



Sport lesson plans BOOKLET

European project

Sport cALL for a healthy lifestyle



Project coordinator



Project partners





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Contents

About the project	3
The project partners	5
Harmony Waltz	6
Smile and Run Relay Race	12
Relay Fun	22
Jogging with Friends	33
Treasure Hunt Connect with Nature	41
Tabata – High-Energy Training with Low Environmental Impact	49
Volleyball Basics & Team Play	58
Volleyball - Attack & Game Play	65
Cha Cha Fundamentals	72
Cha Cha Variations & Expression	79
Football Training Session – Passing, Movement & Small-Sided Games	86
Intermediate Football Training	90
Volley Football (Football Tennis)	93
Martial Arts	96
Wushu	100
Circle Sequence Builder	104
Aerobic Colour Game	109
Jogging Relay Games (Balloon Race)	116
The Zumba Experience	121
Jogging Bingo	126



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European project **Sport cALL for a healthy lifestyle**

About the project

Sport cALL for a healthy lifestyle is a European cooperation project in the field of sport implemented in a consortium including Kasta Morrely Association from Romania as coordinator and the project partners Development Youth & Sports Association from Turkey, Intercultural Association for All from Portugal and EuroFRC from Poland. The project took place from January 2025 to June 2026. The project has contributed to developing the quality of support systems for grassroots sport activities and the capacity of civil society organisations in the sport and outdoor education field in the benefit of environment education.

Project objectives:

- To publicly emphasize the benefits of sport for a healthy lifestyle through the complementarity of sport and outdoor education in a grassroots sports multi-disciplinary approach applied through sport boot camp and awareness online and physical campaign.
- To support co-working among at least 50 sport, youth work and education stakeholders from Romania, Poland, Portugal and Turkey as a demonstrative factor of the cooperation benefits for increased impact of an environmental friendly way of living through sport.
- To strengthen the partnership among 4 organisations active in grassroots sport activities and non-formal education in Romania, Portugal, Poland and Turkey as a factor of developing the European cooperation in sport and education dedicated activities with focus on environmental protection awareness.



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The project main activities included:

- The international Bootcamp Sport and environment fusion implemented through different sports (relay games, football, martial arts, dance, and orienteering). It facilitated the exchange of sport practices and their benefit for health and emphasized sports multi-disciplinary benefits for wellbeing.
- The Awareness campaign Sport cALL for a healthy lifestyle implemented by an online campaign, sport focus workshops series and demonstrative sport events in public spaces in each partner country.

The project outcomes include 20 lesson plans of outdoor education methods for environment education through sport techniques.

The project brought under a common aim the domains of sport for a healthy lifestyle, outdoor education, youth and social inclusion aligned with the environmental protection aim, sport being a driving factor for a greener EU.

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The project partners



Kasta Morrely is a non-governmental, non-profit, independent association for the defense of fundamental human rights and freedoms with civic activity based on volunteering that promotes the qualifications and demonstrable performance necessary for sustainable development of the community. Kasta Morrely's multidisciplinary programs and activities take place in civic fields such as Human Rights, Youth, Volunteering, Active Citizenship, Recreation, Tourism and Sports, Sustainable Development, etc..



Development Youth & Sports Association from Türkiye develops, tests and spreads the “learning through sport” methodology, which builds-up leadership skills in youth and promotes the values of sport. The organisation provides teaching and training courses for kids and young people in different branches such as martial arts, dance, outdoor sports and scouting.



Intercultural Association for All from Portugal association implements long term programme dedicated to combating unemployment, supporting the creation of self-employment or helping actively seeking work, creation of events that encourage dialogue and create opportunities for the different actors, developing skills of organizations, monitoring, support, evaluation and consulting people, organizations and institutions in developing and implementing projects and action plans.



EuroFRC aims at carving into youth sector and Higher Education Institutions with non-formal education approaches and adopting the integration of experiential techniques: innovative methods and customized ad hoc activities, seminars, webinars and online meetings, training courses, youth exchanges, youth initiatives and campaigning opportunities, local and European collaborations, digital approaches for advanced learning strategies, and much more.

Harmony Waltz

Themes/sports approached : Slow Waltz

Environment motto: *Every step in harmony with yourself, your partner, and the planet.*

Group size: 10 – 30 participants

Time: 50 min

Overview

The Slow Waltz, also known as the English Waltz, is a beautiful and graceful dance that has captured the hearts of dancers and audiences alike. With its gentle, flowing movements and romantic atmosphere, the Slow Waltz is an essential part of any ballroom dance repertoire.

The Slow Waltz is a classic ballroom dance characterized by its flowing movements, rise and fall technique and romantic expression. It originated in the late 19th century and is one of the five standard dances in international ballroom competitions.

The Boston Waltz was a key transitional dance that influenced the development of the Slow Waltz we know today.

The Slow Waltz originated in the early 20th century as a more restrained and elegant version of the fast-paced Viennese Waltz. As it gained popularity in England and other European countries, it became known as the English Waltz. Today, the Slow Waltz is a staple of International Style ballroom dancing and is enjoyed by dancers of all levels around the world.

The Slow Waltz is characterized by its slow, sweeping movements and romantic ambiance. It is typically danced to music with a tempo of 28-30 measures per minute, allowing for greater expression and the incorporation of the rise and fall technique. This dance's fluidity and elegance make it a favorite among both novice and experienced dancers.

This method brings a fresh and inclusive approach to dance education by combining movement, rhythm, and the natural environment in a way that is accessible to all participants:

The activity takes place in open-air spaces, where participants can enjoy natural sounds (wind, birds, leaves, water) as part of the musical experience. By uniting rhythm, nature, and inclusive techniques, the method promotes not only physical development (coordination, posture, balance) but also emotional well-being, creativity, and social inclusion. It transforms dance into a space where everyone, regardless of ability, can participate equally.

Objectives

To support participants in strengthening and maintaining optimal health, improving posture, and encouraging balanced physical growth through gentle and rhythmic movement.

To develop motor coordination, body awareness, and the ability to perceive and reproduce rhythm and tempo, adapting movements so all participants can actively engage regardless of ability.

Provide a safe space for mental balance, relaxation, and self-expression through dance, allowing participants to detach from daily stress and experience joy in shared rhythmic movement.

To encourage participants to develop a positive connection with nature by engaging in movement activities outdoors, enhancing their appreciation of the natural environment.

At the end of the lesson, students should be able to:

- Recognize and maintain posture specific to the Slow Waltz.
- Execute the basic step sequence (1–2–3) with correct rhythm and body alignment.
- Apply rise and fall technique in simple movements.
- Dance in pairs with attention to partner coordination and musical tempo.
- Reflect on their body awareness, rhythm and emotions.
- Understand how practicing movement and dance in a natural environment influences physical comfort and overall well-being.

Materials

Laptop/phone/flash with music, speakers, soft sticks, nature sounds

Preparation

The session should begin with around 5 minutes of general warm up with exercises for head, neck, shoulders, waist, hips, legs, soles of the feet, **relax** and feel the nature around.

The session will continue with 5 minutes of specific warm up like: walking on the tiptoe, standing against a tree in an upright position.

Participants are introduced step by step to the slow waltz. Will begin with very simple movements and rhythms, practiced together in a supportive way. As confidence grows, participants explore more coordination and flow in their movements.

- Beginners: learn the movement in its simplest form, focusing on

rhythm and posture.

- More advanced: develop coordination, fluidity, and body control.
- Everyone: enjoys moving to music and connecting through dance, each at their own pace and ability.

The session continues by gradually slowing down the movement. Through breathing, stretching, or swaying, participants allow their bodies to relax.

Instructions (for the participants)

For this activity, it's best to wear comfortable clothes that allow you to move freely, for example, light pants or leggings and a T-shirt. Please bring a change of shoes with thin, flexible soles (like sneakers, ballerinas, or soft dance shoes), so your feet can move easily while dancing.

Tips for facilitators

- Keep sessions at a length that maintains energy and focus without creating fatigue (usually 30–60 minutes).
- Repeat movements enough times for participants to feel the rhythm, but avoid overloading them. Quality of movement is more important than quantity.
- Adjust the speed and strength of movements to the group's ability. The slow waltz naturally encourages gentle, flowing movements, which makes it suitable for mixed abilities.
- Encourage participants to listen to their body, movement should feel comfortable, not exhausting.
- Observe participants closely and adapt movements to their needs (using the soft stick for connection, modifying step size, or focusing on upper body movement if necessary).
- Allow moments of pause and breathing, especially for those who may need extra time to recover.
- Begin gently, increase activity in the main part, and always finish with relaxation. This progressive rhythm respects the body's natural flow and helps participants leave the session feeling energized but calm.
- Smile and give good vibe all the time and transmit to the participant how important is to feel the partner and the energy of the dance.
- Support participants in connecting with the surrounding nature, listening to natural sounds, feeling the fresh air and experiencing the music played at a low volume.

Rules of the method

The Slow Waltz's defining feature is the rise and fall technique, which involves a gradual rise onto the balls of the feet during counts 2 and 3, and a smooth lowering on count 1 of the following bar. This results in the dance's signature flowing movement and provides a sense of weightlessness for both partners.

In addition to the rise and fall, the Slow Waltz also incorporates sway, a side-to-side movement that creates a sense of continuity and adds to the dance's graceful appearance. Proper posture and frame are essential for maintaining balance and connection between partners, ensuring a seamless and enjoyable dancing experience.

The music to which is danced a waltz has a three-quarter measure, standard is between 28 and 31 beats per minute. Exceptionally also danced slowly, even up to 20 beats per minute. But very difficult to dance.

The dance typically involves complete closure of the feet, often with dancers standing on their toes.

When danced with several pairs it is as though the dance floor 'waves'.

This movement is called "Pendulum Swing", the state of the pendulum of a clock. This starts high and goes down and the rate is increasing. When the pendulum is down he has his top speed, and when he goes up the speed again decreases. At the top is the dead point and the cycle starts again.

The steps of this dance are very flamboyant and smooth. They run in a smooth movement further. This is accomplished by going as low as possible at the knees at the forward step over the heel and the backward pass of the ball of the foot, interspersed with high steps over the toes. The lateral steps (chasses) are always taken on the toes (ball of the foot). The entirely dance floor is used during the dance. The second beat, the lateral pass should be made great.

Debriefing and evaluation

The group reflects briefly: How did the dance feel? What did you notice about your rhythm, balance, or emotions? How did you appreciate the direct connections with the nature? This closing helps integrate the experience and leaves participants with a sense of calm and accomplishment.

Adaptation

The slow waltz, a dance based on flowing and rhythmic steps, is adapted to each person's ability. The focus is not on technical perfection but on shared movement, body awareness, and joy. This allows young people with

different opportunities and challenges to dance together in harmony.

The method can be applied on persons with fewer opportunities/ mental or physical disabilities:

The method introduces the use of a soft stick as a creative tool for connection and coordination between partners:

For participants without hands, the stick unites them gently, enabling them to experience leading and following movements.

For visually impaired participants, the stick provides orientation and safety, making it easier to move in sync with their partner.

For pairs of one hearing and one deaf participant, the stick placed on the chest allows them to “feel” rhythm and movement through body vibrations, creating a unique shared experience.

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Organization	2 min	Greeting, presence, equipment check Announcing the theme	Front formation	Observation
Warm-up	5–7 min	General warm-up: walking, tiptoe, heel-walk, head–neck–shoulder mobilization, listen nature sounds	Line/circle formation, explanation and demonstration	Guided observation
Specific warm-up	5 min	Walking in rhythm 3/4 Posture exercises at wall Rise on toes, balance	Frontal / pairs	Corrections and feedback
Application	25 min	1. Introduction to Slow Waltz rhythm (clapping, stepping in place) 2. Learning basic step forward and backward 3. Practicing in pairs, focus on coordination 4. Introducing rise and fall technique 5. Inclusive variation	Explanation, demo, practice in pairs/groups	Observation, verbal feedback

		with soft stick (for coordination, orientation, rhythm perception)		
Application	5 min	Small group dance: 2–3 pairs dancing simultaneously - Encourage expression and fluidity	Group work	Peer and trainer feedback
Recovery	3–4 min	Gentle swaying in rhythm Breathing exercises with music/nature sounds	Circle formation	Observation of relaxation
Debriefing	2–3 min	Reflection: “How did the dance feel? What did you notice?” - Acknowledgements, farewell	Conversation, group reflection	Self-evaluation, verbal appreciation

Method supported by the trainers Talida Moreli and Dan Cîrdei. Lesson plan elaborated with the support of Cătălina Aghiniței (trainer).



Smile and Run Relay Race

Themes/sports approached: Relay race

Environment motto: *Play fair with people, play fair with nature.*

Group size: multiple of 3 like: 15, 21, 30 participants

Time: 50 min

Overview

Relays are dynamic non-formal, outdoor-friendly method for pupils because they combine movement, teamwork, rhythm and fun. The design of relay methods can be simple, adaptable and inclusive (so pupils with fewer opportunities can join easily).

A relay race is an event in which a certain number of participants work as a team to reach the finish line. The aim is to reach the end as quickly as possible and each member of the team takes a turn completing part of the course.

Relay races take place in lots of different sports such as athletics, swimming and orienteering.

In athletics, as well as running the distance, the athletes must pass a baton to each other around the circuit.

The concept of relays (teams passing something to cover distance or mark stages) has old roots—in many cultures' couriers/message-bearers were used.

Modern “baton” relay races (as in athletics / track & field) began in the United States in the 1880s. Early versions involved carrying flags or pennants instead of batons.

The baton (or equivalent) as a physical object to be passed between runners was introduced in 1893.

Over time, relay races became standard events in track & field, including in the Olympics. For example, men's 4×100m and 4×400m relays became Olympic events; women's relay events were added later.

Objectives

- Strengthen teamwork, communication and social inclusion among young people with diverse abilities and backgrounds.
- Improve physical coordination, agility and motor skills through the relay's varied tasks as running, balancing, carrying, solving a small movement challenge.
- Encourage healthy movement habits and connection with nature by

motivating young people to be active, breathe fresh air, and interact with natural elements through outdoors activities

- Build self-confidence, positive emotions and stress reduction through play by encouraging young people to challenge themselves safely, celebrate small successes, release tension through physical activity, and experience joy in group movement.
- Promote environmental responsible behaviour by encouraging participants to observe, appreciate and respect the natural environment.

This relay method introduces a modern, inclusive and nature-centered approach to group movement activities for young people.

The activities are carried out entirely in open-air environments, where participants benefit from fresh air, natural scenery and the calming sounds of nature. The wind, birds, rustling leaves and outdoor ambience create a playful and energizing atmosphere that enhances motivation and reduces stress, making the experience both physically and emotionally enriching.

The method adapts relay tasks to be accessible for young people with different abilities, by using simple supportive tools and thoughtful team structures:

- A soft stick can be used to unite two participants who need guidance or connection, enabling those without hands to participate equally in group movements.
- Visually impaired participants can benefit from tactile guidance through the stick or through partner-led orientation, ensuring that they can safely and confidently take part in the relay.
- A pair consisting of one hearing and one deaf participant or with other disability can use the same soft stick or hand connection to synchronize movement through body signals and shared touch, turning the relay into a collaborative sensory experience.

The relay challenges are redesigned to highlight cooperation rather than pure competition. Instead of focusing only on speed, the method emphasizes teamwork, mutual support, communication and shared achievement.

