouraged if a planned activity didn't work! Think about what might have caused the difficulty and reflect on it, modify the activity in light of the experience and, if necessary, explain the rules to the students again and again.

CLASSROOM-BASED PHYSICAL ACTIVITY IDEAS

5.2. IDEAS FOR BEING ACTIVE DURING LEARNING: EDUCATION THROUGH MOVEMENT

INACTIVITY-REDUCING METHODOLOGICAL APPROACHES TO TEACHING

You don't move, the student does! During the lesson, e.g. when distributing/collecting worksheets, the teacher often takes the worksheet to the students to make them finish faster and to "keep order". By letting the children deliver their completed tasks one-by-one, we get them to stand up and be active, even for a short time. Occasionally, although the process itself may take longer, this small amount of activity can help to keep them focused for the rest of the lesson and reduce the need to move around as a result of sitting.

Try to get students to engage in some form of PA and interaction in every lesson! Simple questions and instructions can be used to increase concentration, engagement, and movement. When asking questions, don't always ask for an answer verbally or on paper, but by doing some form of movement! (e.g. "Those who agree with me, point to me; those who disagree, point to the door.")

BOARD GAMES

Board games can be used in the teaching of any subject. There are simple ways we can design them ourselves. Printed in several copies, they can also be used in small groups to reinforce and revise knowledge of the curricular content.

In addition to learning about the curricular content, we can design fields that encourage students to be active (e.g. if you are in late, run on the spot for 10 seconds and then move forward 3 fields; for mathematical operations: squat as many times as the sum of the numbers in the field, etc.).

Making board games on a large scale requires PA on the part of the creators. (You could even make large board game with the class as part of the visual culture subject.)

ACTIVITY

A modified version of the traditional "Activity" game is one version of "Board games". To increase activity, the game can also be played in pairs.

The game can be played in pairs or in groups. Words relating to the given subject are written on cards. One player has to act (pantomime) a phrase given on a card; and the other player or other members of their team have to find out what that should be (e.g. history: students show each other historical events, even related to years; geography: showing the dance/building of the country; literature: showing the content of a poem).

TRUE-FALSE GAME

The idea of the game is to make statements to the children related to the curricular content. Depending on the answer (true - false), the students have to perform different

activities (e.g. true: stand up, false: squat).

The movement patterns associated with the true and false statements can be freely varied, e.g.

- in the case of a true claim, forming the letter T with the arms and body, in the case of a false claim, forming the letter F.
- on one of the wall inside the room, write "true", on the other "false". Students have to touch the wall corresponding to their answer to the statement.
- on the walls of the room, you can stick not only yes/no answers, but also a year (e.g. a historical event), a name (name of a famous writer/poet), an abbreviation for a compound (chemistry), the name of a capital city (geography), etc. The students have to position themselves at the point in the room where they find the statement that the teacher has in mind.
- the game can also be played in groups. On the walls of the room, we do not stick true/false answers, but categories, for example: vertebrate/invertebrate animals. In the example above, the teacher names animals, the students have to decide whether the animal is vertebrate or invertebrate and stand in the appropriate place. A video demonstrating a version of the above game entitled "how animals move" can be viewed via [this link](#).

CLASSROOM-BASED PHYSICAL ACTIVITY IDEAS



GET IN LINE!

The idea of the game is that the students have to get in line according to a certain criterion, e.g.

Mathematics:

- by age;
- according to different calculations that are allocated to the students; the line has to ascend/descend in order of their final results.

Literature:

- alphabetically by last name;
- according to poems/book titles that are assigned; the line is organised alphabetically in order of the authors' surnames.

History:

- Event titles are assigned by date and year of the event.

The game can be played during the teaching of any subject, depending on the criteria you choose to sort by.

Suggestion: for large class sizes and more complex tasks (e.g. historical years), it is advisable to divide the class into several groups and to use the ordering in this way.

