

# DIGITAL TOOLKIT

KA2 COOPERATION PARTNERSHIP PROJECT

Project Number: 2021-1-LT01-KA220-SCH-000034328



DUBYSOS  
AUKŠTUPIO  
MOKYKLA



**Hlíðaskóli**  
Ábyrgð - Vinsemd - Virðing



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The opinions expressed in this material belong to its authors and do not reflect the position of the European Commission.

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# INTRODUCTION

Exercise boosts mental health and cognitive function in students. Indeed, students aged 11 and 16 years old who exercise regularly are less likely to develop depression. An hour of exercise every day is recommended for primary and secondary scholars. In reality, across our schools and associations, physical education is underestimated.

When COVID-19 hit, physical education was threatened, and PE teachers were not familiar with teaching PE online which is a gap that must be filled.

This project aims to pilot an initiative that fosters self-care and a healthy mindset in the digital era. This project will equip ; Secondary and Primary school teachers, sports associations, NGOs in the field of sports, education authorities, with competencies through online courses from one side and will initiate peer-education between students from the other side. Designed as a cross-sectoral strategic partnership this project will bring together representatives from formal education (schools), representatives from non-formal education (training centers) and representatives from the digital business world (IT company) to deliver an innovative digital learning pathway in the field of school education.

This project will lead to E-learning modules and Web Platform. Indeed, partners will produce a specific Web Platform with integrated e-learning modules in multiple languages targeted at an audience of students and teachers in the EU. This will provide the target with useful theoretical and practical sessions/information and exercises supporting them in the design and development of their own learning in Physical Education. This training Toolkit, integrate guidelines and methods of BL, NFE tailored to the needs of teachers willing to implement educational programs to empower their teaching profile.

You will find below the exercise with its description, the material (if needed) as well as the main objectives of the activities. There is a good variety of activities ranging from physical exercises to relaxation ones.



# PHYSICAL ACTIVITES

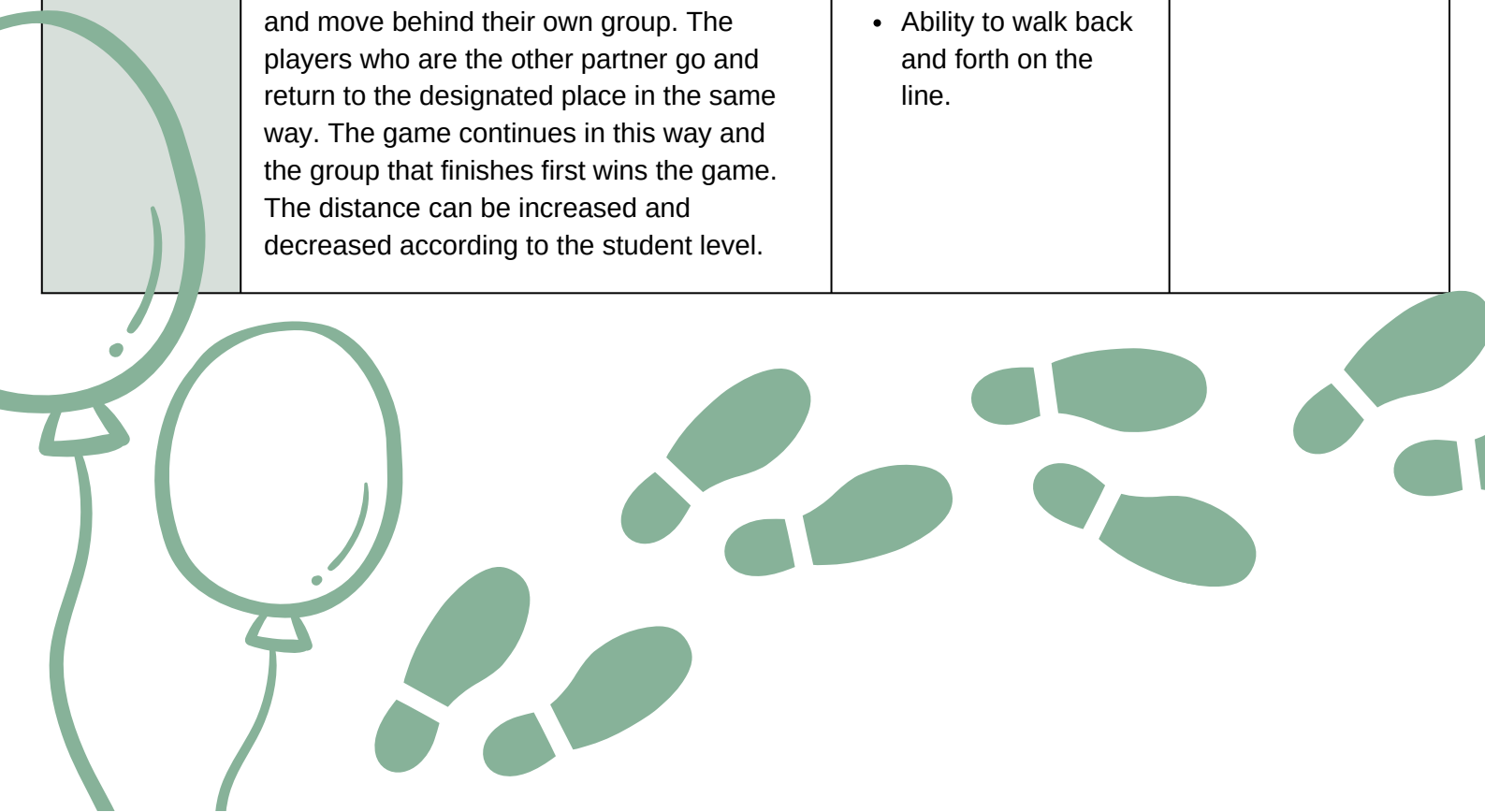
“Physical activity contributes to both good physical and mental development. It has a wide range of physical and emotional benefits, from developing muscle and bone strength, increasing concentration, educational performance, learning to boost mood, and reducing the risk of many lifestyle-related diseases. Developing regular physical activity behaviors in childhood is crucial as we know that children who are active are more likely to become active adults and continue to reap the benefits of an active lifestyle throughout their life course. However, too many children and young people are not reaching the recommended levels of physical activity. (Arrigon, 2020)”



NAME	DESCRIPTION	OBJECTIVES	EQUIPMENT & MATERIALS
<b>HUNGRY ELEPHANT</b>	<p>Students are divided into groups. Each group gets a bucket. Each bucket is circled to define its boundaries. There are sandbags belonging to each of the students. These bags stand on the box in front of the line where the students are. With the " Start" command given, the student at the head of each group takes a sandbag, goes, and throws it into the bucket. The group that finishes first wins the game.</p>	<ul style="list-style-type: none"> <li>• The ability to comply with the given rules.</li> <li>• Ability to participate in group games.</li> <li>• Ability to run, ability to throw.</li> <li>• Be able to understand how you feel when you lose and when you win.</li> <li>• The ability to adjust your body, November muscles, and breathing.</li> </ul>	<p><b>An outside open area.</b></p> <p><b>Sandbags, box, bucket.</b></p>
<b>CURVY RUNNING</b>	<p>A straight line is drawn to the area where the game will be played. The ball is placed on this line at. The students Decamp through these balls. At the end of the balls, he turns back, and in the same way, they return to where he started with a meandering run. After the students get used to this kind of curvy running, they can play this game competitively in two groups.</p>	<ul style="list-style-type: none"> <li>• Curvy running learning.</li> <li>• Learning to use our breath, and our muscles.</li> <li>• Applying two instructions at the same time.</li> <li>• Learning to follow the rules in team games.</li> <li>• Ability to work in a group</li> </ul>	<p><b>Chalk, ball.</b></p>