The outdoor setting and the inclusive adaptations encourage creativity and social interaction, allowing young people from diverse backgrounds and with fewer opportunities to feel fully involved.

Materials

- 9 cones or outdoor markers
- 3 soft, lightweight batons
- 3–5 flexible, foam-covered or soft plastic sticks
- 3 medium-sized soft balls
- 1 oversized elastic T-shirt per team
- Chalk, rope, or additional cones
- Optional items: a portable speaker for warm-up music
- Clipboards and pens for facilitators to note scores or observations, a whistle or soft sound signal for start/stop commands

Preparation

To prepare the body gently and safely, begin the session with about 5 minutes of general warm-up. Guide participants through light movements for the whole body—soft rotations and stretches for the head, neck, shoulders, waist, hips, legs, and the soles of the feet. Encourage them to breathe deeply and enjoy the fresh air while waking up their muscles. Also encourage them to have a moment with direct connection with all surrounding sounds of nature.

Next, continue with another 5 minutes of more specific warm-up activities to activate balance and coordination. This can include walking on tiptoe, walking on heels, or standing with the back against a tree or wall to feel a tall, aligned posture. These simple movements prepare everyone for the relay tasks ahead.

The warm up will be ended with easy running.

This relay method consists of four dynamic stages designed to engage three teams of young participants in a progressive and enjoyable outdoor competition.

1. In the first part, the group is divided into three teams, each positioned behind a designated START point. A cone or marker is placed ahead of them and every member takes a turn running to the marker, circling it, and returning to hand over the baton to the next teammate. When the final runner completes the course and returns to the starting point, they announce the team's finish. Based on arrival order, the teams are awarded points: three points for first place, two for second place and one for third.

2. The second part of the activity begins again with the group split into the same three teams, each with a cone marking their START line. This relay emphasizes cooperation: the first team member runs alone from the START

to the marker and back. Upon returning, they pick up another teammate and the two of them run together to the marker, go around it and return. They then collect a third teammate and the chain continues to grow until the entire team is running in a connected line—holding hands or using a soft connection—toward the marker. When they reach point 2 together, the whole group bows or briefly touches the marker before returning to the START as one coordinated unit.

3. In the third part, the relay shifts to a combination of running, throwing and catching. A marker is placed one meter before point 2. The first participant runs to this spot and throws a ball back toward their team. Immediately after the throw, they return to the group by running backwards, while the teammate who catches the ball becomes the next runner. This sequence continues until every team member has completed the task, maintaining focus on accuracy, teamwork, and spatial awareness.

4. The fourth and final part is known as the “Traveling Shirt.” The same markers from the previous exercise are used, with the addition of another marker placed about one and a half to two meters in front of each team’s START point. An oversized T-shirt (or similar garment) is placed at the START line. One by one, each team member puts on the shirt, runs to the third marker, touches it, and returns to pass the shirt to the next teammate, who repeats the cycle. This part of the relay promotes coordination and a sense of shared responsibility, as the entire team works together to complete the sequence as quickly and efficiently as possible.

Instructions (for the participants)

For this activity, please wear comfortable clothes that allow you to move easily—such as sports pants, leggings, or shorts, along with a breathable T-shirt. Since we will be outdoors and moving across different surfaces, it’s best to wear supportive shoes with good grip, like sneakers or other flexible sports shoes.

As we will be running, bending and completing different relay tasks, make sure your shoelaces are tied securely and remove any accessories or objects that might limit your movement. Bring a bottle of water to stay hydrated and, if the weather is sunny, consider wearing a hat or applying sunscreen.

Most importantly, come with a positive attitude and be ready to enjoy teamwork, fresh air and playful movement together.

Tips for facilitators

- Keep each session at a length that maintains energy, engagement and focus without causing fatigue. A typical relay session works well in 30–60 minutes, depending on the group's age and abilities.
- Repeat relay tasks enough times so participants can understand the flow, practice coordination and feel the teamwork, but avoid overloading them. Quality of movement and collaboration is more important than speed or number of repetitions.
- Adjust the pace and intensity of each relay challenge to match the group's abilities. Some tasks may be faster or slower, and some participants may need extra support. Focus on creating a fun and safe experience for everyone.
- Observe participants closely and be ready to adapt the relay tasks: use soft sticks or connections for guidance, modify distances, simplify handovers, or allow alternative movements so that everyone can participate fully.
- Include brief moments of pause and breathing, especially after high-energy stages, so participants can recover, refocus and stay engaged.
- Follow a progressive rhythm: start gently with warm-up and simple tasks, increase activity during the main relay challenges and finish with a short cool-down or reflective moment to help everyone feel calm, satisfied, and accomplished.
- Maintain a positive, encouraging attitude throughout the session. Smile, cheer, and celebrate small successes. Show participants that teamwork, connection, and enjoyment are more important than just winning.
- Reinforce the importance of awareness and cooperation: remind participants to feel their teammates' presence, share energy, and communicate clearly during each stage. This strengthens both the physical and social learning outcomes of the relay.
- Keep participants connected with the surrounding nature, emphasizing the importance of physical movement in a natural environment, without the use of music, and encouraging them to recognize that physical activities in nature contribute to overall well-being.

Rules of the method

The relay method is the combination of teamwork, coordination, and sequential movement, which ensures that every participant is actively involved in the relay while contributing to the team's progress. Each team

completes a series of stages in which participants move from a START point to designated markers, performing tasks such as running, circling, passing objects, or moving in connected pairs.

At the core of the relay is the principle of sequential participation: only one participant may complete their assigned leg at a time, handing over the baton, soft stick, ball, or “traveling shirt” to the next teammate before they can begin.

Each stage of the relay has specific guidelines that all teams must follow. For example, in the “Growing Snake” stage, participants must remain connected as they move toward the marker, maintaining their chain until the entire team reaches the point together. In the “Catch and Return” stage, balls must be thrown gently and caught before the next runner begins, ensuring safety and fairness. In the “Traveling Shirt” stage, the shirt must be passed sequentially without skipping team members.

Stage 1 – classic baton relay

TEAM A	MARKER	TEAM B
X X X START	△	START X X X
↑		
Runner 1 runs → circles marker → returns ← passes baton		

Stage 2 – growing snake relay (cooperation)

START LINE	MARKER
X	△
X → Runner 1 runs alone → returns	
X	
X-X → Runner 1 + Runner 2 run together → return	
X	
X-X-X → Whole team runs connected → reaches marker together	

Stage 3 – run – throw – return relay

START LINE THROW ZONE MARKER

X * △

X

X

Runner runs → reaches THROW ZONE

throws ball ← to team

runs BACKWARDS ←

Next runner starts after catching the ball

Stage 4 – traveling shirt relay

START LINE EXTRA MARKER TURN MARKER

X (shirt) □ △

X

X

Runner:

- puts on shirt

- runs → touches △

- returns ←

- passes shirt to next runner

Timing and accuracy are important, but cooperation and adherence to the rules take priority over pure speed. Teams earn points based on their position at the end of each stage, and all points contribute to the final team score. While participants are encouraged to move quickly, it is essential that they follow the proper procedure, maintain safe movement, and support one another throughout the relay.

Debriefing and evaluation

At the end of the activity, the group gathers for a short reflection circle.

Participants are invited to share how the relay felt for them:

- How did you experience teamwork during the different stages?
- What did you notice about your coordination, communication, or

energy levels?

- Were there any moments when you supported someone or felt supported yourself?
- What did you liked most about this competition?
- How did being outdoors influence your mood or motivation?
- Would you like to do this activity again?
- Did you enjoy making this activity in a natural environment?
- What can we do to protect the nature and to contribute to environmental sustainability?

This gentle closing conversation helps participants become aware of their physical and emotional experiences, strengthens group connection, and encourages them to recognize their own progress. It leaves everyone with a sense of accomplishment, joy, and belonging after completing the relay together.

Adaptation

The method can be applied on persons with fewer opportunities like:

- Persons that are social excluded or victims of bullying
- Participants with upper-limb disabilities
- Visually impaired participants
- Mixed groups including deaf and hearing participants

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Organization	2 min	Greeting, presence check, verification of equipment and footwear. Brief safety reminders for outdoor activity. Announcing the theme: <i>SMILE AND RUN – Relay Race.</i>	Front formation, verbal explanation	Observation
Warm-up	5–7 min	General warm-up for whole body: walking, light jogging, tiptoe and heel walking, head–neck–shoulder rotations, hips and ankles mobilization, breathing exercises, connection with nature.	Line or circle formation, explanation and demonstration	Guided observation

Specific warm-up	5 min	Balance and coordination activation: walking on tiptoe and heels, posture alignment against wall/tree, easy running to prepare for relay effort.	Frontal formation, individual execution	Corrections and feedback
Application – Relay Stage 1	8 min	Classic baton relay: teams of 3 run to marker, circle it, return and pass the baton. Scoring based on finishing order (3–2–1 points).	Explanation, demonstration, team relay	Observation, verbal feedback
Application – Relay Stage 2	7 min	Growing Snake Relay: first runner alone, then progressively adding teammates until entire team runs connected and reaches the marker together.	Demonstration, cooperative team work	Observation of teamwork and coordination
Application – Relay Stage 3	5 min	Run–Throw–Return Relay: runner throws ball to team, returns backward, next participant continues. Focus on accuracy and coordination.	Practice in teams, explanation	Observation, corrections
Application – Relay Stage 4	5 min	Traveling Shirt Relay: participants put on oversized shirt, run to marker, return and pass shirt to next teammate.	Group work, playful competition	Peer and trainer feedback
Recovery	3–4 min	Walking, light jogging, breathing exercises, gentle stretching to lower intensity after effort.	Circle or line formation	Observation of recovery
Debriefing	2–3 min	Reflection circle: teamwork experience, emotions, coordination, outdoor impact, enjoyment of activity. Closing and farewell.	Conversation, group reflection	Self-evaluation, verbal appreciation

Method supported by the trainer Oana Mihaela Ilașc. Lesson plan elaborated with the support of Cătălina Aghiniței (trainer).



Relay Fun
Themes/sports approached: relay race
Group size: multiple of 2: 10, 14, 16 participants
Time: 50 min.
Environment motto: <i>We move together, we care for each other and we respect nature.</i>
Overview Relays are dynamic non-formal, outdoor-friendly method for pupils because they combine movement, teamwork, rhythm and fun. The design of relay methods can be simple, adaptable and inclusive (so pupils with fewer opportunities can join easily). A relay race is an event in which a certain number of participants work as a team to reach the finish line. The aim is to reach the end as quickly as possible and each member of the team takes a turn completing part of the course. Relay races take place in lots of different sports such as athletics, swimming and orienteering. In athletics, as well as running the distance, the athletes must pass a baton to each other around the circuit. The concept of relays (teams passing something to cover distance or mark stages) has old roots in many cultures' couriers/message-bearers were used. Modern "baton" relay races (as in athletics / track & field) began in the United States in the 1880s. Early versions involved carrying flags or pennants instead of batons. The baton (or equivalent) as a physical object to be passed between runners was introduced in 1893. Over time, relay races became standard events in track & field, including in the Olympics. For example, men's 4×100m and 4×400m relays became Olympic events; women's relay events were added later. The relay method introduces a modern, inclusive and nature-centered innovation to group movement activities for young people. Unlike traditional relays that focus solely on speed and performance, this approach integrates emotional well-being, accessibility, social connection and the natural environment into the learning process. ✓ Nature as an active learning space All activities take place outdoors, transforming the natural environment into a dynamic and supportive learning setting. Fresh air, natural scenery, and the

calming sounds of wind, birds, and rustling leaves create an energizing atmosphere that increases motivation, reduces stress, and enhances participants' overall physical and emotional experience. The outdoor ambiance supports both relaxation and playful engagement, making the activities more meaningful and memorable.

✓ Inclusive design for participants with different abilities

The method is intentionally designed to ensure that *all* young people, including those with disabilities, can participate equally and safely. Simple adaptive tools and cooperative structures allow every participant to contribute:

- Soft guiding sticks help connect two participants, enabling effective teamwork and allowing individuals without hands to move in coordination with their peers.

- Visually impaired or visually impaired participants receive tactile guidance either through the soft stick or with the support of a partner, providing orientation and increasing their comfort and confidence.

- Pairs including deaf or hearing-impaired participants, or young people with other disabilities, can use physical contact or the guiding stick to synchronize movement through touch, body signals, and shared rhythm—turning the relay into a multisensory collaborative experience.

✓ Encouraging creativity, connection and social inclusion

By combining outdoor exploration with inclusive adaptations, the method promotes creativity, social interaction and emotional connection. Young people from diverse backgrounds, including those with fewer opportunities can participate fully, feel valued, and experience a sense of belonging. This makes the relay method not only an engaging physical activity but also a tool for social inclusion, personal development and environmental awareness.

Objectives

Strengthen teamwork, communication and social inclusion among young people with diverse abilities and backgrounds.

Improve physical coordination, agility and motor skills through the relay's varied tasks as running, balancing, carrying, solving a small movement challenge.

Encourage healthy movement habits and connection with nature by motivating young people to be active, breathe fresh air and interact with natural elements through outdoors activities.

Build self-confidence, positive emotions and stress reduction through play by encouraging young people to challenge themselves safely, celebrate small successes, release tension through physical activity, and experience joy in group movement.

Promote environmental responsible behaviour by encouraging participants to observe, appreciate and respect the natural environment.

Materials

- Open outdoor space (park, yard, sports field, forest clearing)
 - Cones or markers to define boundaries, starting points and running paths
 - 1–2 tennis balls (or soft balls for safety) or optional - soft foam balls for younger or more sensitive groups
 - 1 sturdy chair (used as the final target point)
 - 1 medium-sized soft ball (safe for tagging, foam ball recommended)
 - Filled balloons (water balloons or air balloons depending on the activity) or alternative - regular ball (lightweight), if balloons are not used
 - Soft guiding sticks (foam pool noodles or flexible rods) for paired mobility
 - Blindfolds (if used for role-play awareness exercises)
 - Hearing-friendly visual signals (coloured flags, hand signs)
- Optional items: a portable speaker for warm-up music. Clipboards and pens for facilitators to note scores or observations, a whistle to give the start

Preparation

To prepare the body gently and safely, begin the session with about 5 minutes of general warm-up. Guide participants through light movements for the whole body soft rotations and stretches for the head, neck, shoulders, waist, hips, legs, and the soles of the feet. Encourage them to breathe deeply and enjoy the fresh air while waking up their muscles.

Next, continue with another 5 minutes of more specific warm-up activities to activate balance and coordination. This can include walking on tiptoe, walking on heels, or standing with the back against a tree or wall to feel a tall, aligned posture. These simple movements prepare everyone for the relay tasks ahead. Encourage participants to have a moment with direct connection with all surrounding sounds of nature.

The warm up will be ended with easy running.

The relay method is an interactive and dynamic approach designed to engage young people through teamwork, movement and fun competition. It is based on a series of short, progressive challenges carried out outdoors (or in a large indoor space). The aim is to strengthen cooperation, coordination, communication, and team spirit among participants.

In this method, young people are divided into two/four teams. Each team completes a sequence of relay-style activities. The relay consists of four main stages, each implemented one after another. Teams earn points or time advantages depending on performance, but the overall emphasis is on participation, enjoyment and teamwork.