BINGO GAME

The game consists of making a 3×3 (or even larger) bingo cards, on which you write definitions/events, years, etc., depending on the subject you want to use the bingo card to teach. The students' task is to find the person in the class who knows the definition, the event, etc., for the given year. Once they have found the person, they write his/her name and the solution on the card. A person's name can only appear once on a bingo card.

The game can be played during the teaching of any subject, depending on the tasks/definitions on the bingo card.



6. Specific examples

*with curricular contents -
on classroom activities*

SPECIFIC EXAMPLES

6.1. VOWEL-CONSONANT MOTION MATCH

| | |
|-------------|--|
| Name | Vowel-Consonant Motion Match |
| Overview | Game level: Level 1 Space required: small - uncleared classroom Sport equipment: no Materials: no Time: 2-5 minutes |
| Setup | Instruct the students to stand beside their desks. |
| How to Play | 1) Explain to the students that they will be participating in a game called “Vowel-Consonant Motion Match” to practice identifying vowels and consonants through movement. 2) Explain that when you call out a letter, the students must perform a specific movement based on whether the letter is a vowel or a consonant. 3) Assign movements as follows: Vowels: Students raise their hands above their heads. Consonants: Students tap their knees with their hands. 4) Encourage students to stay focused and react quickly to each letter called. 5) Call out the letter from the alphabet and the students answer with movement. 6) Continue playing for a set duration or until students have had multiple opportunities to participate. The game should be short, lasting around 2-5 minutes. 7) To make it more challenging, increase the pace of calling out letters. 8) Offer positive reinforcement and praise for students’ efforts and correct movements. 9) At the end of the game, congratulate the children and provide them with positive feedback. |

| | |
|--------------------------|--|
| Adaptations for Learning | <ul style="list-style-type: none">• Encourage students to stay focused and react quickly to each letter called. In this way, they can practice concentration and reaction speed.• This game is suitable for all educational topics where the goal is to distinguish between two categories. For example: nouns and verbs, even and odd numbers, countries and cities. |
| Advanced Options | 1) Introduce letter combinations and ask students to identify whether they contain vowels or consonants. 2) Divide the students into groups and tally correct answers, then determine the winner at the end. |
| Examples & specifics | 1) Language: <ul style="list-style-type: none">• Singular and plural.• Adjectives and adverbs.• Countable and uncountable nouns.• Regular and Irregular Verbs.• Definite and Indefinite Articles. 2) Mathematics: <ul style="list-style-type: none">• Greater than and less than symbols.• Positive integers and negative integers.• Whole numbers and fractions.• Acute and obtuse angles.• Equal and unequal groups. 3. General knowledge (geography, biology, and other related subjects): <ul style="list-style-type: none">• Fruits and vegetables.• Furniture and appliances.• Trees and flowers.• Rivers and seas.• Indoor and outdoor activities. |

| | |
|-------------|---|
| Name | Math Movement Mix-Up |
| Overview | <p>Game level: Level 1</p> <p>Space required: small - uncleared classroom</p> <p>Sport equipment: no</p> <p>Materials: catchy music</p> <p>Time: 2-5 minutes</p> |
| Setup | <p>Instruct the students to stand beside their desks. Write a few examples of mathematical operations (addition, subtraction, multiplication, division) on the board. Make sure they are appropriate for the students' grade level.</p> |
| How to Play | <p>1) Begin by explaining to the students that they will be participating in a fun movement game called "Math Movement Mix-Up."</p> <p>2) Assign a specific movement to each math operation:</p> <p> Addition: Jump in place</p> <p> Subtraction: Squat down and touch the floor</p> <p> Multiplication: Stretch arms out wide and wiggle fingers rapidly</p> <p> Division: Raise arms and make a wavering motion with hands</p> <p>3) Start playing energetic music. Instruct the students to begin dancing or moving around their desks.</p> <p>4) As they dance, periodically pause the music. When the music stops, indicate any example written on the board.</p> <p>5) Each student quickly performs the corresponding movement for the math operation indicated on the flashcard. The task is to recognise the operation and the movement assigned to it, not solve the problem.</p> <p>6) Start the music again, and encourage the students to resume dancing. Repeat the process several times, allowing students to practice performing different movements for various math operations while staying active.</p> <p>7) Offer positive reinforcement and praise for students' efforts and correct movements.</p> <p>8) At the end of the game, congratulate the children and provide them with positive feedback.</p> |