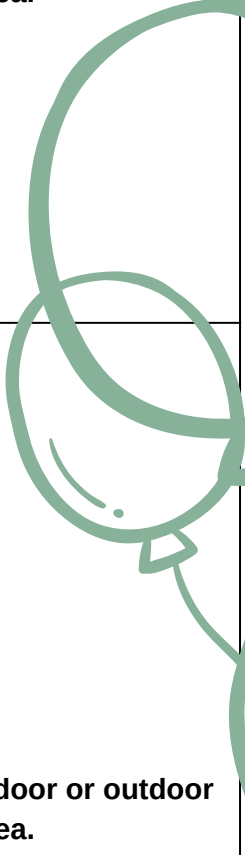
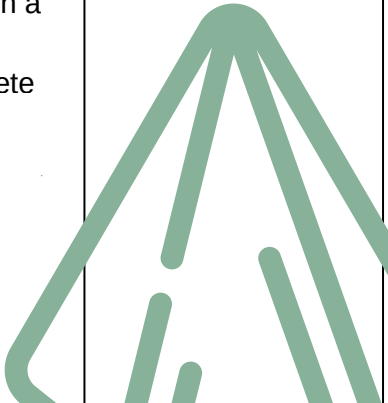


NAME		OBJECTIVES	EQUIPMENT & MATERIALS
<b>GET OUT NOW</b>	<p>The class is divided into groups of 6 people. Groups are placed at the beginning of the previously prepared step boards. With the leader's command "exit", those in the group try to climb over the step board. The last group to leave is eliminated. The game continues until only 1 team remains on the field. The last remaining team is 1. At the end of the game, the teacher asks the students why the last team left the end. In this way, it allows him to evaluate his own and his friends' performances.</p>	<ul style="list-style-type: none"> <li>• Learning to work with a team leader.</li> <li>• Learning to use our breath, and our muscles.</li> <li>• Applying two instructions at the same time.</li> <li>• Learning to follow the rules in team games.</li> <li>• Ability to work in a group.</li> </ul>	<p><b>Step board</b></p> <p><b>Outdoor area or indoor area.</b></p>
<b>BACK-TO-BACK BALL HANDING</b>	<p>The students are divided into two equal groups and each group is lined up back-to-back behind the line determined in the deep arm as two partners. The leading couples are given one ball or balloon each. Students put the ball-balloon on their backs and wait for the teacher's command. Together with the teacher's command, the students in front carry the ball on their backs and walk side by side to the designated line without dropping it, turn around and give the ball-balloon to the players in front of the group and move behind their own group. The players who are the other partner go and return to the designated place in the same way. The game continues in this way and the group that finishes first wins the game. The distance can be increased and decreased according to the student level.</p>	<ul style="list-style-type: none"> <li>• Learning to work with a partner.</li> <li>• The ability to stand on balance.</li> <li>• Ability to direct your teammate.</li> <li>• Ability to follow the instructions.</li> <li>• Ability to walk back and forth on the line.</li> </ul>	<p><b>A balloon</b></p> <p><b>Outside or inside area.</b></p>

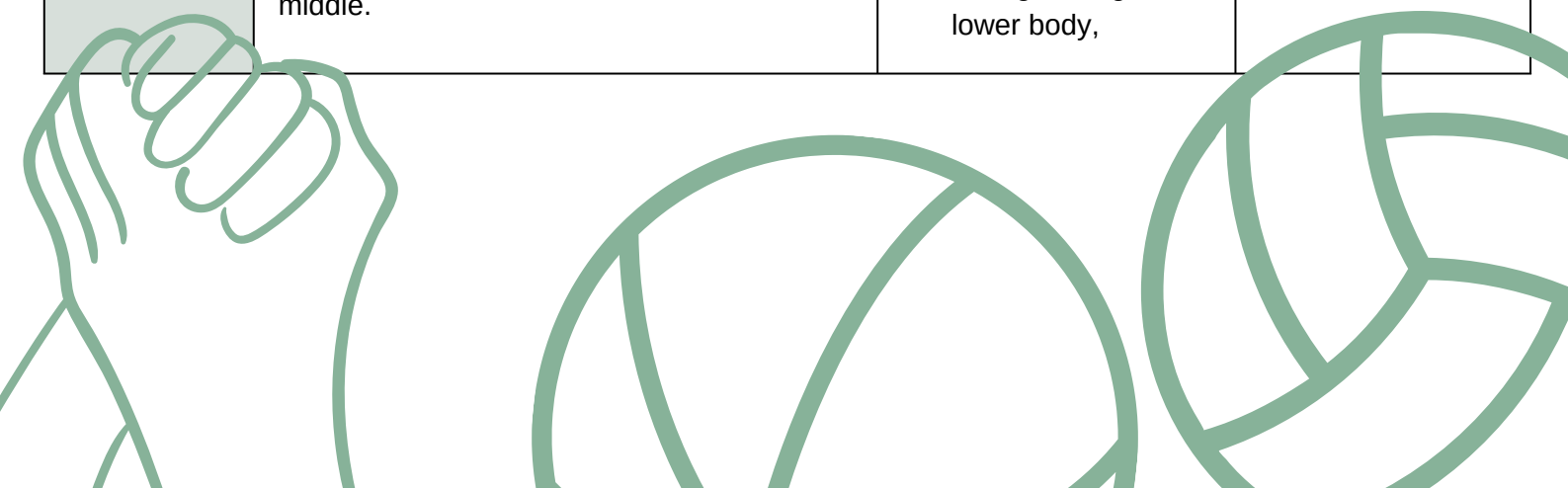


NAME	DESCRIPTION	OBJECTIVES	EQUIPMENT & MATERIALS
<b>DRAGON HUNT</b>	<p>Students form a large circle, holding hands. In this circle, two people are chosen as dragons. One is the head of the dragon and the other is the tail part. The dragon is circled and those who form the circle try to hit the dragon's tail with the sponge ball. No student can hold the ball in his hands for more than three seconds. The student who hits the queue is entitled to be the queue. (If time comes too much or a change in the game format is required, it can be made difficult or changed in the following ways: More dragons can be created. At least two balls can be used in the game. Various circle sizes can be created. The dragon's tail may be longer.</p>	<ul style="list-style-type: none"> <li>• Ability to direct your teammate.</li> <li>• Learning to work with a partner.</li> <li>• The ability to stand on balance.</li> <li>• Ability to follow the instructions.</li> <li>• Ability to walk back and forth on the line.</li> </ul>	<p><b>A ball.</b></p> <p><b>Indoor or outdoor area.</b></p>
<b>COME ON, CATCH THE BALL</b>	<p>Students take positions in a scattered order in the designated area. A few people from the students are given a ball. The students who have the ball start to pass the way they want with the students who don't. A midwife is selected from among the students. The midwife tries to midwife the students who do not have the ball, who do not pass. Students who are midwives are out of the game. The game continues until two people remain. The number of midwives may vary. The playing field can be enlarged and reduced. By telling the students the ways of passing (Ground pass or chest pass, etc. ) they may be asked to pass.</p>	<ul style="list-style-type: none"> <li>• Ability to work in a group.</li> <li>• Learning to use our breath, our muscles.</li> <li>• Applying two instructions at the same time.</li> <li>• Learning to follow the rules in team games.</li> </ul>	<p><b>A ball</b></p> <p><b>Indoor or outdoor area.</b></p>
<b>ROPE PULLING</b>	<p>Students are divided into two groups with an equal number. Students line up in a row. They hold the three-meter-long rope, which is not thick, in such a way that there is a meter between the groups Decently. The first players step on the middle line with their feet. At the command of the teacher, they begin to pull the rope. When they draw the first player of the opposite group from the line to their area, the game is completed.</p>	<ul style="list-style-type: none"> <li>• Learning to pull a rope.</li> <li>• Learning to work in a group.</li> <li>• Learning to stay balanced.</li> <li>• Learning to apply force.</li> </ul>	<p><b>Rope</b></p> <p><b>Indoor or outdoor area.</b></p>