Stage 1: “Catch & Return” circle challenge

At the beginning, all participants stand in a circle while one person stands in the middle holding a tennis ball.

- In the first phase, the person in the center throws the ball in order, one by one, to each participant. Each participant must catch the ball and throw it back to the center.
- In the second phase, the center person throws the ball randomly to different participants. Those in the circle must stay alert, catch the ball quickly and return it.

The team with the fewest dropped balls wins this stage.

Stage 2: Running through the human spiral

Participants form a “human spiral” by sitting in two long rows (one for each team), all facing a chair placed at the end point.

- Each team selects one runner who begins the race at the coordinator’s signal.
- Both runners weave between their seated teammates in a spiral pattern and race toward the chair.
- The first runner to reach the chair and sit down earns a point for their team.

Stage 3: “Ducks and the hunter”

Participants sit in a circle with a ball placed in the middle. One participant is chosen as the “hunter.”

- At the coordinator’s command, everyone starts running around the circle.

- After a few seconds, the coordinator calls for a change of direction, forcing participants to adapt quickly.
- When the coordinator shouts “HUNT!”, the hunter grabs the ball and attempts to hit one of the “ducks.”
- The “ducks” must run away, change direction, or dodge to avoid being tagged.

Stage 4: Over and under relay

Participants form two or four lines (depending on group size).

- The first person in each line holds a filled balloon (or a ball).
- The balloon is passed under the legs of the first player to the person behind them, and then over the head of the next person.
- This pattern continues until the balloon reaches the last person in line.

The team that completes the sequence first—without dropping the balloon—wins this relay.

Instructions (for the participants)

For this activity, please wear comfortable clothes that allow you to move easily such as sports pants, leggings, or shorts, along with a breathable T-shirt. Since we will be outdoors and moving across different surfaces, it’s best to wear supportive shoes with good grip, like sneakers or other flexible sports shoes.

As we will be running, bending and completing different relay tasks, make sure your shoelaces are tied securely and remove any accessories or objects that might limit your movement. Bring a bottle of water to stay hydrated and, if the weather is sunny, consider wearing a hat or applying sunscreen.

Most importantly, come with a positive attitude and be ready to enjoy teamwork, fresh air and playful movement together.

Tips for facilitators

- Keep each session at a length that maintains energy, engagement and focus without causing fatigue. A typical relay session works well in 30–50 minutes, depending on the group’s age and abilities.
- Repeat relay tasks enough times so participants can understand the flow, practice coordination and feel the teamwork, but avoid overloading them. Quality of movement and collaboration is more important than speed or number of repetitions.
- Adjust the pace and intensity of each relay challenge to match the group’s abilities. Some tasks may be faster or slower, and some participants may need extra support. Focus on creating a fun and safe experience.

- Observe participants closely and be ready to adapt the relay tasks: use soft sticks or connections for guidance, modify distances, simplify handovers, or allow alternative movements so that everyone can participate fully.
- Include brief moments of pause and breathing, especially after high-energy stages, so participants can recover, refocus and stay engaged.
- Follow a progressive rhythm: start gently with warm-up and simple tasks, increase activity during the main relay challenges and finish with a short cool-down or reflective moment to help everyone feel calm, satisfied, and accomplished.
- Maintain a positive, encouraging attitude throughout the session. Smile, cheer, and celebrate small successes. Show participants that teamwork, connection, and enjoyment are more important than just winning.
- Reinforce the importance of awareness and cooperation: remind participants to feel their teammates' presence, share energy, and communicate clearly during each stage. This strengthens both the physical and social learning outcomes of the relay.
- Keep participants connected with the surrounding nature, emphasizing the importance of physical movement in a natural environment, without the use of music, and encouraging them to recognize that physical activities in nature contribute to overall well-being.

Rules of the method

The relay method is built on teamwork, coordination and sequential movement. Every participant plays an active role, completing their part of the relay and directly contributing to the team's overall progress. All activities begin at a designated START point and follow a marked path or task sequence. Participants must complete each relay stage one at a time, following the principle of order, safety and cooperation.

Skipping team members or starting early is not allowed and results in repeating the leg.

Each stage involves a specific movement skill, running, circling, passing objects, synchronized movement in pairs or catching and throwing.

The assigned task must be completed fully before the next teammate can begin.

A hand-off is valid only when the object (ball, stick, shirt, etc.) is clearly transferred from one participant to the next.

The relay method is governed by rules that ensure safety, fairness,

teamwork, and proper execution of each activity. Every stage must be completed according to its specific requirements, and participants must follow the coordinator's instructions at all times. While the relay involves friendly competition, cooperation, awareness, and respectful conduct remain the central principles.

Stage 1 - "Catch & Return" Circle Challenge

All participants must stand in a clearly marked circle, keeping equal distance from one another.

Only the person in the center may handle the ball at the start of the stage.

- The ball must be thrown in sequence, one participant at a time; participants must attempt to catch the ball safely and return it immediately; any dropped ball must be retrieved quickly before continuing.
- Throws become random, and participants must stay alert; participant may only return the ball after catching it securely; no pushing, stepping out of the circle, or intentionally distracting others is allowed.; the team with the fewest dropped balls at the end of both phases wins the stage.

```

  X   X   X
    \ | /
X ---- O ---- X
    / | \
  X   X   X

```

O = center player with ball

X = participants in circle

Ball is thrown → caught → returned

(first in order, then randomly)

Stage 2. Running through the human spiral

- Participants sit in two long rows to form two spirals, one per team.
- All must remain seated throughout the stage; each team chooses one runner who will begin at the coordinator's signal; runners must follow the spiral path by weaving between their seated teammates without skipping any gaps; runners must not push, step on, or collide with seated participants.
- The race is complete only when the runner reaches the chair and sits fully on it; the first runner to sit on the chair earns one point for their team.

- If a runner leaves the designated path, blocks the other runner, or disrupts seated participants, the attempt must be repeated.

START TARGET
X X X X X X [CHAIR]
\\ \\ \\ \\ \\ \\
\\ \\ \\ \\ \\ \\

Runner weaves between seated teammates
→ reaches chair → sits down

Stage 3. “Ducks and the Hunter”

- Participants form a seated circle with a ball placed in the center.
- One participant is selected as the hunter and must remain outside the circle until the “HUNT!” command; when instructed, all “ducks” must run around the circle in the direction given by the coordinator.
- When the coordinator calls “Change!”, participants must switch running direction immediately; upon hearing “HUNT!”, the hunter may enter the circle, grab the ball, and attempt to tag a duck by gently throwing the ball.
- Ducks may run, dodge, or change direction to avoid being hit, but may not push other participants or leave the play area.
- The hunter must aim below the shoulders for safety.
- A duck who is hit becomes the next hunter in the following round
- Unsportsmanlike behavior (rough contact, intentional blocking) is not allowed and results in a replay of the round.

X X X→H
(running)
X X

● (ball)
H

X = ducks running around circle

● = ball in center

H = hunter enters on “HUNT!”

Stage 4. Over and under relay

- Participants must stand in straight, clearly defined lines (two or four teams depending on group size).
- The first participant holds the balloon or ball and must begin only at the coordinator's signal.
- The object must be passed using the under-over pattern: first person → under the legs; next person → over the head; and so on, alternating the pattern until the end of the line
- Participants must remain in place and cannot change position within the line; the balloon or ball must not be thrown or handled with excessive force; if the object is dropped, it must be retrieved and passed from the exact point where it was dropped.

START

X ← under legs

X → over head

X ← under legs

X → over head

X (last)

Object travels back through the line

Debriefing and evaluation

At the end of the activity, the group gathers for a short reflection circle. Participants are invited to share how the relay felt for them:

- How did you experience teamwork during the different stages?
- What did you notice about your coordination, communication, or energy levels?
- Were there any moments when you supported someone or felt supported yourself?
- What did you liked most about this competition?
- How did being outdoors influence your mood or motivation?
- Would you like to do this activity again?
- Did you enjoy making this activity in a natural environment?
- What can we do to protect the nature and to contribute to environmental sustainability?

This closing conversation helps participants become aware of their physical and emotional experiences, strengthens group connection, and encourages them to recognize their own progress. It leaves everyone with a sense of accomplishment, joy, and belonging after completing the relay together.

Adaptation

The method can be adapted and applied on persons with fewer opportunities like:

- Persons that are social excluded or victims of bullying
- Visually impaired participants
- Mixed groups including deaf and hearing participants

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Organization	2 min	Greeting, presence check, verification of equipment and outdoor safety. Announcing the session theme: <i>Relay Race – SMILE AND RUN.</i>	Front formation, verbal explanation	Observation
General warm-up	5 min	Light walking and jogging, head–neck–shoulder rotations, hips, knees and ankles mobilization, breathing with awareness of outdoor environment.	Line or circle formation, demonstration	Guided observation
Specific warm-up	5 min	Walking on tiptoe and heels, posture alignment against wall/tree, balance tasks, easy running to prepare for relay effort.	Frontal formation, individual execution	Corrections and feedback
Application – Stage 1	8 min	Catch & Return – Circle Challenge (ordered throws, then random throws; focus on attention and coordination).	Explanation, demonstration, group practice	Observation, verbal feedback
Application – Stage 2	8 min	Running through the human spiral (weaving between seated teammates toward chair target).	Demonstration, competitive relay	Observation of coordination and safety

Application – Stage 3	7 min	Ducks and the Hunter (direction changes, reaction speed, tagging with ball).	Guided play, role rotation	Observation, rule compliance
Application – Stage 4	7 min	Over and under relay (passing balloon/ball under legs and over head in sequence).	Group relay work	Peer and trainer feedback
Recovery	4 min	Walking, breathing exercises, light stretching, calming down after effort.	Circle formation	Observation of recovery
Debriefing	4 min	Reflection circle: teamwork, emotions, coordination, outdoor experience, enjoyment. Closing acknowledgements.	Conversation, guided reflection	Self-evaluation, verbal appreciation

Method supported by the trainer Oana Mihaela Ilașc. Lesson plan elaborated with the support of Cătălina Aghiniței (trainer).



Jogging with Friends

Themes/sports approached: jogging

Environment motto: *Run for your health!*

Group size: 20 – 25 participants

Time: 50 min.

Overview

Jogging has its roots in natural human movement, as running at a comfortable pace has been part of daily life since ancient times. Early civilizations relied on running for communication, hunting, and transportation, often covering long distances at a steady rhythm rather than at maximum speed. This form of movement emphasized endurance and efficiency, elements that remain central to modern jogging practices.

The modern concept of jogging as a health-focused activity began to take shape in the mid-20th century, particularly in the 1960s. Medical professionals and physical education specialists started promoting jogging as a simple way to improve cardiovascular health, manage stress, and maintain overall well-being. Unlike competitive running, jogging was designed to be accessible to ordinary people, regardless of athletic background.

One of the most influential moments in the popularization of jogging occurred in New Zealand, where coach Arthur Lydiard encouraged recreational running as a lifelong habit for health. His philosophy emphasized regular, moderate-paced running rather than intense competition, and it quickly spread internationally. Jogging soon became part of school programs, community initiatives, and public health campaigns.

As jogging gained popularity, it was increasingly recognized for its psychological and emotional benefits. Studies and practical experience showed that steady movement combined with rhythmic breathing helped reduce anxiety, improve mood and increase concentration. For pupils and young people, jogging offered a structured yet freeing activity that supported both physical development and mental clarity.

Today, jogging is widely used in educational, recreational and wellness contexts. It is valued for its flexibility, as it can be practiced individually or in groups, in urban or natural environments, and at varying intensities. Within outdoor education, jogging serves as a foundation for developing healthy habits, self-awareness and respect for one's body, while also encouraging appreciation for nature and shared physical experiences.

When practiced in natural settings such as parks, forests or open green spaces, jogging offers additional benefits. Nature provides a calm and supportive environment, making the experience both energizing and relaxing.

The jogging can include different elements of innovation like:

Instead of focusing only on speed or distance, participants are invited to synchronize their pace with natural sounds such as birds, wind, footsteps on the ground, or breathing patterns. Nature becomes a rhythmic guide, helping young people develop awareness of tempo and encouraging calm, sustainable movement.

Short sections of the route are completed in silence, encouraging participants to focus on breathing, posture, and bodily sensations. This introduces mindfulness into physical activity and supports emotional balance and concentration.

Participants occasionally jog in pairs or small groups, adjusting pace together. This supports inclusion, communication, and motivation, especially for pupils who may feel less confident jogging alone.

Along the route, participants receive simple sensory prompts such as noticing a color in nature, feeling the ground texture, or matching breathing to steps. These tasks enhance attention, grounding, and engagement with the environment.

Participants are encouraged to alternate between jogging and walking whenever needed, without judgment. The innovation lies in redefining success as consistency and awareness rather than performance or speed.

Objectives

- Support participants in strengthening and maintaining optimal physical health by improving cardiovascular endurance, posture and overall physical resilience through continuous and moderate-paced movement in nature.
- Develop coordination, breathing control and awareness of body posture and rhythm, encouraging participants to move efficiently, listen to their bodies and adapt their pace according to individual abilities and needs.
- Provide a safe and supportive outdoor space for mental balance, stress reduction and emotional well-being, allowing participants to disconnect from daily pressures and experience calm, focus, and enjoyment through rhythmic jogging in a natural environment.

- Encourage participants to connect with the surrounding natural environment, highlighting the importance of physical movement in nature without the use of music and fostering awareness that outdoor physical activities contribute to overall well-being.

Materials

No special materials are needed for jogging, optionally can be access to music, but is recommended to be listen the nature sounds.

The important aspect is to decide the safe place to make jogging with young people.

Preparation

The session should begin with around 10 types of general warm up with exercises:

1. Heel to butt - This pre-run stretching exercise requires bringing a heel to your butt. Run in place with each foot positioned high. This stretches your legs and helps warm-up key running muscles.
2. Knee to chest - Press your lower back to the ground and bring a knee to the chest area. While the knee is up, leave the opposite leg straight. This stretch loosens multiple muscles at once.
3. Hip rotation - To perform this running warm-up, stand tall with your chest out and feet roughly shoulder-width apart. With your hands on your hips, begin moving your hips from left to right in a circular motion. Repeat this process, moving in the opposite direction. This exercise can stretch out the hips for both agility and strength.
4. Knee circles - While standing with your feet together, grasp your slightly-bent knees and move both knees clockwise for a stretch. This exercise can help ensure the knees and ankles are properly stretched and warmed up before running.
5. Forward skip - Standing up, lift a knee at waist-level while the other leg is straight. Use this momentum to push forward. Switch legs each landing. This technique may boost athletes' heart rate pre-run.
6. Shoulder rolls - While standing up with relaxed arms, shrug both shoulders toward the ears in a backwards motion. Repeat this stretch to help relax the shoulder area.
7. Leg swings - While holding onto a wall, flex each foot and swing one leg forward and back. Switch between legs for a healthy stretch.
8. Arm circles - Stand up and hold both arms straight out and to the side. Make circular motions clockwise or counterclockwise. Including arm circles

in a pre-run warm-up may help loosen the arms and actually build muscle.

9. Mountain climbers - In a pushup position, stay flat by engaging the core. Bringing each knee to your chest while running in place. This warm-up also helps to build abdominal muscles.