| | |
|--------------------------|---|
| Adaptations for Learning | <ul style="list-style-type: none">• Encourage students to move freely, stay focused and react quickly. In this way, they can practice concentration and reaction speed and spontaneous movement.• The children reinforce mathematical operations through a combination of movements and symbols.• You can introduce any groups of symbols and change the movements assigned to them. |
| Advanced Options | <ul style="list-style-type: none">• As the students progress you can indicate more examples in a short time. You can adjust the difficulty of the math problems based on the students' skill level or introduce different math concepts.• In mathematical notation, you can omit the mathematical operation sign. Then, the children's task is to guess which operation should be performed to obtain the given result.• Modify the game by changing movements: jumps, squats, jumping jacks, spins, etc.• Divide the students into groups and tally correct answers, then determine the winner at the end.• Add solving the math problems and showing the answer with jumps (the number of jumps corresponds to the result). |
| Examples & specifics | <p>1) Language:</p> <p>a) Punctuation marks: period, question mark, exclamation mark, comma, quotation marks.</p> <p>2) Mathematics:</p> <p>b) Geometric figures hidden in the surroundings: circle (wheel), triangle (road sign), square (pillow), rectangle (book).</p> <p>3) General knowledge (geography, biology, and other related subjects):</p> <p>c) Weather symbols: sun, cloud, raindrop, snowflake, lightning, wind.</p> |

| | |
|-------------|---|
| Name | Geo-Move Marathon |
| Overview | <p>Game level: Level 1</p> <p>Space required: small - uncleared classroom</p> <p>Sport equipment: no</p> <p>Materials: catchy music</p> <p>Time: 2-5 minutes</p> |
| Setup | Instruct the students to stand beside their desks. |
| How to Play | <p>1) Begin by explaining to the students that they will be participating in a fun movement game called “Geo-Move Marathon”.</p> <p>2) Assign a specific movement to each geographical feature or concept, as follows:</p> <p>Mountains: Reach arms up high and stretch</p> <p>Rivers: Make flowing arm movements like waves</p> <p>Continents: March in place, emphasising the shape of the continent with arm movements</p> <p>Countries: High knee lifts</p> <p>Capitals: Spin around once</p> <p>3) Start playing energetic music. Instruct the students to begin dancing or moving around their desks.</p> <p>4) When students dance randomly, interchange the names of geographical features from your country or other parts of the world. The children’s task is to repeat the appropriate movement in rhythm to the music until you mention the next name.</p> <p>5) Repeat the process several times, allowing students to seamlessly transition between different movements while staying active.</p> <p>6) Encourage students to move with enthusiasm and accuracy, paying attention to the characteristics of each geographical feature or concept as they perform the associated movements.</p> <p>7) Offer positive reinforcement and praise for students’ efforts and correct movements.</p> <p>8) At the end of the game, congratulate the children and provide them with positive feedback.</p> |



| | |
|--------------------------|---|
| Adaptations for Learning | <ul style="list-style-type: none">• Encourage students to move freely, stay focused and react quickly. In this way, they can practice concentration, reaction speed and expressive movement.• The children reinforce their geographical knowledge.• You can introduce any groups of symbols, ideas or concepts and change the movements assigned to them. |
| Advanced Options | You can add a music stop element, during which students must remain still until the music resumes. |
| Examples & specifics | <p>1) Language:</p> <p> a) Characters from school readings.</p> <p>2) Mathematics:</p> <p> b) Geometric figures.</p> <p>3) General knowledge (geography, biology, and other related subjects):</p> <p> c) Animals.</p> |