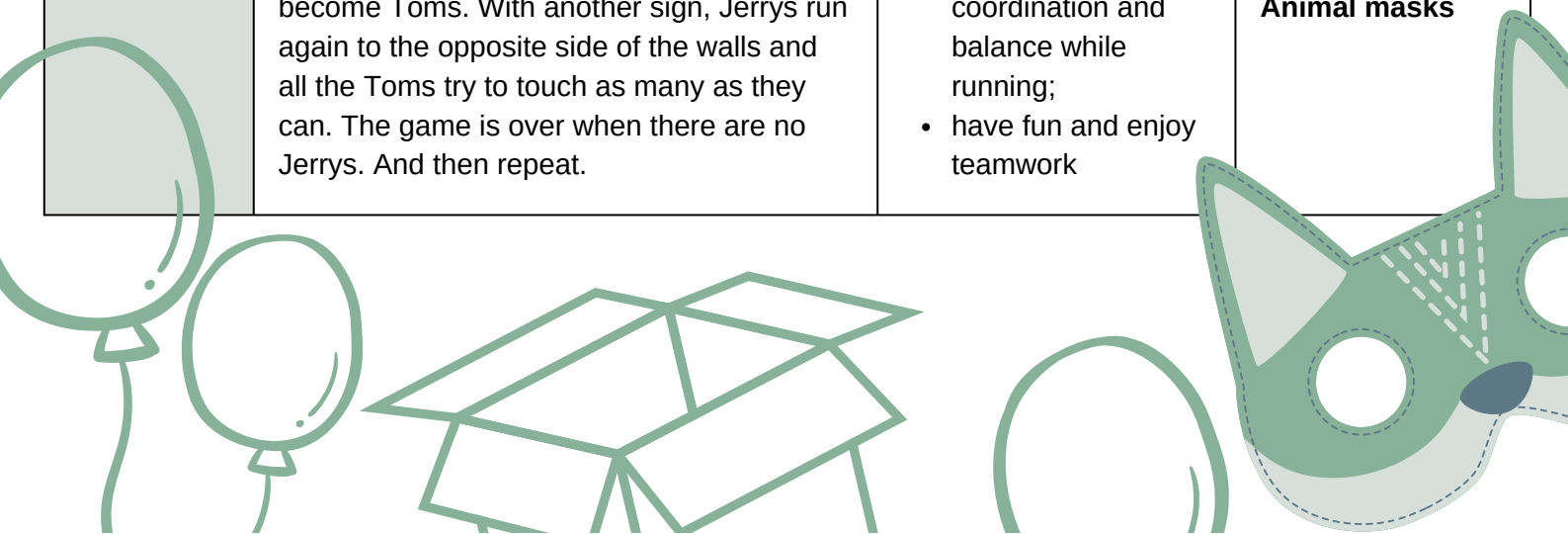


NAME	DESCRIPTION	OBJECTIVES	EQUIPMENT & MATERIALS
<p><b>YOU ARE MY EYE, I AM YOUR ARM</b></p>	<p>Students are divided into 4 groups. Then these groups are separated into two pairs within themselves. Then a spouse blindfolds the spouse next to him. The blindfolded spouse guides the blindfolded spouse without speaking. He takes one of the balloons of his team's colour, which are randomly distributed on the ground, and carries it to his base. Each spouse in turn carries balloons to the base and puts them in the bag. After the balloons are finished, whoever brought their balloons first, that group will be the first. Each spouse has the right to carry no more than 1 balloon at a time, and no group should move the balloon of another group away from where it is, nor should they make blocking movements to the other group.</p>	<ul style="list-style-type: none"> <li>• Learning to work with a partner.</li> <li>• The ability to stand on balance.</li> <li>• Ability to direct your teammate.</li> <li>• Ability to follow the instructions.</li> <li>• Ability to direct your partner.</li> </ul>	<p><b>A balloon.</b></p> <p><b>Indoor or outdoor area.</b></p> 
<p><b>HANDKERCHIEF GAME</b></p>	<p>Two teams of equal size with 5 or more players and a game leader are selected. The playing field is determined by two parallel lines at a distance of 20 m from each other. The leader holds a handkerchief in his hand inside the circle, which is drawn in the center of the playing field. The players on both teams are given numbers from 1 to 5 (the numbers are increased if there are more than five players on the teams). The game begins with the leader raising the handkerchief in his hand with his arm open and saying out loud a number from 1 to 5 (the numbers are increased if there are more than five players in the teams). The players from both teams carrying the said numbers quickly run towards the circle and try to take the handkerchief from the leader. The player who receives the handkerchief tries to move to the next place without being midwived by the other player with the same number. If the player completes the task successfully, he will earn one point for his team. If the player is midwived, the points are awarded to the opposing team.</p>	<ul style="list-style-type: none"> <li>• Learning to use our breath, our muscles.</li> <li>• Applying two instructions at the same time.</li> <li>• Learning to follow the rules in team games.</li> <li>• Ability to work in a group.</li> <li>• Ability to complete the tasks.</li> </ul>	<p><b>Indoor or outdoor area.</b></p> <p><b>Handkerchief.</b></p> 

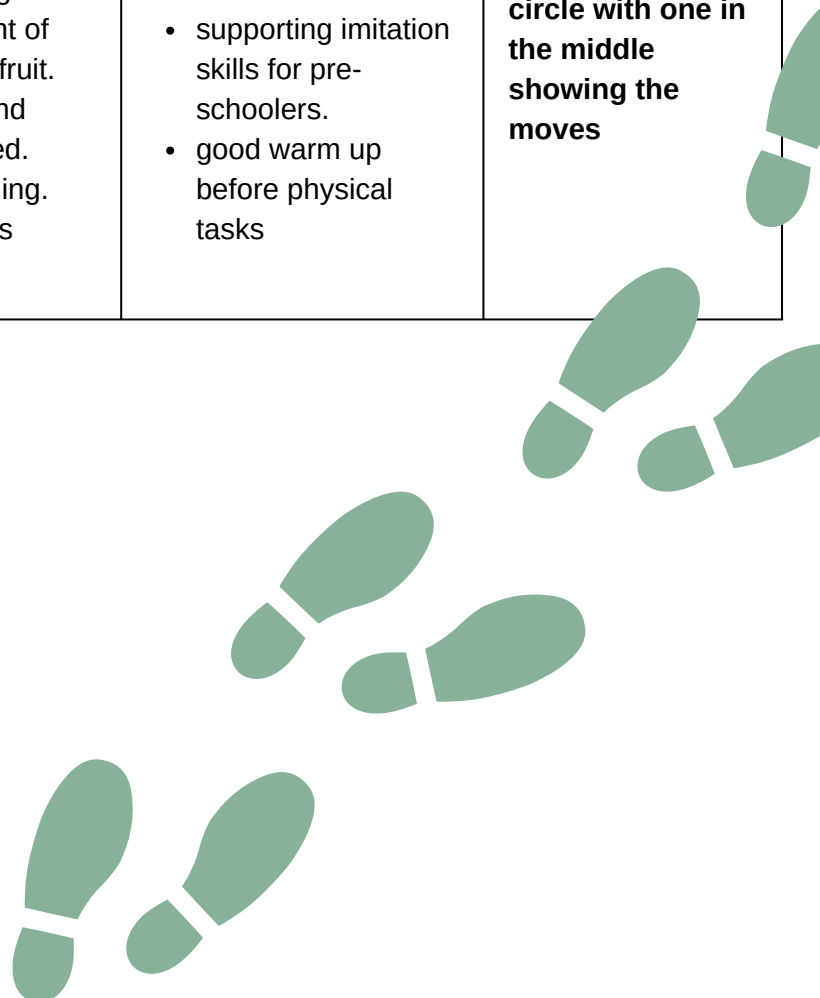
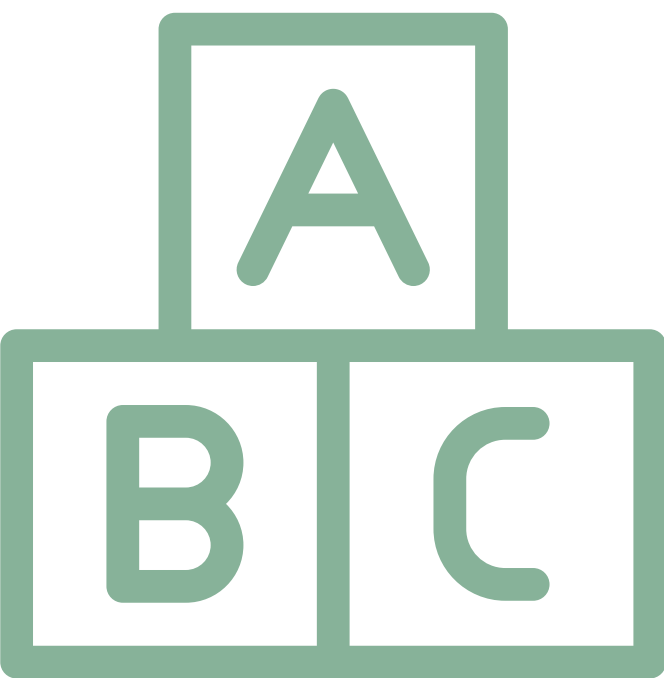
NAME	DESCRIPTION	OBJECTIVES	EQUIPMENT & MATERIALS
<b>SITTING VOLLEY-BALL</b>	<p>Students are divided into groups of 6 people and form two teams. Teams sit on their knees or cross-legged on cushions previously placed on the volleyball court. The net on the volleyball court is about 100-120 cm. Teams try to throw the ball to the opposite side by making three passes and passing in such a way that the rules of volleyball apply, passing the ball over the net. Students may rise above the knee, but it is forbidden to stand up. The game ends with the first team to reach 15 or 25 points taking the set/match.</p>	<ul style="list-style-type: none"> <li>• Ability to apply volleyball rules.</li> <li>• Ability to play games with ball content.</li> <li>• Ability to adapt to teamwork.</li> <li>• Ability to throw the ball.</li> <li>• Ability to practice volleyball positions.</li> </ul>	<p><b>Volleyball court.</b></p> <p><b>A ball.</b></p>
<b>HAND BRAID</b>	<p>Children stand in a circle facing each other. They stretch their arms in front of them and close their eyes. Then they walk forward until they touch someone else's arm and need to hold it until everyone finds an arm to hold. Then they open their eyes and need to 'upbraid' their arms without letting them detach.</p>	<ul style="list-style-type: none"> <li>• Trust in each other</li> <li>• Self-trust</li> <li>• Maintaining attention</li> <li>• Team building and working in a team, logical thinking</li> <li>• Holding of physical posture and maintaining body balance.</li> </ul>	<p><b>Indoors or outdoors</b></p> <p><b>Safe place</b></p>
<b>BALL ESCAPE</b>	<p>Children stand in a circle with their legs widespread. One player is in the middle and his task is to push the ball in between legs for the ball to get out of the circle. Players in the circle can only stop the ball with their hands. When the ball is out, players change. The one in the middle goes into the circle and a person from the circle goes into the middle.</p>	<ul style="list-style-type: none"> <li>• maintaining attention,</li> <li>• team building and working in a team;</li> <li>• holding of physical posture</li> <li>• maintaining body balance.</li> <li>• strengthening of the lower body,</li> </ul>	<p><b>Indoors or outdoors</b></p> <p><b>Safe space</b></p> <p><b>One or two lighter balls</b></p>