10. Forward and side lunges - Standing up, take a step forward with one foot and lunge into a 90-degree angle. Repeat with the other leg. Lunges help build muscles in the thighs and glutes.

After this will be 1 min of breathing correctly and connection with all sounds of the surrounding nature.

Instructions (for the participants)

For this activity, please wear comfortable sports clothing that allows you to move freely, such as light pants or shorts and a breathable T-shirt. Choose running or sports shoes with flexible soles and good grip to ensure comfort and safety on natural surfaces.

Bring a bottle of water to stay hydrated and dress according to the weather. If it is sunny, a cap and sunscreen are recommended; if it is cooler, consider a light jacket that can be removed during the activity.

Tips for facilitators

- Repeat jogging intervals enough for participants to find a natural rhythm in their steps and breathing, but avoid overloading them. Consistency, comfort and proper form are more important than distance or speed.
- Adjust the pace, intensity and duration of jogging to the group's abilities. Encourage gentle, fluid movement that allows everyone to participate, making the session suitable for mixed fitness levels.
- Encourage participants to listen to their bodies. Movement should feel comfortable and sustainable, not exhausting. Walking breaks are always acceptable and can be integrated naturally.
- Observe participants closely and adapt the activity to their needs, such as shortening distances, adjusting the route, pairing slower runners with peers for support, or offering alternative movement options.
- Include moments of pause, slow walking or stretching, especially for participants who need extra recovery time. Also include moments of relaxation in which participants can experience nature through its sounds, smells, and sensations.
- These breaks help maintain safety, motivation and engagement.
- Structure the session progressively: begin with a gentle warm-up, increase activity during the main jogging phase, and finish with a gradual

cool-down. This rhythm respects the body's natural flow and leaves participants feeling energized yet calm.

- Maintain a positive, encouraging presence throughout the session. Smile, cheer and motivate participants, emphasizing the importance of enjoying the activity, connecting with nature, and respecting their own and others' pace.

Rules of the method

Proper body posture plays an essential role in safe and efficient jogging. Participants are encouraged to keep the upper body relaxed and upright, with shoulders loose, arms bent naturally and hands relaxed. The head remains aligned with the spine and the gaze is directed forward, supporting balance and orientation in the outdoor environment.

Foot placement follows a natural rolling motion, typically landing softly on the midfoot or heel and smoothly transitioning toward the toes. Steps are light and even, avoiding heavy impact. This flowing movement helps reduce strain on the joints and supports long-lasting comfort throughout the jogging session.

Breathing rhythm is another key element of jogging. Participants are encouraged to breathe calmly and regularly, often matching their breath to their steps. This rhythmic breathing supports endurance and helps maintain a relaxed state, especially during longer jogging intervals.

When jogging in a group, maintaining awareness of others is essential. Participants keep a safe distance from one another, follow the agreed route, and respect the collective rhythm of the group.

Jogging intensity can be adapted at any moment. Participants may slow down, transition briefly to walking, or adjust their stride based on how their body feels. The activity follows a natural cycle—beginning gently, building into steady movement, and gradually slowing toward the end—ensuring a balanced and enjoyable experience for all.

START POINT



Walking + warm-up

Easy Jogging

|

Steady Jogging

(pairs / groups)

|
Silent section

|
Walk–Jog option

|
Slow Jogging

|
Walking + breathing

|
FINISH / CIRCLE

PAIR / GROUP JOGGING

X — X X — X X — X

↓ ↓ ↓ ↓ ↓ ↓

Same pace • Shared rhythm • Mutual support

Debriefing and evaluation

At the end of the session, the young participants are invited to reflect together in a short circle or while walking slowly:

How did jogging in nature feel for your body today?

- What did you notice about your breathing and rhythm while jogging? Did your pace change during the activity?
- What helped you adjust it?
- How did being outdoors influence your mood or energy level? Was there a moment when jogging felt relaxing or enjoyable? What made it so?
- How did you feel jogging together as a group rather than alone? Did you notice any difference between the beginning and the end of the session—in your body, thoughts, or emotions?
- Did the connection with the surrounding natural environment have a positive impact on your general state?
- What measures do you think you can take to protect the environment and its natural resources?

This reflective moment helps participants become aware of their physical sensations, emotions and personal progress.

Adaptation

This jogging method is designed to be inclusive and adaptable, allowing young people of different abilities and backgrounds to participate fully. It can be applied to persons with fewer opportunities, including:

- Socially excluded youth who may have limited access to recreational or outdoor activities.
- Participants with physical differences, such as persons without hands, who may require minor adaptations to maintain balance and coordination.
- Visually impaired individuals, with guidance from facilitators or peers to ensure safety and orientation along the route.
- Peers of mixed abilities, allowing the group to encourage cooperation, shared motivation, and mutual support.

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Organization	2 min	Greeting, presence check, outdoor safety briefing, route presentation, announcing the session theme.	Front formation, verbal explanation	Observation
General warm-up	10 min	Dynamic warm-up exercises: heel to butt, knee to chest, hip rotations, knee circles, forward skips, shoulder rolls, leg swings, arm circles, mountain climbers, lunges.	Demonstration, individual execution	Guided observation
Transition to jogging	3 min	Easy walking and light jogging to gradually raise heart rate and adapt to outdoor surface.	Line formation, progressive pacing	Verbal feedback
Main jogging phase	20 min	Continuous moderate-pace jogging in nature. Variations: silent jogging sections, pace adaptation, jogging in pairs or small groups,	Group jogging, guided pacing	Observation of rhythm, posture, breathing

		walk–jog alternation when needed.		
Cool-down	7 min	Gradual slowing down: walking, breathing exercises, light stretching, awareness of body sensations.	Circle or walking formation	Observation of recovery
Debriefing	8 min	Reflection circle or slow walk: body sensations, breathing, emotions, group experience, nature connection.	Guided conversation	Self-evaluation, verbal appreciation

Method supported by the trainer Laura Talida Moreli. Lesson plan elaborated with the support of Cătălina Aghiniței (trainer).



Treasure Hunt Connect with Nature
Themes/sports approached: orienteering
Environment motto: <i>Explore nature gently, navigate wisely and leave no trace behind</i>
Group size: 20 – 24 participants
Time: 50 min.
Overview Orienteering is an outdoor activity that combines navigation, physical movement, and problem-solving, encouraging participants to explore natural environments using a map and compass. When shaped as a treasure hunt, orienteering becomes an engaging and playful learning experience that stimulates curiosity, teamwork and a sense of adventure, connection with the nature, especially for young people. The origins of orienteering can be traced back to Scandinavia at the end of the 19th century, where it was initially developed as a military training exercise. Over time, it evolved into a recreational and educational activity, spreading across Europe and becoming popular in schools, youth programs, and outdoor education initiatives. Countries such as Sweden, Norway and Finland played a key role in shaping orienteering as a structured activity focused on learning, exploration and respect for nature. The treasure hunt format has much older roots, drawing inspiration from traditional exploration games and storytelling, where participants follow clues to discover hidden objects or messages. By combining orienteering with a treasure hunt, this method transforms navigation into an interactive journey, motivating participants to move, think, and collaborate while learning practical outdoor skills. Across Europe, orienteering is widely used in formal and non-formal education as a tool to promote active lifestyles, environmental awareness, and inclusion. It is especially valued because it does not rely on advanced equipment or technology and can be adapted to different ages, abilities, and settings—from forests and parks to schoolyards and community spaces. While modern technology offers GPS devices and mobile applications for navigation, these tools are not always accessible, affordable, or reliable. Battery failure, lack of signal, or limited access to smartphones can quickly become obstacles. In contrast, map and compass navigation remains a universal and dependable skill, empowering participants to understand their surroundings and navigate independently.

Although using a compass may seem complex at first, this method introduces navigation in a simple and accessible way.

The method intentionally avoids GPS devices and mobile applications, encouraging participants to rely on map reading, compass skills, and environmental observation. This strengthens autonomy, critical thinking, and practical life skills that remain useful in any context.

By framing navigation as a treasure hunt, the method transforms technical orientation skills into a playful narrative experience. Clues, messages, and symbolic treasures maintain motivation and curiosity while making learning enjoyable and memorable.

Complex navigation concepts are broken down into simple, progressive steps. Participants first learn compass basics, then gradually apply them in real situations, reducing anxiety and increasing confidence—especially for those new to outdoor navigation.

Nature as an active learning partner

The environment is not just a setting but an essential element of learning. Participants are encouraged to use natural landmarks, sounds, and terrain features as orientation tools, deepening their connection with nature and environmental awareness.

Cooperative rather than competitive approach

The focus is placed on collaboration and problem-solving, not speed or winning. Teams succeed by communicating effectively, listening to each other, and making joint decisions, reinforcing social inclusion and group cohesion.

The method combines movement (walking and exploring), cognitive challenges (navigation and decision-making), and emotional engagement (curiosity, achievement, and teamwork), offering a holistic learning experience.

The method can be applied in forests, parks, schoolyards, or rural areas, making it accessible and scalable for schools, youth organizations, community projects, and international exchanges.

Objectives

- Support young people in developing basic orientation and navigation skills, including reading maps, using a compass and understanding directions in a real outdoor environment.

- Encourage physical activity and healthy movement through walking and exploration in nature, contributing to overall physical well-being.
- Strengthen teamwork, communication and cooperation, as participants must make decisions together, share responsibilities and support one another throughout the treasure hunt.
- Promote environmental awareness and responsibility by encouraging participants to respect, preserve and protect the natural environment during orienteering activities.
- Create an inclusive learning experience that supports young people with fewer opportunities, ensuring everyone can participate actively regardless of background or ability.

Materials

- Compasses (ideally one per team, or one per participant for practice)
- Printed maps of the activity area, clearly marked with points, symbols and boundaries
- Clues, messages, or tasks, printed and placed in waterproof envelopes
- Markers or small flags to indicate control points or locations (cones, ribbons, natural markers)
- Clipboard and pencils for teams to write answers or notes
- Stopwatch or timer (optional, if time tracking is needed)
- Whistle or signal device for safety and group coordination

Preparation

Understanding the compass is the most important task to be achieved in the preparation stage.

A compass has some key features:

- The baseplate is the plastic base.
- The compass dial also known as the compass wheel. It shows the four main compass points N-S-E-W. It also has a mark every two degrees up to 360 degrees.
- The magnetic needle has a red end to indicate north and a white end for south.
- The compass lines are on the bottom of the baseplate. They are also known as orienting lines.
- The orienting arrow is fixed and aligned to north within the dial
- The direction of travel arrow is the big arrow at the end of the baseplate

- The index line is an extension of the direction of travel arrow
- The map scales for 1:25 000 and 1:50 000 maps, plus a metric measurer (these are also known as Romer scales)

Instructions

Rules of the Orienteering Treasure Hunt

1. Participants must stay within the designated activity area at all times.
2. Teams must move together; no one runs ahead alone.
3. Compass and map must be used to navigate—no phones or GPS.
4. Nature is respected: no plants are damaged and no objects are removed.
5. Each clue must be completed before moving to the next location.
6. Fair play and cooperation are essential; helping teammates is encouraged.
7. The main goal is learning and exploration.

Tips for facilitators

You'll need to teach the players how to use the compass, even if they say they already know how to use it. Some won't know and may be too shy to ask.

For young people, set the course so it goes in a circle, leading back to near where they began. This way they are always within hearing distance.

Remind the players to always stay together: we don't want anyone to go missing. If the children with special needs, you might consider pairing them up on a buddy system.

Hide or cover the waypoint treats where birds, the dog, or any little critters won't get to them before the children do!

After the treasure hunt is over, ask some of the children to show you how to plot a compass course to an object of their choosing. The underlying goal is for young people to learn how to use a compass, to have fun, to enjoy nature, so this reinforces the lesson and gives the young people a chance to ask any additional questions about using a compass and nature surrounding.

Encourage participants to respect the natural environment during the activity by staying on marked paths where possible, avoiding damage to plants or wildlife and leaving no trace behind (e.g., not littering and not disturbing natural elements). Remind them that orienteering is also an opportunity to learn how to move responsibly and sustainably in nature.

Rules of the method

STEP 1: learning how to use a compass

The activity begins with a practical introduction to compass use. Facilitators explain and demonstrate the four essential steps, allowing participants to practice in small groups.

- Participants first learn how to check their heading. They hold the compass in front of them, ensuring the direction-of-travel arrow points the way they are walking. By rotating the compass dial until the letter “N” aligns with the red end of the needle, they can read their current direction on the rim of the compass.

- Next, participants learn how to set (orient) the map. They place the map on a flat surface and position the compass on top. By turning both the map and the compass together until the red needle aligns with the north–south lines on the map and points toward the top, the map becomes aligned with the surrounding landscape. Participants are encouraged to compare real landmarks—trees, paths, hills, rocks—with what they see on the map.

- The third skill is taking a bearing. Participants identify their current position and the next destination on the map. They place the compass so that its long edge connects these two points, making sure the direction-of-travel arrow points toward the destination. Without moving the compass, they rotate the dial until the red arrow inside aligns with north on the map. The number shown at the base of the arrow becomes the bearing they must follow.

- Finally, participants practice following a bearing. Holding the compass in front of them, they rotate their whole body until the red needle matches the red arrow inside the compass. They then walk in the direction of the travel arrow, checking the compass regularly to stay on course.

- Time is given for hands-on practice, questions, and small challenges to build confidence before starting the treasure hunt.

STEP 2: treasure hunt using map and compass

- Once participants are familiar with the compass, they receive a printed treasure map. The map shows a defined outdoor area and includes marked points, symbols, or images representing locations where clues or tasks are hidden.

- Participants work in small teams of 4 – 6 young people, encouraging cooperation and shared decision-making. Each team must use both the map

and the compass to navigate from one point to another. At each location, they find an object, message, or clue that guides them to the next point.

- The treasure hunt emphasizes accuracy over speed. Teams are encouraged to move carefully, verify their bearings, and respect the natural environment.

STEP3: examples of treasure hunt elements on the map

The treasure map may include:

- Natural landmarks (a large tree, rock, river bend, clearing)
- Symbols representing tasks (draw a leaf, count steps, observe sounds)
- Short messages or riddles hidden in waterproof envelopes
- Direction arrows with bearings to follow
- A final “treasure point” containing a symbolic reward (message, group challenge, shared object)
- Each clue reinforces orientation skills and encourages observation, curiosity, and teamwork.

Debriefing and evaluation

At the end of the treasure hunt, all teams gather for a short reflection. Participants share what they discovered, what was challenging and how they felt navigating together in nature. They are also encouraged to reflect on how their actions impacted the environment and to identify ways they can better protect and respect natural spaces in future outdoor activities. This moment helps consolidate learning and reinforces confidence, cooperation and awareness of environmental responsibility.

Adaptation

The activity can be easily adapted for participants with fewer opportunities, including visually impaired youth, hearing-impaired participants, or those with limited outdoor experience. Team-based navigation ensures shared responsibility and mutual support.