| | |
|-------------|---|
| Name | Active Response - Desk Edition |
| Overview | <p>Game level: Level 1</p> <p>Space required: small (uncleared classroom)</p> <p>Sport equipment: no</p> <p>Materials: N/A</p> <p>Time: 2-5 minutes</p> |
| Setup | <ul style="list-style-type: none">• Ensure that each student has enough space to stand comfortably by their desk.• Prepare a set of educational questions or tasks related to the lesson you are teaching. These could be multiple-choice questions, math problems, vocabulary words, or any other educational content. |
| How to Play | <p>1) Pose an educational question or task to the class.</p> <p>2) Instruct the students that they must perform a specific movement to indicate their answer or response to the question.</p> <p>3) Assign a different movement to represent each possible answer or response. For example:</p> <ul style="list-style-type: none">a) Stomping their feet for option Ab) Clapping their hands for option Bc) Nodding their head for option Cd) Jumping in place for option D <p>4) After presenting the question or task, give students a moment to think about their answer and prepare their corresponding movement.</p> <p>5) Once ready, ask them to perform the movement that corresponds to their chosen answer.</p> <p>6) Observe their movements to evaluate their responses and understanding of the material.</p> <p>7) Provide feedback or further instruction based on the students' responses.</p> |

| | |
|--------------------------|---|
| Adaptations for Learning | <p>1) Tailor the questions or tasks to the specific subject and grade level of the students.</p> <p>2) Incorporate a variety of question formats, such as fill-in-the-blank questions, or open-ended questions.</p> <p>3) Allow students to work individually or in pairs/small groups to discuss their answers before performing the corresponding movement.</p> <p>4) Use the game as a formative assessment tool to check for understanding and reinforce key concepts.</p> <p>5) Use interactive screen in class to present questions and answers.</p> |
| Advanced Options | <p>1) Speed Rounds: Introduce timed rounds where students have to respond to questions or prompts within a set time limit. This adds a sense of urgency and challenges students to think quickly.</p> <p>2) Team Challenges: Divide students into teams and turn the game into a competition. Teams can earn points for correct responses, with bonus points awarded for speed or creativity.</p> <p>3) Themed Rounds: Introduce themed rounds based on specific topics or units of study. For example, you could have a round focused on vocabulary, followed by a round on math problems, and so on.</p> |
| Examples & specifics | <p>Example Setup: Print the provided list of questions or create your own. Prepare</p> <p>a) For a math-themed game: Question: What is the result of 6 x 8? A) 24, B) 42, C) 48, D) 56</p> <p>b) For a language-themed game: Question: What is the definition of the word “persistent”? A) Eager, B) Shy, C) Stubborn, D) Friendly</p> <p>c) For a general knowledge-themed game: Question: Which desert is the largest in the world? A) Sahara Desert, B) Gobi Desert, C) Kalahari Desert, D) Antarctic Desert</p> |
| Printable materials | <p>a) Visual representation of movement assigned to each option for easier memorisation (PDF file)</p> <p>b) Presentation with question & answers</p> |

SPECIFIC EXAMPLES

6.5. MOVEMENT MATCH-UP

| | |
|--------------------------|--|
| Name | Movement Match-Up |
| Overview | <p>Game level: Level 2</p> <p>Space required: medium (cleared classroom, corridor, outdoors)</p> <p>Sport equipment: no</p> <p>Materials: paper, markers, printed cards with questions and answers</p> <p>Time: 5-15 minutes</p> |
| Setup | <ul style="list-style-type: none">• Clear an open space in the classroom where students can move around freely.• Prepare a set of flashcards or slips of paper with matching pairs of educational content. Each pair should consist of a question or task card and its corresponding answer or solution card. |
| How to Play | <p>1) Distribute the question/task cards randomly to the students, making sure each student has one card.</p> <p>2) Keep the answer/solution cards in a separate pile or container.</p> <p>3) Explain to the students that they must move around the classroom and find the classmate who has the card that matches their own.</p> <p>4) Instruct students that they can only communicate with each other using physical movements (e.g., hand gestures, facial expressions, body language).</p> <p>5) Once students find their matching partner, they should perform a predetermined PA together before returning to their desks.</p> <p>6) Once all pairs have found each other and completed the PA, gather the class together.</p> <p>7) Ask each pair to share their question/task and its corresponding answer/solution with the class.</p> <p>8) Provide feedback and clarification as needed before moving on to the next round.</p> |
| Adaptations for Learning | <ul style="list-style-type: none">• Customise the content of the flashcards to match the educational concepts being taught (e.g., math equations and their solutions, vocabulary words and definitions, geographical questions and answers).• Adjust the complexity of the questions/tasks based on the grade level and proficiency of the students.• Incorporate a variety of PAs for students to perform together, such as high-fives, fist bumps, shoulder taps, or simple dance moves.• Use the game as an opportunity to review and reinforce learning while promoting movement and social interaction in the classroom. |