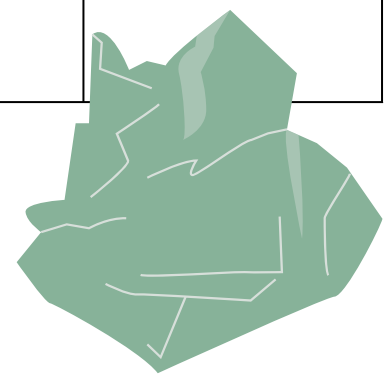
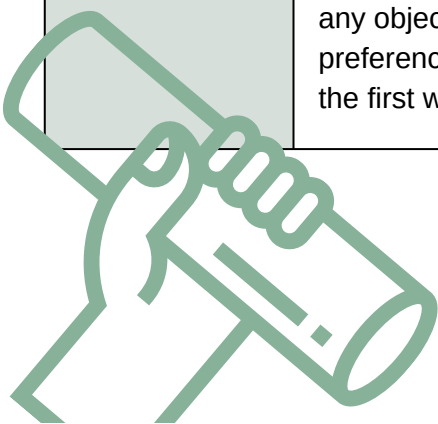
NAME	DESCRIPTION	OBJECTIVES	EQUIPMENT & MATERIALS
<b>CATCH ME IF YOU CAN</b>	Children are divided in two groups. Each team get easily detachable belts with a hanging cloth. Each team has different colour. Teams stand in lines in front of each other. After teachers' command, they have to capture all the other teams' belts before opponents do it. The team that gets all the belts first -wins.	<ul style="list-style-type: none"> <li>• Building team connection</li> <li>• Physical exercise:</li> <li>• Have fun and enjoy teamwork</li> <li>• Learning to play by the rules, respecting the rules</li> </ul>	<p><b>Indoors or outdoors</b></p> <p><b>Safe space</b></p> <p><b>Belts with detached cloth of two colours.</b></p>
<b>MY SHOES</b>	Children are divided in teams (2-4). Each team take off their shoes and put them in the box. Boxes are places further away. Each team on by one run to the box, find their shoes, put them on properly, run back, then another team player goes. The team that has their shoes on first and get back to the starting point – wins.	<ul style="list-style-type: none"> <li>• Trust in each other and self-trust</li> <li>• Maintaining concentration,</li> <li>• Working in a team,</li> <li>• Physical exercise, supporting</li> </ul>	<p><b>Indoors or outdoors</b></p> <p><b>Safe space</b></p> <p><b>Boxes</b></p>
<b>BALLOON FIGHT</b>	Children are divided in two teams. They stand on each side of a lowered tennis net. Each team gets 20+ blown balloons. With the sign of a teacher teams need to through their balloons to the other side of the net faster than opposing team. Exercise is timed. After the time is up, the winner is the team that has less balloons on its side.	<ul style="list-style-type: none"> <li>• trust in each other and self-trust, maintaining focus.</li> <li>• supporting gross motor skills.</li> <li>• have fun and enjoy teamwork</li> </ul>	<p><b>Indoors or outdoors</b></p> <p><b>Safe space</b></p> <p><b>40+ blown balloons</b></p> <p><b>Tennis net or line on the floor.</b></p>
<b>TOM AND JERRY</b>	One child is Tom, and all the others are Jerrys. Jerrys stand on both sides of the room, up to the wall. With the sign they run to the opposite side of the room from both sides. And Tom in the middle has to touch as many as he can. Those that are touched become Toms. With another sign, Jerrys run again to the opposite side of the walls and all the Toms try to touch as many as they can. The game is over when there are no Jerrys. And then repeat.	<ul style="list-style-type: none"> <li>• trust in each other and self-trust,</li> <li>• maintaining attention.</li> <li>• supporting gross motor skills , coordination and balance while running;</li> <li>• have fun and enjoy teamwork</li> </ul>	<p><b>Safe indoor place</b></p> <p><b>Animal masks</b></p>



NAME	DESCRIPTION	OBJECTIVES	EQUIPMENT & MATERIALS
ALPHABET	<p>Prepared an exercise alphabet where a different exercise is assigned to a letter. Children have to do all the exercises from their name, or given word, etc. Exercises like 5 sit ups, 10 jumps, 5 touch your toes, etc. Good for warming up.</p>	<ul style="list-style-type: none"> <li>• building self-trust and responsibility</li> <li>• maintaining attention,</li> <li>• holding of physical posture and supporting gross motor.</li> <li>• can be a good warm up or short full body workout.</li> </ul>	<p><b>Safe space</b></p> <p><b>Printed alphabet or displaying it on a screen.</b></p>
FOLLOW ME	<p>Children walk around in one fine row. First one does all the exercises he can think of, and others follow the same while walking. With teachers sign, the first one runs to the back of the row, and the second one becomes the leader who shows what to do while walking.</p> <p>With older kids it's good to mimic a vegetable or a fruit while walking and other follow the moves and guesses the vegetable or fruit. First one to guess goes in front of the line to show he own vegetable or fruit. Discussion about the value of fruits and vegetable in their diet can be facilitated. Same can be done while online teaching. One is showing the moves, and others follow.</p>	<ul style="list-style-type: none"> <li>• maintaining focus</li> <li>• executing of physical movement while walking and thinking</li> <li>• support physical multitasking skills</li> <li>• learning to trust each other</li> <li>• supporting imitation skills for pre-schoolers.</li> <li>• good warm up before physical tasks</li> </ul>	<p><b>Indoors or outdoor</b></p> <p><b>Can also be played while standing in a circle with one in the middle showing the moves</b></p>