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Organization	3 min	Greeting, presence check, safety briefing, presentation of activity area and rules, announcing the theme.	Front formation, explanation	Observation
Warm-up	7 min	Light walking, joint mobilization, orientation games (left–right, cardinal directions), awareness of surroundings natural environment	Circle / movement in space	Guided observation
Introduction to compass	10 min	Explanation of compass parts, directions (N–S–E–W), setting the map, checking heading, short hands-on practice.	Demonstration, small group practice	Observation, questions
Application – Treasure Hunt	20 min	Team navigation using map and compass; finding control points, solving clues, completing small tasks at each location.	Cooperative team work, guided discovery	Observation of teamwork and navigation
Return & recovery	5 min	Teams return to meeting point, walking, breathing, short rest.	Group gathering	Observation
Debriefing	5 min	Reflection: navigation experience, teamwork, challenges, feelings about nature exploration.	Guided conversation	Self-evaluation, verbal appreciation

Method supported by the trainer Diana Alexandra Morelli. Lesson plan elaborated with the support of Cătălina Aghiniței (trainer).



Tabata – High-Energy Training with Low Environmental Impact
Themes/sports approached: High-Intensity Interval Training (HIIT) – Tabata Method
Environment motto: <i>High energy training. Low impact on the planet.</i>
Group size: 10-30 participants (The activity can be adapted for smaller or larger groups by dividing participants into stations, pairs, or rotation groups, depending on the available spaces)
Time: 50 min.
Overview Tabata is a form of high-intensity interval training (HIIT) developed by Dr. Izumi Tabata. It consists of short bursts of maximum effort followed by brief rest periods. The standard structure is 20 seconds of intense exercise followed by 10 seconds of rest, repeated 8 times (4 minutes). Tabata improves cardiovascular endurance, strength, agility, and mental resilience in a short period of time. This lesson adapts the Tabata method for youth, combining fun, teamwork, and safe physical activity. The class includes a structured warm-up, 3 Tabata rounds with active breaks, and a cool-down with stretching. The activity also promotes environmental awareness by encouraging low-resource physical activity, outdoor exercise, and sustainable sport practices.
Objectives General objectives: - Support participants in developing strength, endurance, and cardiovascular fitness. - Improve coordination, agility, and body awareness through dynamic exercises. - Encourage teamwork, motivation, and self-confidence in physical activity. - Provide a safe and enjoyable environment for high-intensity training adapted to youth. At the end of the lesson, students should be able to: - Understand the structure of Tabata training (20s work/10s rest) - Perform a sequence of bodyweight exercises with correct technique - Maintain effort during short bursts of high intensity - Reflect on their body awareness, endurance, and feelings after

training.

Environmental learning outcomes:

- understand that bodyweight training requires no electricity and minimal equipment
- recognize how outdoor exercise reduces dependence on energy-consuming facilities
- learn principles of Leave No Trace during outdoor sport activities
- develop awareness of waste reduction by using reusable water bottles
- understand the environmental benefits of active lifestyles

Materials

- Tabata timer application or interval timer,
- speakers,
- mats (optional),
- water

Environmentally friendly alternatives:

- reusable water bottles
- outdoor training space instead of energy-consuming indoor facilities
- smartphone timer instead of additional electronic equipment
- digital handouts instead of printed materials

Preparation

Before the session:

- Prepare a safe training area free from obstacles.
- Ensure sufficient space between participants.
- Test the timer and audio equipment.
- Prepare water access and basic first-aid materials.
- Explain safety rules and exercise modifications before starting.

The session begins with a general warm-up (5 minutes) including:

jogging in place,
jumping jacks,
dynamic stretches.

A specific warm-up (5 minutes) follows with:

- squats,
- push-ups,
- mobility drills.

Participants are introduced step by step to the Tabata structure and exercises to be used in the session. Beginners: focus on simpler moves and correct form. Advanced: increase speed and intensity.

Everyone: encouraged to give maximum effort while listening to their own body.

Instructions (for the participants)

Wear comfortable sports clothes and shoes.

Be prepared for short but intense bursts of activity.

Focus on your own pace and technique.

Drink water during breaks and stop if you feel dizzy or not good.

Tips for facilitators

- Keep sessions between 30–45 minutes to maintain energy.
- Emphasize quality of movement over quantity of repetitions.
- Adapt exercises to group ability (e.g., knee push-ups for beginners).
- Encourage effort, motivation, and fun through music and positive feedback.
- Observe participants carefully and correct form when needed.
- Begin with warm-up, reach peak intensity in Tabata rounds, finish with cool-down and stretching.
- Regularly connect exercises and breaks with environmental messages, such as low-resource training, reusable bottles, respect for outdoor spaces, and waste reduction.

Rules of the method

Participants should keep safe distance, respect their own physical limits, follow facilitator instructions, use proper technique, and stop immediately in case of pain, dizziness, or discomfort.

The Tabata method is based on high-intensity intervals:

- 20 seconds of maximum effort followed by 10 seconds of rest,

TABATA PROTOCOL

							
20 sec	20 sec	20 sec	20 sec	20 sec	20 sec	20 sec	20 sec
							
10 sec	10 sec	10 sec	10 sec	10 sec	10 sec	10 sec	10 sec

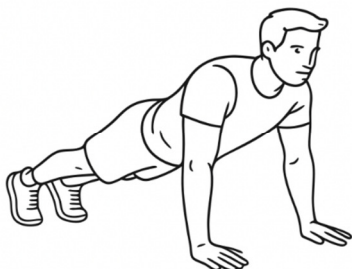
- repeated 8 times (4 minutes).

Exercises can include bodyweight movements like:

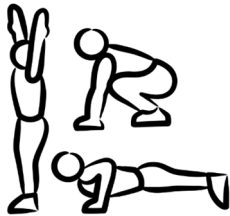
- squats,



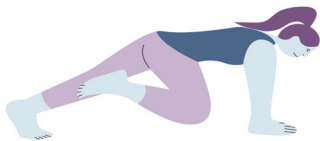
- push-ups,



- burpees,



- mountain climbers



- sprints.



Proper form is essential to avoid injury. This training significantly improves aerobic and anaerobic capacity in a short time, making it efficient and engaging.

Debriefing and evaluation

At the end of the session, participants gather in a circle for a guided reflection led by the facilitator. The debriefing should encourage participants to evaluate their physical effort, learning experience, teamwork, healthy lifestyle habits, and environmental awareness. The facilitator summarizes the key learning outcomes and invites participants to share their observations and feelings.

Suggested reflection questions:

Which exercise was the most challenging and why?

What did you learn about your endurance, strength, or physical fitness?

How did teamwork and group motivation influence your performance?

What benefits of regular physical activity did you observe during the session?

How can physical activity be practiced in a more environmentally

responsible way?

Which exercises from today's session can be performed without special equipment?

What sustainable sport habit could you implement in your everyday life?

Evaluation methods:

- Open group discussion.
- Reflection circle.
- Thumbs up / thumbs down feedback.
- Short verbal feedback from participants.
- Facilitator observation of participation, engagement, and understanding.

Participants are encouraged to reflect on how sport can contribute to sustainable lifestyles, respect for shared spaces, waste reduction, inclusion, and positive social interaction within the group.

Adaptation

Adaptation to different abilities

- Beginners: simpler versions of exercises (e.g., knee push-ups, step squats).
- Intermediate participants: standard exercises performed at moderate intensity.
- Advanced participants: more challenging variations (e.g., jump squats, burpees with push-up).
- Participants with limited mobility can focus on upper-body exercises, seated variations, or reduced-range movements.

Additional adaptations

- Younger participants (8–12 years): reduced intensity, simplified instructions, and more frequent breaks.
- Older youth and adults: standard or advanced intensity according to individual fitness levels.
- Indoor implementation: sports hall, gymnasium, fitness room, or other safe indoor space.
- Outdoor implementation: park, schoolyard, playground, sports field, or other suitable outdoor environment.
- Cultural adaptation: instructions, examples, and motivational elements may be adapted to the local language, culture, and participant background.

Inclusion support: participants are encouraged to work at their own pace and select exercise variations that match their abilities and comfort level.

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Welcome & Environmental Awareness	0:00–3:00	Welcome participants. Present the environmental motto: "High Energy Training. Low Impact on the Planet." Explain that Tabata uses mainly bodyweight exercises, requires minimal equipment and can be performed outdoors, reducing environmental impact. Encourage participants to use reusable water bottles and respect the training environment.	Short presentation, guided discussion.	Participants can identify at least one environmentally responsible behaviour connected to sport.
General Warm-up	3:00–8:00	March/jog in place, jumping jacks, arm circles, high knees, light squats and small jumps. Goal: increase heart rate and warm up muscles.	Demonstration and guided practice.	Observation of participation and readiness.
Dynamic Warm-up	8:00–13:00	Lunges in place, torso twists, hip and ankle circles, short sprints (5–10 m). Finish with light acceleration to activate the cardiovascular system.	Demonstration and guided movement practice.	Observation of mobility, technique and engagement.
Introduction to Tabata Method	13:00–17:00	Explain the structure of Tabata training: 20 seconds of maximum effort followed by 10 seconds of rest, repeated 8 times (4 minutes). Present safety rules, demonstrate exercises and explain intensity levels. Prepare timer and music.	Explanation, demonstration, Q&A.	Participants understand the structure and rules of the method.
Tabata Round 1 (Legs + Cardio)	17:00–21:00	Exercises: jump squats, jumping jacks, mountain climbers, sprint in place. Rotate through exercises or perform one exercise	HIIT Tabata protocol.	Observation of effort, endurance and correct technique.

		throughout the round.		
Active Break	21:00 – 23:00	Walk around, shake out arms and legs, drink water. Brief eco-question: "Why can bodyweight training be considered environmentally friendly?"	Active recovery and guided reflection.	Participation in reflection and recovery.
Tabata Round 2 (Core + Strength)	23:00 – 27:00	Exercises: plank shoulder taps, push-ups (regular or modified), Russian twists, burpees. Focus on correct technique and controlled movement.	HIIT Tabata protocol.	Technique quality, participation and endurance.
Active Break	27:00 – 29:00	Easy walking, stretching arms and legs, hydration.	Active recovery.	Observation of recovery and engagement.
Tabata Round 3 (Fun / Team Competition)	29:00 – 33:00	Shuttle runs, side-to-side jumps, frog jumps, plank jacks. Optional team competition by counting repetitions.	Cooperative learning, team challenge, HIIT.	Teamwork, motivation and participation.
Optional Bonus Round or Group Game	33:00 – 38:00	Additional Tabata round (e.g., jumping jacks and burpees) or fitness game such as relay races or fitness tag.	Experiential learning, cooperative activities.	Active participation and engagement.
Cool-down (Active Recovery)	38:00 – 43:00	Slow walking, breathing exercises and gentle mobility work.	Guided recovery activities.	Observation of recovery and relaxation.
Stretching (Static)	43:00 – 47:00	Stretch calves, quadriceps, hamstrings, hips, shoulders and back. Focus on relaxation and flexibility.	Guided stretching.	Correct execution and participation.
Debriefing & Evaluation	47:00 – 50:00	Reflect on physical effort, teamwork, healthy lifestyle and environmental responsibility. Suggested questions: What was the most challenging exercise? What did you learn about your endurance? How can	Reflection circle, group discussion, feedback collection.	Verbal feedback, self-reflection, environmental awareness and learning outcomes

		physical activity be practiced in a more environmentally responsible way? What sustainable sport habit could you implement in everyday life?		achieved.
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Authors:

Method supported by Bartłomiej Gradecki (project coordinator and educator); Adam Kretek (fitness instructor).



Volleyball Basics & Team Play

Themes/sports approached: Volleyball fundamentals

Environment motto: *Just like nature – volleyball works best through cooperation*

Group size: Optimal 12-24 participants

Time: 45 min,

Overview

The session introduces the fundamentals of volleyball in a playful, accessible way.

Participants practice basic skills – forearm pass, overhead pass (set), underhand serve – and apply them in simple cooperative games. The goal is not competition, but developing confidence, coordination, and teamwork.

The activity also promotes environmental awareness by encouraging respect for outdoor sport spaces, responsible use of sports facilities, waste reduction, and sustainable participation in physical activity.

Objectives

General objectives

- Build interest in volleyball as a fun, social sport.
- Develop motor skills: coordination, reaction time, agility.
- Encourage teamwork, communication, and fair play

At the end of the lesson, students should be able to:

- Perform a forearm pass and an overhead pass with basic technique.
- Serve the ball underhand over the net.
- Participate in simple rallies with teammates.
- Recognize the importance of communication on court.

Environmental learning outcomes:

- Understand the importance of respecting sport facilities and outdoor environments.
- Recognize how responsible behaviour during sport activities can reduce environmental impact.
- Develop awareness of waste reduction by using reusable water bottles and keeping training areas clean.
- Understand the environmental benefits of active and healthy lifestyles.

Health and lifestyle outcomes:

- Increase motivation for regular physical activity.
- Develop healthy habits related to movement, teamwork, and

wellbeing.

- Recognize the positive impact of sport on physical and mental health

Materials

Volleyballs (1 per 2–3 participants)

Net (adjustable height)

Cones/markers for drills

Whistle

Environmentally friendly alternatives:

- Reusable water bottles.
- Outdoor volleyball court instead of energy-consuming indoor facilities whenever possible.
- Digital instructional materials instead of printed handouts.
- Recycled or reusable cones and markers.

Preparation

Before the session:

- Prepare a safe playing area free from obstacles.
- Check the stability and safety of the volleyball net and equipment.
- Ensure sufficient space between participants.
- Prepare volleyballs, net, and any additional equipment.
- Ensure access to drinking water and basic first-aid materials.
- Explain safety rules and exercise adaptations before starting the activity.
- Review activity modifications for participants with different ability levels.

Instructions (for the participants)

Wear comfortable sports clothing and appropriate footwear.

Bring a reusable water bottle if possible.

Follow facilitator instructions and respect safety rules.

Communicate positively with teammates and support each other during activities.

Participate according to your own abilities and comfort level.

Inform the facilitator immediately in case of pain, discomfort, or injury.

Tips for facilitators

- Keep instructions simple and short – let players move quickly.
- Use progressive difficulty: catch & pass → forearm pass → rally.
- Encourage positive communication: call the ball, support teammates, provide constructive feedback and celebrate effort.

- Focus on effort, fun, teamwork not only on skill mastery.
- Regularly connect activities with environmental responsibility, respect for shared sport spaces, and sustainable sport practices.

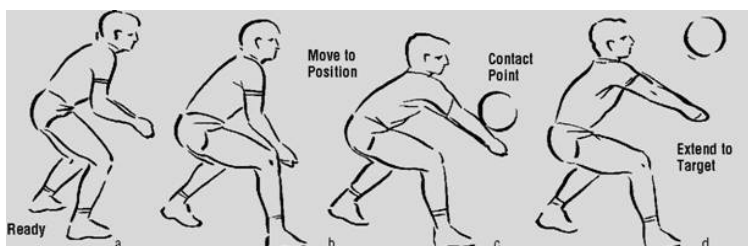
Rules of the method

- Volleyball is a team sport based on cooperation and controlled ball touches, which requires proper technique of the passes, coordination, dynamic and cooperation within the team.
- For amateurs: allow simplified versions (e.g., catch & pass before volleying).
- Respect safety: no diving on hard floors. Pay attention when playing near the net and avoid stepping on other participants' feet.
- Respect rotation rules so that everyone has an opportunity to participate

Fun ball game: toss & catch in pairs, then volley catch.