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| Advanced Options | <ul style="list-style-type: none">• Timer Challenge: Introduce a time limit for matching each pair of cards. This adds a sense of urgency and encourages quick thinking and decision-making.• Incorporate Movement Challenges: Assign specific movements or exercises to be performed at each station along with matching up the cards. For example, students might have to do 10 jumping jacks before matching up a pair of cards.• Customised Content: Allow the students to create their own question and answer cards based on their interests or specific topics they want to review. This promotes autonomy and ownership of the learning process.• Themed Match-Ups: Create themed sets of cards based on holidays, seasons, or special events, adding a festive or topical element to the game and keeping it fresh and engaging for the students.• Flags: Students draw national flags, which serve as question cards. Then they create corresponding answer cards with the names of the countries. |
| Examples & specifics | <p>Example Setup: Print the provided list of questions or create your own. Prepare a set of flashcards or slips of paper with matching pairs of educational content. Each pair should consist of a question or task card and its corresponding answer or solution cards.</p> <p>a) For a math-themed game: Question Card: “What is the area of a rectangle with length 6 units and width 4 units?” Answer Card: “24 square units”</p> <p>b) For a language-themed game: Question Card: “What is the synonym for ‘happy’?” Answer Card: “Joyful” Question Card: “What is the plural form of the word ‘child’?” Answer Card: “Children”</p> <p>c) For a general knowledge-themed game: Question Card: “What is the capital city of France?” Answer Card: “Paris” Question Card: “Which river is the longest in the world?” Answer Card: “Nile River” Question Card: “Which ocean is the largest and deepest in the world?” Answer Card: “Pacific Ocean”</p> |
| Supporting video | <p>#ESSD2023 - LESSON 1 - GUESS THE FLAG Which country’s flag is this?</p> <p>https://youtu.be/7fgIIRZOvrI</p> |
| Printable materials | <p>Provided list of questions and answers (PDF file)</p> |

SPECIFIC EXAMPLES

6.6. A-Z SCAVENGER HUNT

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| Name | A-Z Scavenger Hunt |
| Overview | <p>Game level: Level 3</p> <p>Space required: medium (cleared classroom, corridor, outdoors)</p> <p>Sport equipment: no</p> <p>Materials: paper, markers, sticky notes, list of items, objects or concepts, stopwatch</p> <p>Time: 10-30 minutes</p> |
| Setup | <ul style="list-style-type: none">Divide the class into small teams of 3-4 students each.Clear an open space in the classroom or school where students can move around freely.Prepare a list of items, objects, or concepts related to a specific theme or category for each letter of the alphabet. Write these items on separate cards or pieces of paper. |
| How to Play | <p>1) Explain to the students that they will be participating in an “A-Z Scavenger Hunt” where they have to find items or concepts that correspond to each letter of the alphabet.</p> <p>2) Give each team a list of items and explain the rules of the game.</p> <p>3) Start the timer and instruct the teams to work together to find an item or concept that starts with the letter “A” on their list.</p> <p>4) Teams must search the designated area to locate an item or concept that matches the criteria for each letter.</p> <p>5) Once a team finds an item for the first letter, they move on to the next letter on their list.</p> <p>6) Teams continue searching for items or concepts for each letter of the alphabet within the time limit.</p> <p>7) At the end of the game, gather the teams together and review their findings.</p> <p>8) Award points to each team based on the number of items they successfully found and the accuracy of their choices.</p> <p>9) Celebrate the winning team and discuss the items found by each team.</p> |
| Adaptations for Learning | <ul style="list-style-type: none">Customise the theme or category of items based on the students’ interests and curriculum objectives (e.g., nature, classroom objects, historical figures).Encourage students to use critical thinking and problem-solving skills to identify items or concepts that match the criteria for each letter.Use the game as an opportunity to reinforce vocabulary, letter recognition, and categorisation skills while promoting teamwork and collaboration.Provide positive reinforcement and encouragement to all teams throughout the scavenger hunt. |