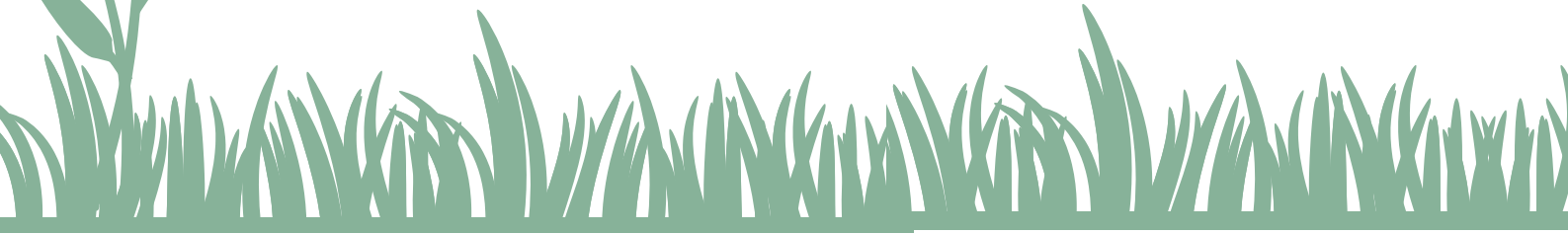
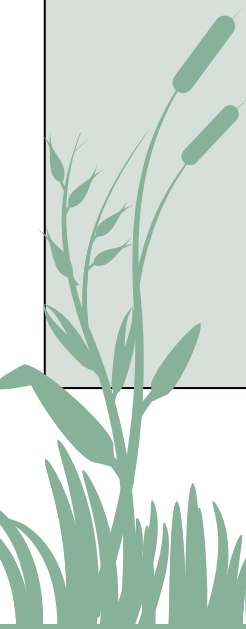


NAME	DESCRIPTION	OBJECTIVES	EQUIPMENT & MATERIALS
<p><b>RELAY RACE</b></p>	<p>Divide children into two or more groups. Provide them with equipment that is accessible in your school. And ask teams to build a relay race of 3-5 points. Then each team has to demonstrate how to pass the relay. And then switch places, so that teams don't get to participate on their own relay. Have a race.</p> <p>Every kid can build a small relay from every object (buckets, water bottles, tape, etc.) race at home or in their backyard and try to pass it.</p>	<ul style="list-style-type: none"> <li>• trust in each other and self-trust,</li> <li>• maintaining attention and memorising movements,</li> <li>• team building and working in a team, logical thinking</li> <li>• supporting gross motor and motor planning</li> <li>• learning from each other and trusting each other.</li> <li>• have fun and enjoy teamwork</li> </ul>	<p><b>Indoors or outdoors</b></p> <p><b>Any equipment suitable for a relay (or everyday objects)</b></p>
<p><b>SCAVENGER HUNT</b></p>	<p>It can be played in group or individually. Children get a paper with different objects shown on it.</p> <p>Outdoors: stone, flower, particular tree or bush, trash bin, etc.</p> <p>5-15 objects, depending on the age. They have to find them and mark them on the paper as fast as they can.</p> <p>The objects can be all the healthy foods, as many as a child can find at home. The one who has the most – wins.</p> <p>Discussion and knowledge on healthy diet is needed before or after the game.</p> <p>Can be played at home asking to find object on the paper inside or outdoor. Can be asked to find and write down 5 round objects, 5 wooden objects, etc. or any objects according to the theme or preference. It can be timed; the winner is the first who finds them all.</p>	<ul style="list-style-type: none"> <li>• building self-trust,</li> <li>• maintaining focus and control.</li> <li>• have fun and enjoy.</li> <li>• physical exercise if done in a wide area.</li> </ul>	<p><b>Indoors or outdoors</b></p> <p><b>Safe space</b></p> <p><b>A piece of paper with different objects shown on it (in pictures or written)</b></p>