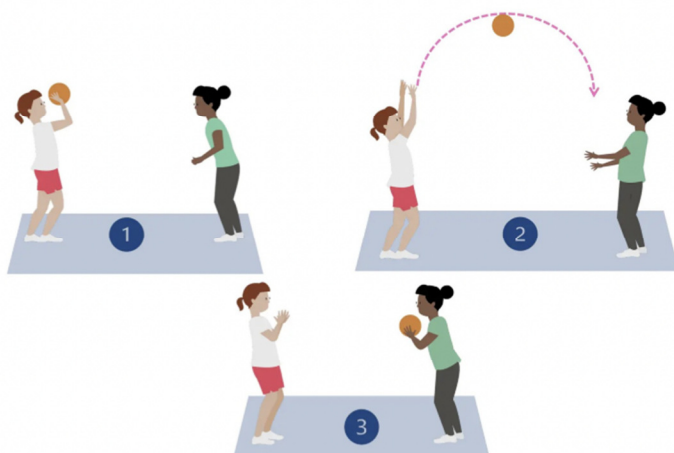
Technique stations:

- Forearm pass drill in pairs (focus on locked elbows, flat platform, proper body position towards the ball, footwork).

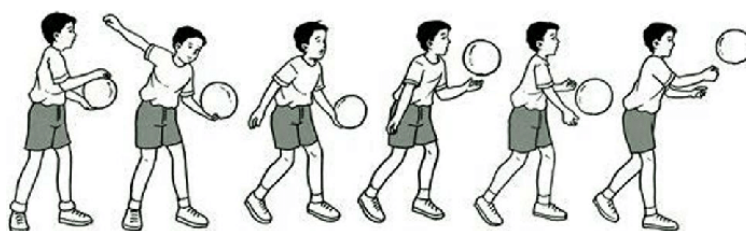


- Overhead pass drill in pairs (triangle hands, extend arms, short contact, proper body position towards the ball, footwork, recognising when to decide for forearm and when for overhead)





- Underhand serve practice (step, swing, hit ball).



Cooperative rally challenge: in groups of 3–4, keep the ball in the air as many hits as possible.

Mini games: 3 vs 3 across the net, simplified rules (catch + pass allowed for beginners).

Cool-down, stretching, group reflection.

Debriefing and evaluation

At the end of the session, participants gather in a circle for a guided reflection led by the facilitator. The debriefing should encourage participants to evaluate their learning experience, teamwork, communication skills, physical activity, and environmental awareness. The facilitator briefly summarizes the key learning outcomes achieved during the session and invites participants to share their observations and feelings.

Suggested reflection questions:

- What was the most enjoyable activity during the session?
- Which volleyball skill was the easiest and which was the most challenging?

- How did communication influence teamwork and success during the activities?
- What did you learn about cooperation through volleyball?
- How did the group support each other during the exercises and games?
- What benefits of regular physical activity did you experience during the session?
- How can sport activities be practiced in a more environmentally responsible way?
- How can players help keep sport facilities and outdoor environments clean, safe, and respectful for everyone?
- What healthy habit related to sport or physical activity would you like to continue after today's session?

Evaluation methods:

- Open group discussion.
- Reflection circle.
- Short verbal feedback from participants.
- Thumbs up / thumbs down feedback.
- Facilitator observation of participation, teamwork, communication, and skill development.

Learning outcomes review:

The facilitator briefly reviews the main learning outcomes achieved during the session, including volleyball fundamentals, teamwork, communication, fair play, healthy lifestyle promotion, and environmental responsibility.

Environmental and social awareness reflection:

Participants are encouraged to reflect on how sport can contribute to sustainable lifestyles, respect for shared spaces, inclusion, cooperation, waste reduction, and positive social interaction within the group

Adaptation

Adaptation to different abilities:

- Beginners: use lighter balls, allow catch-and-pass activities before regular volleyball contacts.
- Intermediate participants: standard volleyball activities with simplified game situations.
- Advanced participants: stricter volleyball rules, longer rallies, and more complex tasks.
- Participants with limited mobility can perform seated passing exercises, adapted serving activities, or participate in modified

volleyball formats.

Additional adaptations:

- Younger participants (8–12 years): reduced court size, lighter balls, simplified rules, and shorter activity periods.
- Older youth and adults: standard or advanced intensity according to ability level.
- Indoor implementation: sports hall, gymnasium, or fitness facility.
- Outdoor implementation: beach volleyball court, schoolyard, park, or outdoor sports field.
- Cultural adaptation: instructions, examples, and motivational elements may be adjusted to local language and participant background.
- Inclusion support: participants are encouraged to participate at their own pace and select activity variations appropriate to their abilities.

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Welcome & Environmental Awareness	0:00–3:00	Welcome participants. Introduce the environmental motto. Discuss respect for sport facilities, outdoor spaces, and responsible behaviour during sport activities.	Short presentation, guided discussion.	Participants identify one environmentally responsible behaviour related to sport.
General Warm-up	3:00–8:00	Light jogging, arm swings, shoulder circles, dynamic stretches, small jumps.	Demonstration and guided practice.	Observation of participation and readiness.
Fun Ball Game – Toss & Catch	8:00–13:00	Toss and catch activities in pairs progressing toward volleyball contacts.	Cooperative learning, guided practice.	Engagement and confidence with the ball.
Technique	13:00–	Practice forearm	Demonstration	Correct technique

Station 1 – Forearm Pass	18:00	passing technique, body positioning and movement.	on, pair work, repetition drills.	and ball control.
Technique Station 2 – Overhead Pass	18:00–23:00	Practice overhead passing and decision-making between forearm and overhead pass.	Demonstration, guided practice, pair exercises.	Technique quality and decision-making.
Technique Station 3 – Underhand Serve	23:00–28:00	Practice underhand serving with focus on rhythm and consistency.	Individual and pair drills.	Accuracy and participation.
Cooperative Rally Challenge	28:00–33:00	Groups keep the ball in the air as long as possible.	Cooperative learning, teamwork challenge.	Teamwork, communication and participation.
Mini Games (3 vs 3)	33:00–40:00	Simplified volleyball games using adapted rules where necessary.	Small-sided games, experiential learning.	Application of skills, teamwork and fair play.
Cool-down & Stretching	40:00–43:00	Walking, breathing exercises and stretching.	Guided recovery activities.	Recovery and relaxation.
Debriefing & Evaluation	43:00–45:00	Reflection on volleyball skills, teamwork, communication, healthy lifestyle and environmental responsibility.	Reflection circle, group discussion, feedback collection.	Verbal feedback, self-reflection and learning outcomes achieved.

Method supported by Bartłomiej Gradecki (project coordinator, educator and volleyball player).

Volleyball - Attack & Game Play

Themes/sports approached: Volleyball – Introduction to attack & small game situations

Environment motto: *Every action counts – in sport and in nature*

Group size: Optimal 12–24 participants.

The activity can be adapted for larger groups (up to 36 participants) by creating additional stations, smaller teams, or rotation groups.

Time: 45 min.

Overview

The focus is on dynamic movement, timing, and enjoying active team play. Even beginners can feel the excitement of “real volleyball” situations through simplified drills.

The activity also promotes environmental awareness by encouraging respect for outdoor sport spaces, responsible use of sports facilities, waste reduction, and sustainable participation in physical activity.

Objectives

General objectives

- Develop explosive movement (jumping, arm swing).
- Improve timing, reaction, and anticipation.
- Strengthen teamwork and communication.

At the end of the lesson, students should be able to:

- Perform a basic spiking approach and arm swing (with or without jump).
- Attempt a simple block at the net.
- Play 3 vs 3 games with continuous rallies.
- Demonstrate cooperation and fair play.

Environmental learning outcomes:

- Understand the importance of respecting sport facilities and outdoor environments.
- Recognize how responsible behaviour during sport activities can reduce environmental impact.
- Develop awareness of waste reduction by using reusable water bottles and keeping training areas clean.
- Understand the environmental benefits of active and healthy lifestyles.

Health and lifestyle outcomes:

- Increase motivation for regular physical activity.

- Develop healthy habits related to movement, teamwork, and wellbeing.
- Recognize the positive impact of sport on physical and mental health.

Materials

- Volleyballs (1 per 2–3 participants)
- Net (adjustable)
- antennas
- Cones for positioning drills
- Whistle

Environmentally friendly alternatives:

- Reusable water bottles.
- Outdoor volleyball court whenever possible.
- Digital instructional materials instead of printed handouts.
- Recycled or reusable markers and cones.

Preparation

Before the session:

- Prepare a safe playing area free from obstacles.
- Check the stability and safety of the volleyball net and equipment.
- Ensure sufficient space between participants, especially near the net.
- Prepare volleyballs, net, cones, and any additional equipment.
- Ensure access to drinking water and basic first-aid materials.
- Explain safety rules, especially safe jumping, landing, and movement near the net.

Review activity modifications for participants with different ability levels.

Instructions

- Wear comfortable sports clothing and appropriate footwear.
- Bring a reusable water bottle if possible.
- Follow facilitator instructions and respect safety rules.
- Pay attention when jumping, landing, and playing near the net.
- Communicate positively with teammates and support each other during activities.
- Participate according to your own abilities and comfort level.
- Inform the facilitator immediately in case of pain, discomfort, or injury.

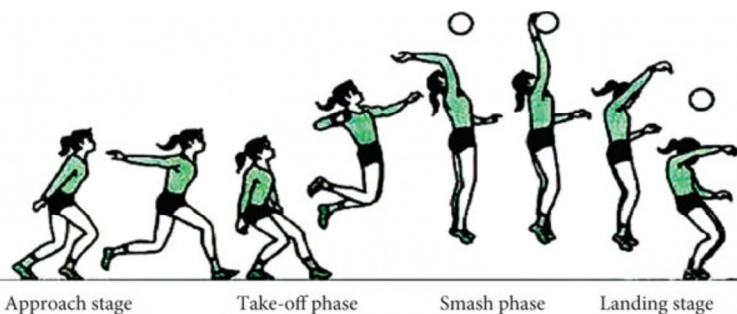
Tips for facilitators

- Emphasize safety: land on both feet, no reckless dives, pay attention to players' feet when landing near the net
- Praise attempts, not only successful hits.
- Keep drills short and dynamic – avoid standing in lines. (use different positions on the net and mini groups, to keep everybody active)
- Encourage loud communication: “Mine!”, “Up!”, “Block!”
- Regularly connect activities with environmental responsibility, respect for shared sport spaces, and sustainable sport practices.

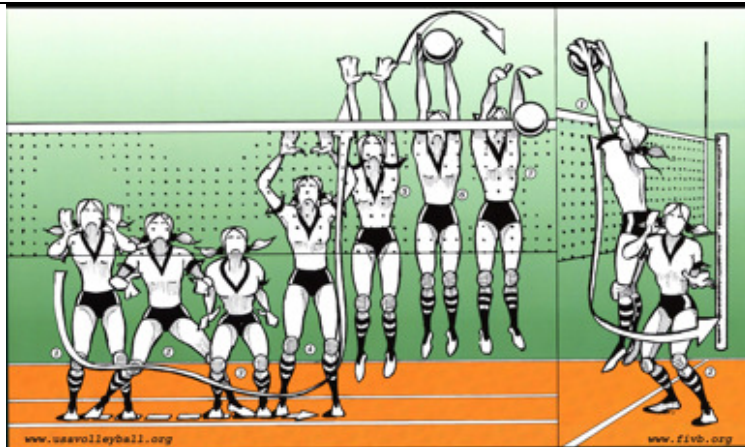
Rules of the method

The session builds on basics and introduces:

- spiking approach (arm swing + footwork),



- blocking



- and small-sided games.

- Volleyball attack requires rhythm and timing: approach - jump - arm swing - contact.
- Blocking is about timing and positioning on the net towards the ball, and the hands towards the ball and attack direction, not only height.
- Encourage “learning by doing” – lots of repetitions with positive energy. (practice makes masters, so each trial is a learning step and occasion for the reflection and improvement, what to change with the next trial i.e. too slow, too fast, rythm, timing, coordination of the movement)

Debriefing and evaluation

At the end of the session, participants gather in a circle for a guided reflection led by the facilitator. The debriefing should encourage participants to evaluate their learning experience, teamwork, communication skills, physical activity, confidence in attack/block situations, and environmental awareness.

Suggested reflection questions:

- What was the most exciting activity during the session?
- Which element was easier: attack approach, spike attempt, or blocking?
- What was the most challenging part of timing the jump and arm swing?
- How did teamwork and communication help during attack drills and mini games?
- How did the group support each other during the exercises?
- What benefits of regular physical activity did you experience during the session?

- How can sport activities be practiced in a more environmentally responsible way?
- How can players help keep sport facilities and outdoor environments clean, safe, and respectful for everyone?
- What healthy habit related to sport or physical activity would you like to continue after today's session?

Evaluation methods:

- Open group discussion.
- Reflection circle.
- Short verbal feedback from participants.
- Thumbs up / thumbs down feedback.
- Facilitator observation of participation, teamwork, communication, safety awareness, and skill development.

Learning outcomes review:

The facilitator briefly reviews the main learning outcomes achieved during the session, including volleyball attack basics, blocking, teamwork, communication, fair play, healthy lifestyle promotion, and environmental responsibility.

Environmental and social awareness reflection:

Participants are encouraged to reflect on how sport can contribute to sustainable lifestyles, respect for shared spaces, inclusion, cooperation, waste reduction, and positive social interaction within the group.

Adaptation

Adaptation to different abilities:

- Beginners: lower the net, allow standing spike attempts, and focus on arm swing, timing, and safe landing without jumping.
- Intermediate participants: full approach, jump, and controlled spike with simplified game situations.
- Advanced participants: real rally drills with attack, defense, blocking, and more complex tactical tasks.
- Participants with limited mobility can focus on seated passing, adapted ball control, tactical observation, communication roles, or non-jumping attack/block variations

Additional adaptations:

- Younger participants (8–12 years): reduced net height, lighter balls, simplified rules, and shorter activity periods.
- Older youth and adults: standard or advanced intensity according to

ability level.

- Indoor implementation: sports hall, gymnasium, or fitness facility.
- Outdoor implementation: beach volleyball court, schoolyard, park, or outdoor sports field.
- Cultural adaptation: instructions, examples, and motivational elements may be adjusted to local language and participant background.
- Inclusion support: participants are encouraged to participate at their own pace and select activity variations appropriate to their abilities.

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Welcome & Environmental Awareness	0:00–3:00	Welcome participants. Introduce the environmental motto. Discuss respect for sport facilities, outdoor spaces, and responsible behaviour during sport activities.	Short presentation, guided discussion.	Participants identify one environmentally responsible behaviour related to sport.
General Warm-up	3:00–8:00	Light jogging, dynamic stretching, arm swings, shoulder mobility, high knees, and small jumps.	Demonstration and guided practice.	Observation of participation and readiness.
Jump & Coordination Warm-up	8:00–13:00	Vertical jumps, coordinated arm swings, balance exercises, rhythm and safe landing practice.	Guided movement practice, individual drills.	Observation of coordination, rhythm, and safe landing.
Spike Approach – Technical Introduction	13:00–18:00	Demonstrate 3-step or 4-step spike approach. Practice footwork and arm swing first without the ball, then with a softly tossed ball.	Demonstration, repetition drills, guided practice.	Technique quality, timing, and coordination.