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| Advanced Options | <ul style="list-style-type: none">Provide each team with sticky notes and markers. These will be used for labelling items that match the corresponding letter of the alphabet.Follow these steps to use the sticky notes effectively:Before starting the scavenger hunt, assign each team member a specific role. For example, one team member can be responsible for finding items, another for labelling them with sticky notes, and another for keeping track of the letters already found.As teams find items that match each letter of the alphabet, the designated team member will write the starting letter of the object on a sticky note using the marker.Remind students that the goal is to find unique items for each letter, and the use of sticky notes helps teams keep track of their progress and organise their findings efficiently.If students encounter a situation where they cannot find an object or item that corresponds to a certain letter during the game such as for example the letter “F” in a classroom setting, they can be encouraged to think creatively and consider alternative options:Think of Related Concepts: Instead of focusing solely on physical objects, students can brainstorm concepts, ideas, or words that start with the letter “F” and are relevant to the theme or category of the scavenger hunt. For example, they could consider words like “friendship,” “fruits,” “furniture,” or “facts.”Explore Outside the Classroom: If permissible, students may also be allowed to venture outside the classroom to search for items that match the letter “F” in other areas of the school or campus. This could include common areas, hallways, or outdoor spaces where different objects may be found. |
| Examples & specifics | <p>List of Items in a classroom might include:</p> <ul style="list-style-type: none">School supplies such as pencils, pens, notebooks, rulers, and erasers.Learning materials such as textbooks, workbooks, worksheets, and handouts.Teaching aids such as flashcards, posters, charts, and manipulatives.Personal belongings of students or teachers, such as backpacks, lunchboxes, or water bottles. <p>List of objects in a classroom might include:</p> <ul style="list-style-type: none">Furniture such as desks, chairs, tables, cabinets, and bookshelvesEquipment such as computers, projectors, whiteboards, and lab apparatus.Classroom decorations such as globes, maps, artwork, and plants. <p>List of concepts – examples:</p> <ul style="list-style-type: none">Animals (e.g., ant, bear, cat)Books (e.g., atlas, dictionary, encyclopaedia)Colours (e.g., blue, green, red) |
| Supporting video | <p>#ESSD2023 - LESSON 3 - A-Z CHALLENGE Match icons with letters</p> <p>https://youtu.be/30MirU2yLmo</p> |
| Printable materials | <p>Provided list of items, objects, and concepts (PDF file)</p> |

SPECIFIC EXAMPLES

6.7. ALPHABET ACTION RELAY

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| Name | Alphabet Action Relay |
| Overview | <p>Game level: Level 3</p> <p>Space required: medium (cleared classroom, corridor, outdoors)</p> <p>Sport equipment: no</p> <p>Materials: paper, markers, stopwatch</p> <p>Time: 10-30 minutes</p> |
| Setup | <ul style="list-style-type: none">• Divide the class into teams of equal size.• Clear an open space in the classroom for students to move around freely.• Write the letters of the alphabet on separate index cards or pieces of paper and place them in a container. |
| How to Play | <p>1) Explain to the students that they will be participating in an “Alphabet Action Relay” where they have to perform a physical activity for each letter of the alphabet.</p> <p>2) Each team lines up behind a starting line, and a designated student from each team stands at the opposite end of the room.</p> <p>3) Start by selecting a letter from the container and announcing it to the class.</p> <p>4) The designated student from each team must then quickly think of a PA that starts with the announced letter and perform it (for more details see Examples & specifics section below)</p> <p>5) Once the designated student performs the action, they race back to tag the next teammate in line, who then repeats the process for the next letter.</p> <p>6) The game continues in relay format until all letters of the alphabet have been used.</p> <p>7) Teams earn points based on the speed and accuracy of their actions.</p> <p>8) The team with the most points at the end of the game wins.</p> |
| Adaptations for Learning | <ul style="list-style-type: none">• Incorporate academic content into the game by assigning a specific theme or category for each round (e.g., animals, sports, verbs).• Encourage students to be creative with their physical actions, relating them to the theme or category of each round.• Use the game as an opportunity to reinforce vocabulary, spelling, and letter recognition skills while promoting physical activity and teamwork in the classroom.• Provide positive feedback and encouragement to all students throughout the game. |