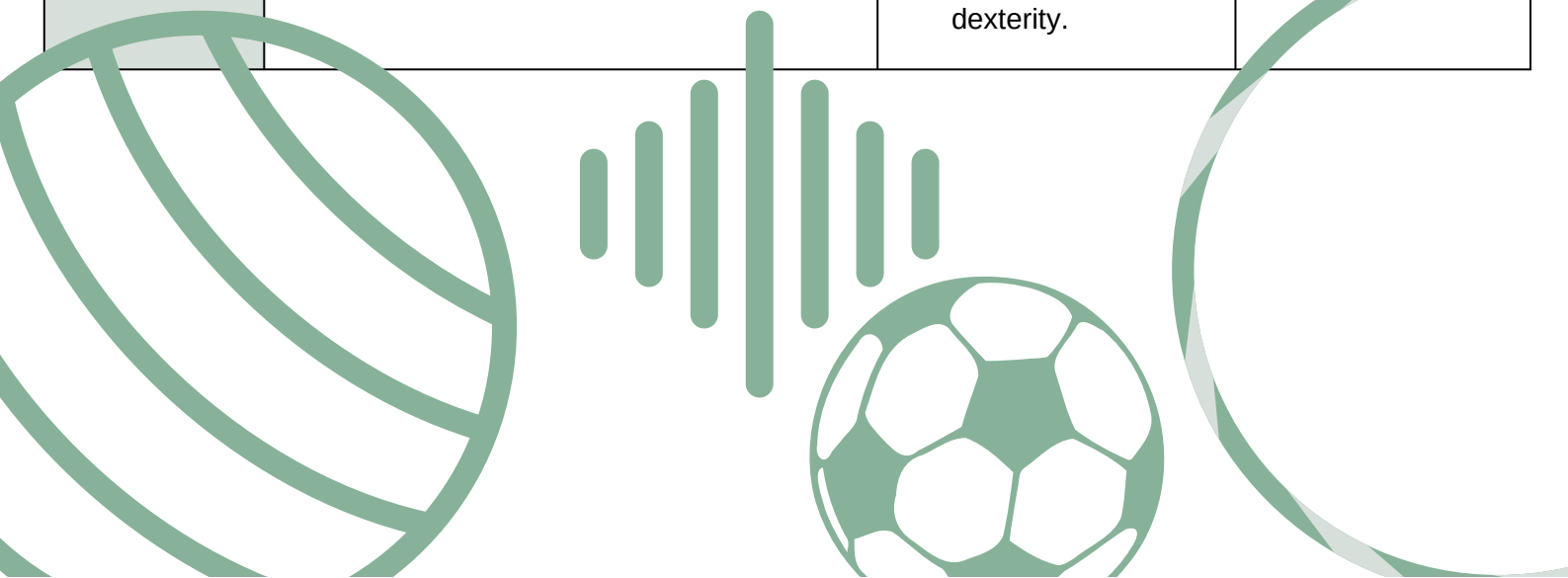




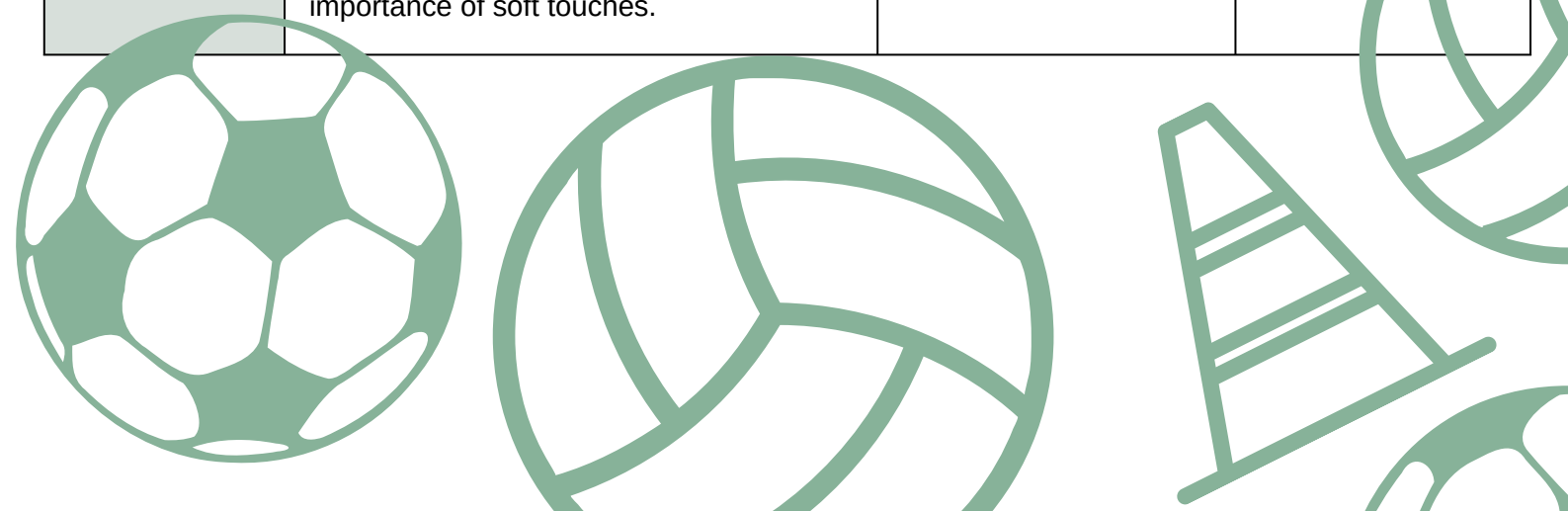
NAME	DESCRIPTION	OBJECTIVES	EQUIPMENT & MATERIALS
<p><b>THE GREAT OUTDOORS DASH</b></p>	<p>The teacher will direct the class on an imaginative activity moving through the great outdoors.</p> <p>Step 1: Ask the class to imagine they are about to go for a great adventure through the bush or forest as explorers crossing new lands. They are no longer outside at school at all! Students spread out in their own space in front of the teacher.</p> <p>Step 2: Teacher directs students with movements that will mimic what might happen while hiking in the bush. Call students to make these actions while not moving from their spot</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Duck under branches and squat down.</li> <li>• Leap or jump over fallen trees.</li> <li>• Speed up. Increase pace the children are walking, increase to jog on spot, maybe you heard a noise in the bushes!</li> <li>• ‘Snake!’ Students move their body to slither and make the hiss noises of a snake</li> <li>• ‘Mud!’ Students lift their knees higher to step through the thick mud. ‘Swim across a river.’ Students mimic actions of swimming ‘Let’s climb!’ students raise arms and legs in opposition climbing up a tree or cliff</li> <li>• ‘Look at that view!’ Students stop and raise a hand to brow to look around and admire the beautiful view.</li> <li>• Continue movements for as long as needed, incorporate own movements and directions. Have students come up with own movements and share with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings.</li> <li>• Participate in games with and without equipment.</li> <li>• Explore how regular physical activity keeps individuals healthy and well.</li> <li>• Identify and describe emotional responses people may experience in different situations.</li> </ul>	<p><b>An outside open area</b></p>



NAME	DESCRIPTION	OBJECTIVES	EQUIPMENT & MATERIALS
<p><b>FREEZE / DANCE</b></p>	<p>We make a small track and field with balls and hoops outside so the kids can jump on them or dance or make certain movements with them. Kids are divided into two groups. While music plays from the speaker, they run and jump above the hoops and balls with dancing movements. When the music stops the teacher says Freeze! and they have to stay in their position without moving. If they move or they try to jump another obstacle they lose their turn and they have to go back. The team who takes all their players from the other side wins</p>	<ul style="list-style-type: none"> <li>• Acquiring self-reflect, flexibility, team activity with music</li> <li>• Students appreciate and respect the teacher and their classmates</li> <li>• To treat everyone appropriately and fairly</li> <li>• To learn and help others to learn</li> <li>• To allow everyone to express feelings</li> <li>• To ensure that their online tools (microphone, screen, mobile or laptop) work perfectly</li> <li>• To have fun playing</li> </ul>	<p><b>Plastic classic hoops and Pilates balls.</b></p> <p><b>Outside in the playground or at a square as a competition.</b></p> <p><b>Music speaker</b></p> <p><b>If online: a computer with audio, a room and maybe some objectives to make it more fun.</b></p>
<p><b>ROB THE NEST</b></p>	<p>Create an obstacle course that leads to a nest of eggs (balls) and then divide the students into teams. They will have to race relay-style through the obstacles to retrieve eggs and bring them back to their team.</p>	<ul style="list-style-type: none"> <li>• Students appreciate and respect the teacher and their classmates</li> <li>• to have fun playing</li> <li>• consolidation of running</li> <li>• development of motor skills: speed, endurance, and dexterity.</li> </ul>	<p><b>Balls/ objects which can make an obstacle</b></p>

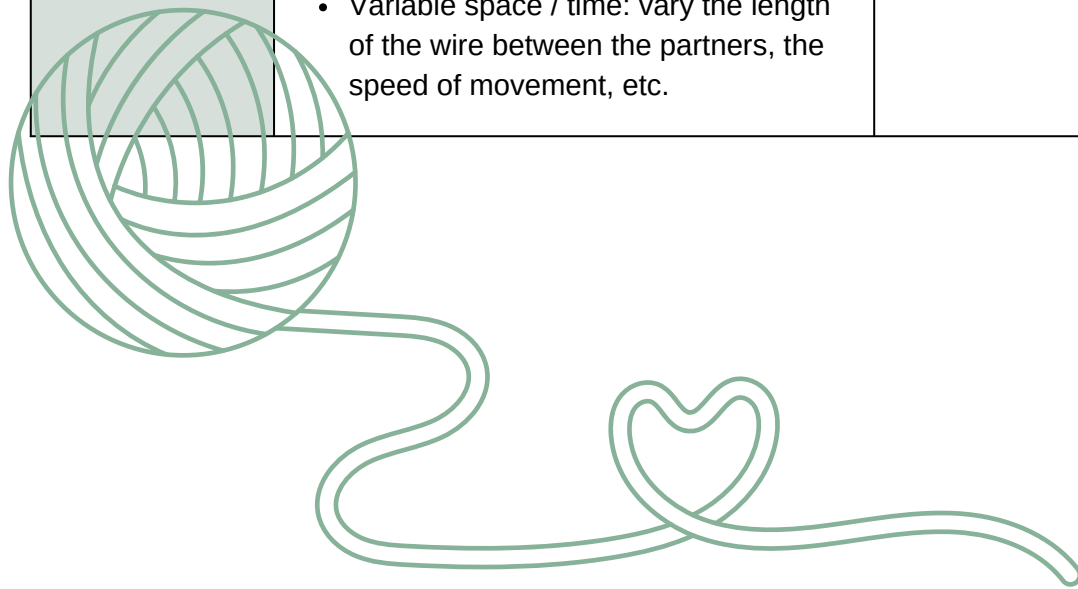


NAME	DESCRIPTION	OBJECTIVES	EQUIPMENT & MATERIALS
<p><b>PARACHUTE TUG-OF-WAR</b></p>	<p>So simple yet so fun, all you will need is a large parachute and enough students to create two teams. Have students stand on opposite sides of the parachute, then let them compete to see which side comes out on top!</p> <p>Another fun parachute game where one team needs to try to keep the balls (fleas) on the parachute and the other tries to get them off.</p>		<p><b>A parachute</b></p>
<p><b>CRAB SOCCER</b></p>	<p>Similar to regular soccer but students will need to play on all fours while maintaining a crab-like position.</p>		<p><b>A ball</b></p>
<p><b>SPIDER BALL</b></p>	<p>One or two players start with the ball and attempt to hit all of the runners as they run across the gym or field. If a player is hit, they can then join in and become a spider themselves.</p>		<p><b>A ball</b></p>
<p><b>HEAD, SHOULDERS, KNEES, AND CONES</b></p>	<p>Line up cones, then have students pair up and stand on either side of a cone. Finally, call out head, shoulders, knees, or cones. If cones is called, students have to race to be the first to pick up their cone before their opponent.</p>		<p><b>Cones</b></p>
<p><b>BLOB TAG</b></p>	<p>Pick two students to start as the Blob, then as they tag other kids, they will become part of the Blob. Be sure to demonstrate safe tagging, stressing the importance of soft touches.</p>		