Blocking Basics	18:00–23:00	Introduction to blocking position at the net: knees bent, arms up, jump with hands over the net. Practice first without the ball, then with a slowly tossed ball.	Demonstration, guided practice, safety-focused drills.	Safe landing, hand positioning, and participation.
Attack Drill – Rotation	23:00–33:00	Groups of 3: one player tosses, one attacks, one defends. Rotate roles after several attempts.	Cooperative learning, rotation drill, repetition practice.	Teamwork, communication, effort, and controlled attack attempts.
Mini Games 3 vs 3	33:00–40:00	Small-sided games across the net with simplified rules and scoring. Encourage attack attempts and teamwork.	Small-sided games, experiential learning.	Application of skills, fair play, communication, and participation.
Cool-down & Stretching	40:00–43:00	Light walking, breathing exercises, static stretching for legs, shoulders, and arms.	Guided recovery activities.	Recovery and relaxation.
Debriefing & Evaluation	43:00–45:00	Reflection on attack, blocking, teamwork, communication, healthy lifestyle, safety, and environmental responsibility.	Reflection circle, group discussion, feedback collection.	Verbal feedback, self-reflection, environmental awareness, and learning outcomes achieved.

Method supported by Bartłomiej Gradecki (project coordinator, educator and volleyball player).

Cha Cha Fundamentals
Themes/sports approached: Cha Cha (Latin dance) – Basic steps & rhythm
Environment motto: <i>Every move matters – for your wellbeing and the environment</i>
Group size: 10-30 participants
Time: 45 min.
Overview Cha Cha is a lively and playful Latin dance characterized by its syncopated rhythm (“2–3–cha-cha-cha”). This lesson introduces the fundamental step patterns, rhythm awareness, body coordination, and partner interaction in a fun and accessible way. The activity promotes physical activity, creativity, self-expression, communication, and social inclusion. Participants gradually develop confidence in movement while learning how rhythm and cooperation create enjoyable dance experiences. The activity also promotes environmental awareness by encouraging low-resource physical activity, responsible use of shared spaces, sustainable participation in cultural and recreational activities, and respect for both people and the environment.
Objectives General objectives - Develop coordination, rhythm, and body control. - Encourage self-expression and confidence through dance. - Promote social interaction and cooperation in pairs. At the end of the lesson, students should be able to: - Recognize and count Cha Cha rhythm (2,3, cha-cha-cha). - Perform the basic forward–backward step pattern. - Dance in pairs while keeping rhythm and posture. Environmental learning outcomes - Understand how dance can be practiced with minimal environmental impact. - Recognize the importance of respecting shared indoor and outdoor spaces. - Develop awareness of sustainable participation in cultural and recreational activities. - Understand the environmental benefits of active lifestyles. Health and lifestyle outcomes - Increase motivation for regular physical activity.

- Develop healthy habits related to movement, posture, and wellbeing.
- Improve body awareness, balance, and coordination.
- Recognize the positive impact of dance on physical and mental health.

Materials

- Music with Cha Cha rhythm (120–128 BPM).
- Speakers.
- Spacious room or hall with smooth floor.

Environmentally friendly materials:

- Reusable water bottles.
- Digital music playlists instead of printed materials.
- Outdoor dance space whenever weather conditions allow.
- Reusable markers and equipment.

Preparation

Before the session:

- Prepare a safe dance area free from obstacles.
- Check the audio equipment and music playlist.
- Ensure sufficient space between participants and dance pairs.
- Prepare access to drinking water and basic first-aid materials.
- Explain safety rules, partner interaction guidelines, and respectful communication.
- Review activity adaptations for participants with different ability levels.

Instructions

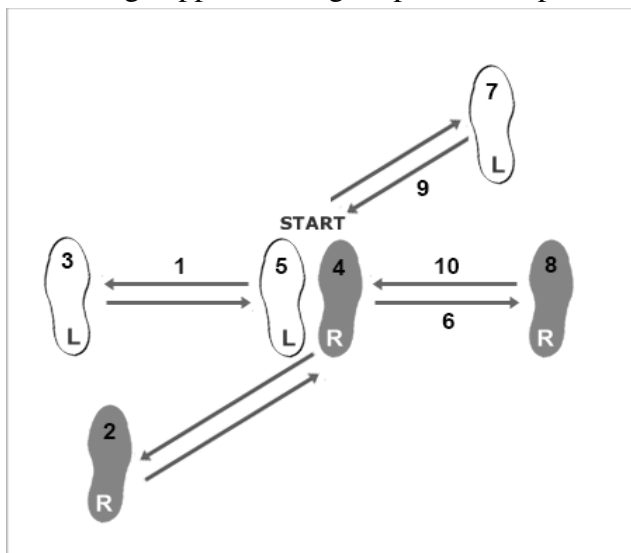
- Wear comfortable clothing and suitable footwear.
- Bring a reusable water bottle if possible.
- Follow facilitator instructions and respect personal space.
- Participate according to your own abilities and comfort level.
- Communicate respectfully with dance partners.
- Inform the facilitator immediately in case of discomfort or injury
- Focus on enjoyment, rhythm, and learning rather than perfection.

Tips for facilitators

- Keep tempo moderate at the beginning.
- Use clear counts and call out rhythm while dancing.
- Encourage smiles, energy, and confidence
- Encourage participants to support each other regardless of dance experience.
- Regularly connect activities with environmental responsibility, respect for shared spaces, and sustainable lifestyles.

Rules of the method

- Follow the Cha Cha rhythm: 2, 3, cha-cha-cha.
- Maintain upright posture and controlled body movement.
- Respect personal space and partner comfort.
- Focus on rhythm, coordination, and enjoyment.
- Listen carefully to music and facilitator instructions.
- Encourage positive communication and mutual support.
- Learning happens through repetition, experimentation, and practice.



Debriefing and evaluation

At the end of the session, participants gather in a circle for a guided reflection led by the facilitator. The debriefing should encourage participants to evaluate their learning experience, rhythm awareness, communication skills, confidence, physical activity, and environmental awareness.

Suggested reflection questions:

- What was the most enjoyable part of the session?
- Which movement or step was the easiest and which was the most challenging?
- How did music influence your movement and confidence?
- How did working with a partner affect your learning experience?
- What did you learn about communication and cooperation through dance?
- How did the group support each other during the activities?
- What benefits of physical activity did you experience during the session?
- How can dance and recreational activities be practiced in an

environmentally responsible way?

- How can participants help maintain clean, respectful, and inclusive spaces for physical activity?
- What healthy habit related to movement or physical activity would you like to continue after today's session?

Evaluation methods:

- Open group discussion.
- Reflection circle.
- Short verbal feedback.
- Thumbs up / thumbs down feedback.
- Facilitator observation of participation, communication, confidence, and skill development.

Learning outcomes review:

The facilitator briefly reviews the main learning outcomes achieved during the session, including rhythm awareness, body coordination, communication, confidence building, social inclusion, healthy lifestyle promotion, and environmental responsibility.

Environmental and social awareness reflection:

Participants are encouraged to reflect on how dance and physical activity can contribute to sustainable lifestyles, respect for shared spaces, inclusion, cooperation, wellbeing, and positive social interaction.

Adaptation

Adaptation to different abilities:

- Beginners: slower tempo music, simplified step patterns, and additional demonstrations.
- Intermediate participants: standard Cha Cha combinations with rhythm variations.
- Advanced participants: partner turns, spins, and longer dance sequences.
- Participants with limited mobility can perform seated rhythm exercises, upper-body movement variations, adapted partner interaction, or simplified footwork.

Additional adaptations:

- Younger participants (8–12 years): simplified choreography, shorter activity periods, and playful rhythm exercises.
- Older youth and adults: standard or advanced intensity according to ability level.
- Indoor implementation: dance studio, sports hall, gymnasium, or

community centre.

- Outdoor implementation: schoolyard, park, public square, or outdoor event space.
- Cultural adaptation: music, examples, and communication styles may be adapted to local culture and participant background.
- Inclusion support: participants are encouraged to participate at their own pace and select movement variations appropriate to their abilities.

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Welcome & Environmental Awareness	0:00–3:00	Welcome participants. Introduce the environmental motto. Discuss respect for shared dance spaces, sustainable participation in recreational activities, and the positive impact of movement on wellbeing.	Short presentation, guided discussion.	Participants identify one environmentally responsible behaviour related to physical activity and shared spaces.
General Warm-up	3:00–6:00	Walking with music, gentle knee bounce, hip mobility, arm swings, shoulder rolls, and light coordination exercises.	Demonstration and guided practice.	Observation of participation, coordination, and readiness.
Rhythm Awareness	6:00–10:00	Introduction to Cha Cha rhythm through clapping, counting ("2–3–cha-cha-cha"), and simple rhythm exercises.	Demonstration, repetition, guided practice.	Ability to follow rhythm and participate actively.
Rhythm in Movement	10:00–14:00	Participants step in place while following the rhythm and adding natural body movement and posture awareness.	Guided movement exercises, experiential learning.	Observation of rhythm awareness and confidence.
Basic Step Demonstration	14:00–18:00	Demonstration of the Cha Cha basic step (forward-backward	Demonstration, explanation,	Understanding of movement sequence and

		pattern and side steps) without music, using verbal counting.	guided observation.	timing.
Solo Practice	18:00–23:00	Participants practice the basic step individually, focusing on weight transfer, posture, rhythm, and coordination.	Individual practice, facilitator feedback.	Improvement in movement accuracy and rhythm control.
Solo Practice with Music	23:00–27:00	Repetition of the basic step with music, encouraging confidence, expression, and enjoyment.	Guided practice, experiential learning.	Confidence, rhythm, and active participation.
Pair Formation & Connection	27:00–30:00	Participants form pairs. Introduction to lead-follow roles, partner connection, respectful communication, and personal space.	Demonstration, pair work, guided discussion.	Understanding of partner interaction and cooperation.
Partner Practice	30:00–35:00	Partner dancing with simplified Cha Cha patterns, focusing on rhythm, timing, posture, and communication.	Pair practice, facilitator observation, repetition.	Cooperation, communication, and rhythm synchronization.
Group Cha Cha Experience	35:00–40:00	Entire group dances together using learned movements, focusing on collective rhythm, enjoyment, inclusion, and energy.	Group dance activity, experiential learning.	Group participation, confidence, and social interaction.
Cool-down & Stretching	40:00–43:00	Slow movements, breathing exercises, gentle stretching of legs, hips, shoulders, and back.	Guided recovery activities.	Relaxation, recovery, and body awareness.
Debriefing & Evaluation	43:00–45:00	Reflection on rhythm, movement, confidence, communication, teamwork, healthy	Reflection circle, group discussion, feedback collection.	Verbal feedback, self-reflection, environmental awareness, and

		lifestyle, inclusion, and environmental responsibility.		learning outcomes achieved.
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Method supported by Marek Tęgowski (professional dancer, choreographer, owner of the dance school)



Cha Cha Variations & Expression
Themes/sports approached: Cha Cha (Latin dance) – Variations & Expression
Environment motto: Every movement leaves a footprint — choose it wisely
Group size: Optimal 10–20 participants. The activity can be adapted for larger groups (up to 30 participants) by creating smaller circles, rotating partners, or dividing participants into separate practice groups.
Time: 45 min.
Overview The session builds on Cha Cha fundamentals and introduces variations and turns. Students practice side steps, cross steps, and underarm turns, first solo and then in pairs. The lesson emphasizes rhythm (2–3-cha-cha-cha), Cuban motion (hip action), and partner communication. A short group choreography at the end allows participants to enjoy Cha Cha together in a fun and social way. The activity also promotes environmental awareness by encouraging low-resource physical activity, responsible use of shared spaces, sustainable participation in cultural and recreational activities, and respect for both people and the environment.
Objectives General objectives - Develop rhythm, coordination, and hip action in Cha Cha. - Encourage partner connection and communication. - Build confidence and creativity in dance expression. At the end of the lesson, students should be able to: - Perform Cha Cha variations: side step, crossover, underarm turn. - Maintain rhythm (2–3-cha-cha-cha) while dancing with a partner. - Dance in pairs while keeping rhythm and posture. - Join in a short group routine combining basic and variation steps Environmental learning outcomes: - Recognize that meaningful physical activity can be practiced with minimal equipment, resources, and environmental impact.

- Develop awareness of responsible behaviour in shared recreational and cultural spaces.
- Understand the importance of respecting indoor and outdoor environments used for physical activity and community events.
- Reflect on how individual actions contribute to creating clean, safe, inclusive, and sustainable spaces for movement and social interaction.

Health and lifestyle outcomes:

- Improve body awareness, posture, balance, coordination, and movement confidence.
- Experience the positive impact of dance and music on physical, emotional, and social wellbeing.
- Strengthen self-confidence, creativity, and communication through partner and group interaction.
- Develop motivation to engage regularly in enjoyable physical activity as part of a healthy and active lifestyle.

Materials

- Music with Cha Cha rhythm (120–128 BPM).
- Speakers.
- Spacious room or hall or open space with smooth floor

Environmentally friendly materials:

- Reusable water bottles.
- Digital music playlists instead of printed materials.
- Outdoor dance space whenever weather conditions allow.
- Reusable markers and equipment.

Preparation

Before the session:

- Prepare a safe dance area free from obstacles.
- Check the audio equipment and music playlist.
- Ensure sufficient space between participants and dance pairs.
- Prepare access to drinking water and basic first-aid materials.
- Explain safety rules, partner interaction guidelines, and respectful communication.
- Review activity adaptations for participants with different ability levels.

Instructions

- Wear comfortable clothing and suitable footwear.
- Bring a reusable water bottle if possible.

- Follow facilitator instructions and respect personal space.
- Participate according to your own abilities and comfort level.
- Communicate respectfully with dance partners.
- Focus on enjoyment, rhythm, and learning rather than perfection.
- Inform the facilitator immediately in case of discomfort or injury.

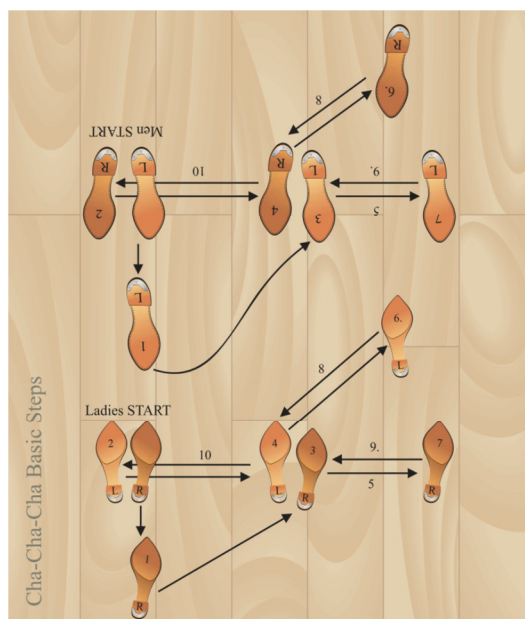
Tips for facilitators

- Keep tempo moderate at the beginning.
- Use clear counts aloud, especially for turns.
- Demonstrate slowly first, then to music.
- Encourage smiles, energy, confidence, and enjoyment while emphasizing participation over technical precision.
- Encourage participants to support each other regardless of dance experience.
- Regularly connect activities with environmental responsibility, respect for shared spaces, and sustainable lifestyles.

Rules of the method

- Cha Cha rhythm is always 2–3-*cha-cha-cha*.
- Encourage Cuban motion (natural hip action with bent knees).
- Partner work should be light and respectful – leaders guide, not force.