Advanced Options

- Speed Round: Increase the pace of the game by reducing the time allowed for each student to perform their action. This challenges teams to think and react quickly under pressure.
- Complex Actions: Instead of simple actions, require students to perform more complex movements or sequences that start with the announced letter. For example, instead of “Jumping Jacks” for the letter “J”, students could perform a series of jazz dance steps.
- Team Challenges: Introduce challenges where entire teams must perform coordinated actions together for each letter. This encourages teamwork and communication as teams strategise and synchronise their movements.
- Memory Challenge: After each round, add a new letter to the sequence and require students to perform actions for all previously announced letters in addition to the new one. This tests students’ memories and abilities to recall actions under increasing complexity.
- Theme Variation: Implement a specific theme or category for the actions to align with curriculum objectives or current classroom topics. For example, if studying animals, actions could be related to animal movements (e.g., “slither” for snake, “gallop” for horse).

Examples & specifics

- 1) After the letter is announced, the designated student from each team must quickly think of a physical action that starts with the announced letter and perform it. The action should be something simple and easily recognisable by both teammates and the facilitator. Here are some examples of physical actions for different letters:
- A: “Airplane Arms” - Extend both arms straight out to the sides like wings and pretend to fly.
 - B: “Bouncing Hot-Dogs” - stand straight up with arms along the body (the sausage) then start to bounce (jumping with both feet).
 - C: “Crab Walk” - Walk sideways with hands and feet on the ground, facing upward.
 - D: “Dance” - Move rhythmically to music or make up a simple dance move.
- 2) Execution:
- Once students have chosen their physical action, they must perform it as quickly as possible while staying within the designated playing area. The action should be clear and easily recognisable to the teammates and facilitator.
 - After performing the action, the student can return to their team to tag the next student in line, who will then repeat the process for the next announced letter.
- 3) Scoring:
- Teams can be awarded points based on the accuracy and clarity of the physical actions performed by their designated student.
 - The facilitator or judges can assess each action and assign points accordingly. The team with the most points at the end of the game wins.

Supporting video

#ESSD2023 - LESSON 3 - A-Z CHALLENGE | Match icons with letters

<https://youtu.be/30MirU2yLmo>



- ACTIVATE YOUR CLASS.EU: <https://www.activateyourclass.eu/>
- www.aktivitetsdatabasen.dk (Danish School Sport Association)
- EUmove project: <https://eumoveproject.eu/educational-resources/>
- GoNoodle | Get Moving: <https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw>
- Cosmic Kids Yoga: <https://www.youtube.com/user/CosmicKidsYoga>
- Krokiet and Lama Academy (AKiL) (Digital Physically Active Learning for children aged 4-10)1:
 - YouTube channel: <https://www.youtube.com/@AkademiaKrokietaiLamy>
 - Fan page: <https://www.facebook.com/AkademiaKrokietaiLamy>
 - Website: <https://krokietilama.pl>
 - A playlist with examples of free active breaks: <https://www.youtube.com/playlist?list=PLcddwbOJjKHezwYsbO2NscOpmnkVHIQPG>
- Yorkshire &Humber Learning Community: <https://www.yhlearning.co.uk/collections>

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