NAME	DESCRIPTION	OBJECTIVES	EQUIPMENT & MATERIALS
<b>THE HUNTER, THE SPARROW, AND THE BEE</b>	<p>Children are allowed to run both in and out of the circle.</p> <p>The children who form the circle, will stand at intervals of at least one arm's length, in order to be able to allow those who run, to enter or leave the circle.</p> <p>Three children are chosen to sit in the circle: the first is the "hunter", the second the "sparrow" and the third the "bee". At a signal from the game leader, "the hunter" runs after the "sparrow" (catches it), the "sparrow" after the "bee" (eats it), and the "bee" after the "hunter" (stings it). The game continues until one of the three has been caught. He is replaced by another player in the circle and the game continues. If the number of children is higher, the three roles can be changed at once.</p>	<ul style="list-style-type: none"> <li>• consolidate the habit of running.</li> <li>• development of physical qualities</li> <li>• strengthening and development of the respiratory and cardiovascular system</li> <li>• to have fun while exercising</li> </ul>	
<b>WALKING</b>	<ul style="list-style-type: none"> <li>• Creative walking, walking in different ways with expression (space and body awareness).</li> <li>• Walking to a changing rhythm and walking at different speeds.</li> <li>• Forward, backward, sideways, diagonally, slow/fast, tall, small, middle-height on toes/heels, with small/long steps, in a circle, in a zigzag, on a line</li> </ul>		
<b>RACING</b>	<ul style="list-style-type: none"> <li>• Dodging, swerving, evading, changing direction and moving in general space</li> <li>• Dodging to avoid a moving chaser, space awareness, changing direction and speed.</li> <li>• Dodging, swerving, evading, and throwing at a moving target.</li> </ul>		

NAME	DESCRIPTION	OBJECTIVES	EQUIPMENT & MATERIALS
<p><b>THE MUSICAL THREAD</b></p>	<p>Throw the thread and let it fall to the ground (observe the pattern formed by the thread).</p> <p>Once the thread is on the ground, go around the shape of the drawing with the tip of your foot, your finger, your elbow, your knee, your head, etc.</p> <p>Evolutions / Variables:</p> <ul style="list-style-type: none"> <li>• In class: throw the thread and let it fall on the table, then follow the drawing with your finger, elbow, head, etc.</li> <li>• Body variable: fix and stretch the wire between 2 parts of its body and move (or move part of its body along the wire), without touching it, keeping it taut.</li> <li>• Relationship variable: in pairs, one of the 2 students fixes and stretches his thread between 2 parts of his body, then remains motionless; the other student must move their body or part of their body between the wire and their classmate, without touching the wire or the classmate.</li> <li>• Relationship / space variable: group together 2 pairs. The 2 pupils of the first pair stretch a thread between them. The students of the other pair walk around the wire (above, below) with or without contact between them. Reverse the role of pairs.</li> <li>• Variable space / time: vary the length of the wire between the partners, the speed of movement, etc.</li> </ul>		





NAME	DESCRIPTION	OBJECTIVES	EQUIPMENT & MATERIALS
JUMPING	<ul style="list-style-type: none"><li>• Place a rolled-up towel on the floor for the child to jump over - front, back and side - Hopping for height, hopping for distance, static and dynamic balance.</li><li>• Jumping for distance, landing and body awareness. Hopping for distance, static and dynamic balance, and landing safely.</li><li>• Jumping to rhythm, running and landing in general space; Sustained hopping, hopping for speed and to evade an obstacle, balance (static and dynamic); Jumping over a moving rope, at different levels, and working with others.</li></ul>		

# EXERCISES FOR P.E. DEVELOPED OUTDOORS

These activities can be done outside in the playground or at a square as a competition. Generally, in any space outdoors. We also need a music speaker  
If the activity is implemented online, we need a computer with audio, a room, and maybe some objectives to make it more fun.



NAME	DESCRIPTION
<b>RACE THROUGH THE CIRCLE</b>	In this exercise, you go through a circle held at a certain height.
<b>TWO BY TWO</b>	two children hold each other by the same hand and turn around, looking at each other. The free arm is stretched outwards, and the body is slightly bent to the side.
<b>LIFTING A FIR CONE</b>	The exercise is performed from a sitting position, with the support of the palms back on the ground. The legs are outstretched. He grabs a fir cone from the bottom with his toes and stands up. Whoever raises it above is the winner.
<b>TRACKING</b>	The exercise is performed by jumping on the tops and on both legs glued forward. The jumping race can be performed sometimes on one leg, sometimes on the other.
<b>BY BIKE</b>	The exercise is performed from the supine position. The legs move freely, imitating cycling
<b>AIRCRAFT FLIGHT</b>	In this exercise, run in a circle or describe the number 8. The arms are held like the wings of an airplane. To increase the efficiency of this exercise, the "flight" will be done with the humming "engine".
<b>SCALE</b>	Two children hold each other by their arms, standing back-to-back. One of them leans forward and lifts the other on his back. After returning to the starting position, the other child will do the same exercise. You can repeat the exercise two or three times.
<b>CAT AND KITTEN</b>	This exercise is done on four "paws", on tiptoes and palms. Children are the "kittens" who play in the grass. At the call of the cat, they come to the house on tiptoes and palms, making: "meow, meow" (for breathing)

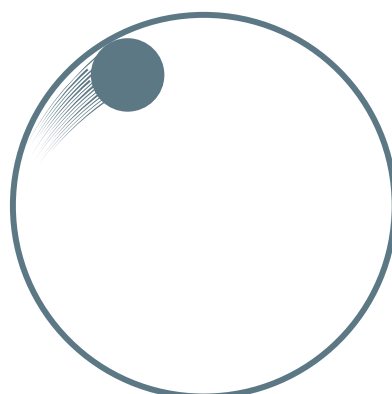


# EXERCISES WHICH RELEASE EMOTIONAL STRESS DURING THE SCHOOL DAY

Emotional stress related to school is overwhelming and hits a lot of students nowadays. Not only it will demotivate the student to do the work but it will impact considerably its academic achievement. These exercises below can be done during a school day, to relax and be more productive and calmer for the rest of the day. The better is to make these exercises in a quiet place with no disruption around.



NAME	DESCRIPTION
<p><b>EXERCISE TECHNIQUE</b></p>	<ol style="list-style-type: none"> <li>1. Sit comfortably in a chair, close your eyes. Shift focus attention from your thoughts to the rhythm of breathing. Take 5 cycles of "inhale- exhalation. The exhalation is slightly longer than the inhalation.</li> <li>2. Then shift the focus of attention to the sensations in the body. If your attention has shifted and you are thinking about something, be aware of the distraction. Distraction is natural. Let go of that distraction, gently, returning the focus of attention to the breath. As you inhale, explore the tension in the body (stress is most often manifested by bodily tension), and as you exhale, relax. Study the tension in the back, neck, face. Do several cycles until you feel that the muscles are not tense.</li> <li>3. Do 5 breaths again. Exhale slightly longer inhalation.</li> <li>4. At the end of the exercise, open your eyes, ask yourself the question: "What is important to me now?" Maybe it will be something very simple, like drinking water.</li> </ol>
<p><b>EXERCISE FOR TEACHING BREATHING EXERCISES</b></p>	<p>Target: learn breathing exercises, exercises will help get rid of internal tension.</p> <p>Instructions: Stand up and close your eyes, take a deep breath and imagine that inhaling, you are climbing up the rainbow, and exhaling, you slide off it, as if it were a slide. The exercise is repeated 3 times. Then repeat this exercise 7 times with your eyes open.</p>
<p><b>EXERCISE "MAGIC WORDS"</b></p>	<p>Target: learn to find words that will help get rid of feelings of anxiety</p> <p>Instruction: remember a situation when there was a feeling of excitement. Then say a magic word to yourself, for example: "peace", "silence", "gentle coolness" or others, the main thing is that they help.</p>





# EXERCISES WHICH REDUCE ANXIETY

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

These activities will be useful for reducing self-doubts and anxiety in day-to-day life. The better is to make these exercises in a quiet place with no disruption around.



## EXERCISE 1

Ask yourself a series of questions:

- How true is this?
- How useful is it for me to think about it now (can it help me in some way)?
- Would I talk about this to a close and dear person?

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

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



## EXERCISE 2

When in an alarming situation, ask yourself this question:

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

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



## EXERCISE 3

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

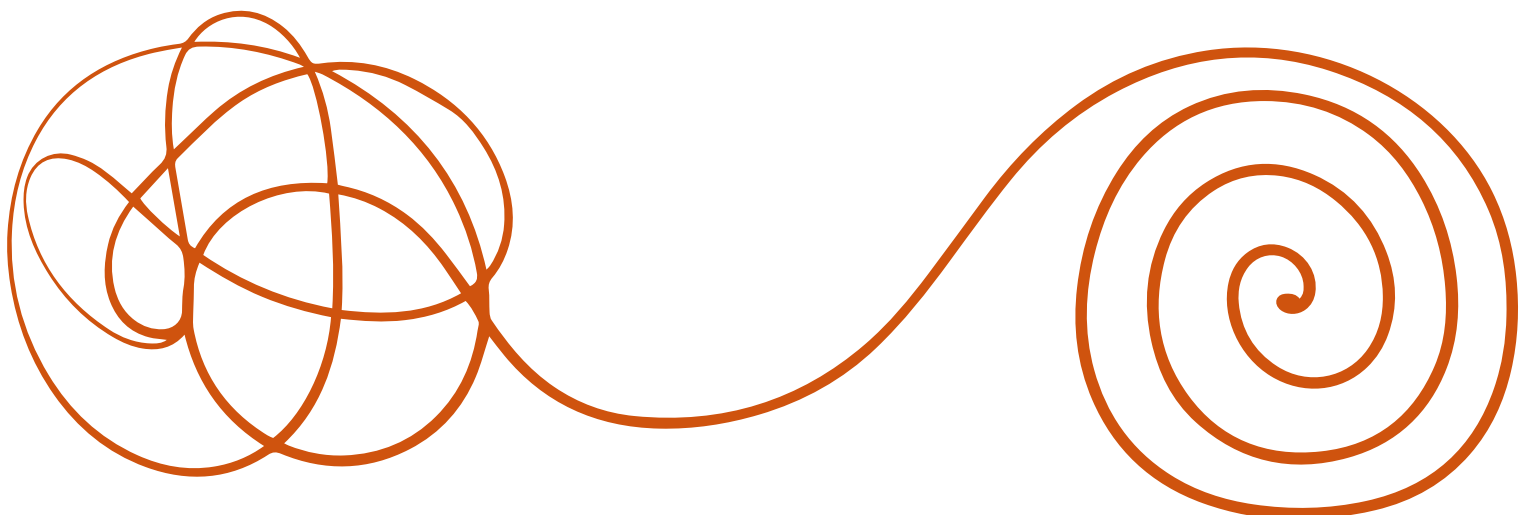
Exercise technique:

The exercise can be done while sitting or lying down.

1. If you feel that anxiety and fear are getting out of control, ask yourself: "What triggers stress? What influenced me?" This way you can track the moment of anxiety, fear, or anger.
2. Sit comfortably in a chair, close your eyes. Shift your focus from your thoughts to the rhythm of your breathing. Take 5 cycles of "inhale- exhalation. " The exhalation is slightly longer than the inhalation.
3. Then focus your attention on the sensations in the body. If your attention has shifted and you are thinking about something, be aware of the distraction. Distraction is natural. Let go of the distraction by gently returning your focus to your body while exploring the physical manifestations of stress. Stress is most often manifested by tension in the body.
4. Study the tension in the back, neck, face as you inhale, relax as you exhale.
5. Move your focus again from the body to the breath. Take 5 breaths. The exhalation is slightly longer than the inhalation.

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

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



## EXERCISE 4

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

We suggest you do "emotional gymnastics":

1. Try to feel as if you just woke up, and you slept well.
2. Relax and try to feel as if you are now start yawning. Raise your eyebrows and wrinkle your nose (facial expressions like when yawning). Yawn with delight.
3. Remember something extraordinarily pleasant in your life and smile. Hold a smile on your face.
4. Imagine that you are an athlete who has won. Rejoice.
5. And now: yawn, relax, smile and, again, rejoice.





# YOGA BREATHING

We explain to children that breathing is something we do involuntarily from birth, but we can control it if we want to.

Exercises are suggested to children to keep fit. The important thing is to offer our students engaging experiences even while staying at home.

For this activity, we need Candles, relaxing music, and a torch.

We can do it outside in the playground, generally in any space indoors. We also need a music speaker





## EXERCISE 1

First, the children arrange themselves in a circle around the teacher and take a deep breath, simultaneously raising their hands with the palms facing up, until they reach the height of the head.

When we have taken all the air, we release it slowly by lowering the hands with the palms facing down, until reaching the tip of the toes. We repeat three times.

Then they will take air through their nose, covering one of the nostrils, and when they release it, they will have to cover the other.

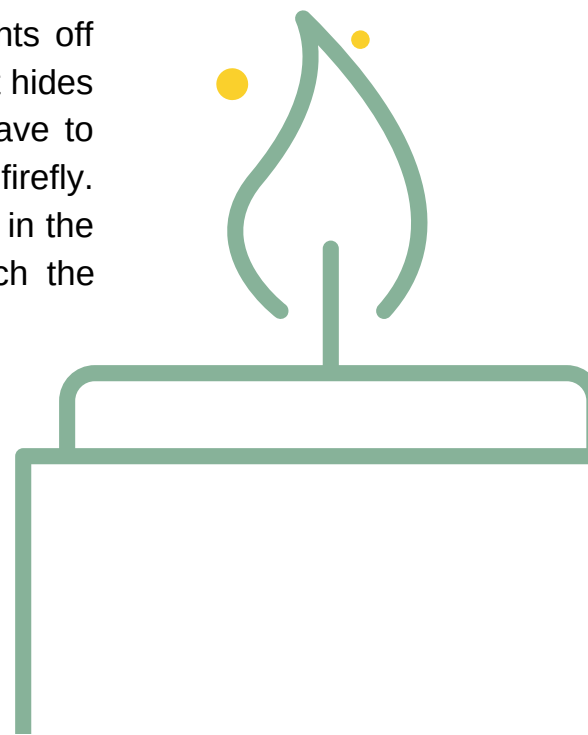
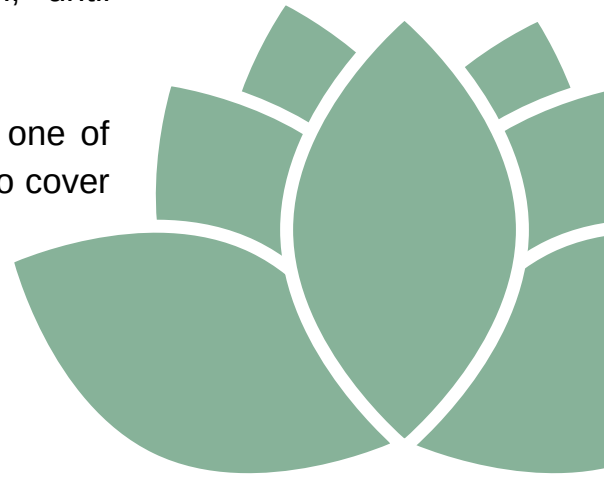
## EXERCISE 2

We light a candle, and the children sit around it. Each one is called individually, and they approach the candle taking air and releasing it very slowly so that the flame does not go out.

Once they are relaxed, we will introduce kids to yoga with some easy poses suitable for their age. We will start with the tree pose.

The session will end with the game of fireflies:

The children will be sitting on the carpet with the lights off and the teacher will tell them the story of the firefly that hides in the classroom. The children will get up and will have to walk slowly without making any noise in search of the firefly. The teacher will take a flashlight and focus on a place in the class, the children will follow the light to try to catch the firefly. When they arrive, you will quickly change seats.



# CONCLUSION

Exercise releases chemicals like endorphins and serotonin that improve your mood. Indeed, exercising reduce any feelings of loneliness and isolation. Improving mental health goes hand in hand with physical health. This is why this toolkit gathers both, physical education with relaxation/yoga exercises.

Overall, the toolkit has been a collaboration work with our competent partners in order to enhance mental-health education and enable students to become more familiar with the mind-body connection. This project has been carried out to maintain enough level of physical education at school for preventing risks related to mental health as well as body health in general.

But also, to direct and stimulate peer learning and teaching processes among students based on the methodology of well-being. It will not only enhance the physical health of students but their mental health as well.

These tools gather a good range of exercises that can be either done indoors or outdoors depending on the target and possibilities.

Finally, we're hoping that this toolkit can be used for a large number of people so that it has a positive impact on behaviors in the future.