Group dance emphasizes shared rhythm and joy.



Debriefing and evaluation

At the end of the session, participants gather in a circle for a guided reflection led by the facilitator. The debriefing should encourage participants to evaluate their learning experience, rhythm awareness, confidence, creativity, communication skills, physical activity, and environmental awareness.

Suggested reflection questions:

- Which variation did you enjoy the most and why?
- Which movement or turn was the easiest and which was the most challenging?
- How did music influence your movement and confidence?
- How did working with different partners affect your learning experience?
- What did you learn about communication and cooperation through dance?
- How did the group support each other during partner work and choreography?
- What benefits of physical activity did you experience during the session?
- How can dance and recreational activities be practiced in an environmentally responsible way?
- How can participants help maintain clean, respectful, and inclusive spaces for physical activity?
- What healthy habit related to movement or physical activity would you like to continue after today's session?

Evaluation methods:

- Open group discussion.
- Reflection circle.
- Short verbal feedback.
- Thumbs up / thumbs down feedback.
- Facilitator observation of participation, communication, confidence, creativity, and skill development.

Learning outcomes review:

The facilitator briefly reviews the main learning outcomes achieved during the session, including rhythm awareness, partner communication, creativity, confidence building, social inclusion, healthy lifestyle promotion, and environmental responsibility.

Environmental and social awareness reflection:

Participants are encouraged to reflect on how dance and physical activity can contribute to sustainable lifestyles, respect for shared spaces, inclusion, cooperation, wellbeing, and positive social interaction.

Adaptation

Adaptation to different abilities:

- Beginners: slower tempo music, simplified step patterns, and additional demonstrations.
- Intermediate participants: standard Cha Cha combinations with rhythm variations.
- Advanced participants: partner turns, spins, styling techniques, and longer dance sequences.
- Participants with limited mobility can perform seated rhythm exercises, upper-body movement variations, adapted partner interaction, or simplified footwork.

Additional adaptations:

- Younger participants (8–12 years): simplified choreography, shorter activity periods, and playful rhythm exercises.
- Older youth and adults: standard or advanced intensity according to ability level.
- Indoor implementation: dance studio, sports hall, gymnasium, or community centre.
- Outdoor implementation: schoolyard, park, public square, or outdoor event space.
- Cultural adaptation: music, examples, and communication styles may be adapted to local culture and participant background.
- Inclusion support: participants are encouraged to participate at their own pace and select movement variations appropriate to their abilities.

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Welcome & Environmental Awareness	0:00–3:00	Welcome participants. Introduce the environmental motto. Discuss respect for shared spaces, sustainable participation in recreational activities, and the positive impact of movement on wellbeing.	Short presentation, guided discussion.	Participants identify one environmentally responsible behaviour related to physical activity and shared spaces.
Cha Cha Warm-up	3:00–6:00	Cha Cha walks, hip circles, Cuban motion exercises, rhythm clapping, and body activation.	Demonstration and guided practice.	Observation of participation, coordination, and readiness.
Rhythm & Timing Review	6:00–10:00	Review the Cha Cha rhythm (2–3–cha-cha-cha) through clapping, stepping, and weight transfer exercises.	Guided practice, repetition exercises.	Ability to maintain rhythm and timing.
Basic Step Recap	10:00–14:00	Review the basic Cha Cha step and reinforce posture, weight transfer, and rhythm.	Demonstration, repetition, facilitator feedback.	Movement accuracy and rhythm control.
Variation 1 – Side Step	14:00–18:00	Introduction and practice of side step variations with rhythm and arm styling.	Demonstration, individual practice.	Understanding of movement variation and coordination.
Variation 2 – Crossover	18:00–22:00	Practice crossover movements and transitions while maintaining	Demonstration, guided practice.	Stability, rhythm, and movement quality.

		rhythm and posture.		
Variation 3 – Underarm Turn	22:00–26:00	Introduction to underarm turns and safe turning technique.	Demonstration, repetition, guided practice.	Balance, timing, and confidence.
Partner Practice	26:00–32:00	Partner work using basic steps, variations, and underarm turns. Participants rotate partners to improve communication and adaptability.	Pair practice, experiential learning.	Cooperation, communication, and rhythm synchronization.
Group Choreography	32:00–40:00	Practice and perform a short Cha Cha choreography combining all learned elements.	Group activity, guided rehearsal.	Creativity, confidence, teamwork, and participation.
Cool-down & Stretching	40:00–43:00	Gentle movement, breathing exercises, and stretching.	Guided recovery activities.	Relaxation and body awareness.
Debriefing & Evaluation	43:00–45:00	Reflection on rhythm, creativity, communication, confidence, inclusion, healthy lifestyle, and environmental responsibility.	Reflection circle, group discussion, feedback collection.	Verbal feedback, self-reflection, environmental awareness, and learning outcomes achieved.

Method supported by Marek Tęgowski (professional dancer, choreographer, owner of the dance school).

Football Training Session – Passing, Movement & Small-Sided Games
Themes/sports approached: Technical skills, tactical awareness, teamwork, and physical fitness
Environment motto: <i>Keep it clean, Keep it Green</i>
Group size: 16–20 participants
Time: 90 min.
Overview This football training session focuses on developing players' passing accuracy, first touch, off-the-ball movement, and decision-making. The session progresses from warm-up activities to technical drills, tactical small-sided games, and match play, finishing with a cool-down and reflection. Football connects participants with nature through outdoor play in parks and open fields, allowing them to enjoy fresh air and natural surroundings. It also promotes environmental responsibility by encouraging respect for green spaces, sustainable practices, and awareness of the importance of protecting the environment for future generations.
Objectives - Improve passing and ball control - Develop movement and communication between players - Encourage teamwork and tactical understanding - Apply skills in realistic game situations - Maintain physical fitness through game-based exercises
Materials Footballs (1 per 2 players), Cones (20–30), Bibs (2 different colors), Small goals (2–4), Whistle and stopwatch
Preparation - Set up cones for warm-up and passing drills - Prepare a small-sided pitch with goals - Divide players into balanced teams - Ensure equipment is safe and ready
Instructions (for the participants) - Follow the coach's instructions carefully - Stay active and focused throughout the session - Communicate with teammates at all times - Respect teammates, opponents, and rules - Give maximum effort but play fair

Tips for facilitators

- Demonstrate drills clearly before starting
- Encourage positive communication
- Adjust difficulty based on players' level
- Keep sessions dynamic and engaging
- Provide constructive feedback

Rules of the method

- Fair play at all times
- Listen to the coach's whistle
- Rotate positions when instructed
- Maximum touch limits when applied
- Respect training equipment

Debriefing and evaluation

- Short group discussion at the end of the session
- Ask players what they learned
- Highlight improvements and areas to work on
- Observe participation, effort, and teamwork

Adaptation

Football can be adapted to ensure that participants with special needs can participate safely, confidently, and successfully. Modifications should focus on inclusion, enjoyment, skill development, and individual abilities.

- Modify pitch size if group size changes
- Increase rest intervals for younger players
- Adapt drills for beginners or advanced players
- Use smaller playing areas and lighter footballs.
- Simplify rules and focus on basic skills such as kicking, passing, and stopping the ball.
- Include fun games and activities to maintain motivation and attention.
- Keep sessions short with regular breaks.

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Organization & Introduction	3-5 min	Greeting and attendance, Equipment and uniform check, Explanation of	Team gathered in a semi-circle, Brief explanation	Observation of focus and readiness

		session goals		
Warm-Up (General + Ball Activation)	15 min	Jogging, dynamic stretching, Ball warm-up: dribbling with both feet, inside/outside touches, change of direction	Demonstration & practice	Player readiness
Technical Drill – Passing & Movement	15 min	Passing in pairs: inside foot passing, first-touch control. Progression: pass → move → receive, one-touch passing	Repetition, correction, feedback	Passing accuracy, body positioning
Tactical Drill – Possession Game	20 min	4v4 or 5v5 possession game, 5 passes = 1 point, Optional neutral player	Small-sided game	Decision-making, teamwork
Finishing Drill – Shooting on Goal	15 min	Pass → control → shot Progression: defender added (2v1)	Demonstration and rotation	Shooting technique, accuracy
Match Play (Conditioned Game)	18 min	6v6 / 7v7 game Conditions: max 2 touches or 3-pass rule	Game-based learning	Application of learned skills
Cool Down & Stretching	5 min	Light jogging, static stretching, breathing exercises	Guided relaxation	Recovery and calmness

Method supported by Mustafa Bariş Kumbetlioglu (trainer).



Intermediate Football Training
Themes/sports approached: Possession, Transition & Finishing
Environment motto: <i>Think fast – play simple – move together</i>
Group size: 16–20 participants
Time: 90 min.
Overview This session focuses on improving players' ability to maintain possession under pressure, transition quickly after winning or losing the ball, and finish attacks effectively. The lesson integrates technical, tactical, physical, and decision-making elements through progressive game-based activities. Football is not only a sport for physical development but also a powerful educational tool that promotes social learning, environmental awareness, and responsible citizenship. Football educates players and spectators about environmental challenges such as climate change, pollution, and biodiversity loss.
Objectives Technical Objectives - Improve first touch, passing accuracy, and finishing technique - Improve ball control under pressure Tactical Objectives - Improve off-the-ball movement and support play - Develop quick attacking transitions - Improve defensive reaction after ball loss Physical Objectives - Develop speed, agility, and football-specific endurance Psychological and Social Objectives - Improve communication and teamwork - Encourage decision-making under match pressure
Materials Football (1 per 2 players), Cones (20–30), Bibs (2 different colors), Small goals (2–4), Whistle and stopwatch
Preparation - Mark out grids and playing areas before the session - Set up cones for warm-up and passing drills

- Prepare a small-sided pitch with goals
- Divide players into balanced teams
- Ensure equipment is safe and ready

Instructions (for the participants)

- Follow the coach's instructions carefully
- Maintain high intensity and concentration
- Communicate with teammates at all times
- Respect teammates, opponents, and rules
- Play with maximum realism, as in a match

Tips for facilitators

- Demonstrate drills clearly before starting
- Encourage positive communication
- Adjust difficulty based on players' level
- Keep sessions dynamic and engaging
- Provide constructive feedback
- Keep explanations short and clear

Rules of the method

- Fair play at all times
- Listen to the coach's whistle
- High tempo, minimal stoppages
- Mistakes are part of learning
- Maximum touch limits when applied
- Respect training equipment

Debriefing and evaluation

- Short group discussion at the end of the session
- Ask players what they learned
- Highlight improvements and areas to work on
- Observe participation, effort, and teamwork

Adaptation

- Modify pitch size if group size changes
- Increase rest intervals for younger players
- Adapt drills for the players with mental disorders or autism players

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Organization & Introduction	3-5 min	Greeting and attendance, Equipment and uniform check, Explanation of session goals	Team gathered in a semi-circle, Brief explanation	Observation of focus and readiness
Warm-Up (General + Ball Activation)	15 min	Dynamic warm-up + passing rondos	Progressive activation, ball-based warm-up	Body readiness, passing quality
Technical Activation	15 min	Passing combinations (pass-move-receive-finish)	Repetition with movement, increasing speed	Accuracy, first touch, timing
Small-Sided Game – Finishing Focus	20 min	7v7 with goals, limited touches in the attacking zone	Conditioned game	Quality of chances, finishing decisions
Cool Down	15	Light jogging, stretching, and breathing exercises	Recovery-based cool down	Physical recovery, player feedback

Method supported by Mustafa Bariş Kumbetlioglu (trainer).

Volley Football (Football Tennis)
Themes/sports approached: Ball control, coordination, teamwork through volley football
Environment motto: <i>Control the ball, respect the nature, enjoy the game</i>
Group size: 8–20 participants
Time: 60 min.
Overview Volley football is a small-sided game combining elements of football and volleyball. Players use only their feet, head, chest, or thighs to send the ball over a net without letting it touch the ground more than the allowed number of times. This lesson focuses on coordination, ball control, communication, and fair play. Volley football can be effectively linked to nature and environmental awareness by using outdoor spaces and incorporating environmental themes into activities. Volley football can be played in parks, school fields, beaches, and other natural environments, allowing participants to enjoy fresh air and open spaces. Being active in nature can help reduce stress, improve mood, and increase concentration.
Objectives By the end of the session, participants will be able to: - Improve ball control using feet and body - Develop coordination and balance - Apply basic rules of volley football - Communicate and cooperate effectively in teams - Demonstrate respect, fair play, and sportsmanship
Materials Footballs (size 4 or 5, preferably lighter), Net (volleyball net, rope, or tape), Cones or markers, Whistle, Stopwatch
Preparation - Set up a rectangular court (similar to volleyball or badminton court) - Adjust net height (1–1.5 m depending on age and level) - Organize participants into pairs or small teams - Warm-up area clearly marked
Instructions (for the participants) - The ball must be played using feet, head, chest, or thighs only

- No use of hands or arms
- Maximum 2–3 touches per side (adapt to level)
- Ball must cross the net on the final touch
- Let the ball bounce only if rules allow (beginners)
- Respect teammates, opponents, and referee

Tips for facilitators

- Demonstrate techniques slowly and clearly
- Encourage communication between teammates
- Adapt rules to participants' age and skill level
- Rotate teams to ensure equal participation
- Emphasize safety and fair play

Rules of the method

- Start with a serve using the foot
- Points are scored when the opposing team fails to return the ball legally
- Play rally scoring or time-based games
- Modify touches and net height for progression

Debriefing and evaluation

Short group discussion after the session:

- How was the lesson easy or difficult?
- How did teamwork help performance?
- What skills improved?

Facilitator observes:

- Ball control
- Participation
- Respect for rules and others

Adaptation

- Ensure hydration breaks
- Adapt intensity for mixed-ability groups
- Can be used indoors or outdoors

Adapting the game (how to make it accessible)

- Lower the net or remove it entirely and use a marked
- Allow sitting, kneeling, or wheelchair play
- Use a lighter, softer ball (foam or beach-football)
- Reduce court size to limit fatigue
- Allow multiple touches before passing
- Permit ball bounce once before return if needed

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Organization & Introduction	3-5 min	Greeting and attendance, Equipment and uniform check, Explanation of session goals	Team gathered in a semi-circle, Brief explanation	Observation
Warm-up	10 min	Light jogging, dynamic stretches, ball touches	Guided exercises	Observation
Skill Development	15 min	Passing volleys, control drills	Demonstration & practice	Technique feedback
Main Activity	20 min	Volley football matches	Small-sided games	Rule application
Cool Down	10 min	Stretching, breathing	Guided stretching	Engagement
Reflection	5 min	Group discussion	Q&A	Self-assessment

Method supported by Mustafa Barış Kumbetlioglu and Engin Dogan.



Martial Arts
Themes/sports approached: Wushu
Environment motto: <i>Knowing others is wisdom, knowing yourself is enlightenment.</i>
Group size: 10 – 30 participants
Time: 50 min.
Overview Wushu is a modern sport which is fundamentally based on various traditional kung fu styles. It is practised as a professional sport in many asian countries and its popularity is rapidly gaining momentum worldwide. The wushu training for teenagers in schools plays an important role in cultivating students' physical and mental health as well as confidence. Through physical exercise, psychological development, and strengthening moral education, students can achieve comprehensive development in wushu training. Specifically, adolescent wushu training has a significant impact on students' physical exercise. Wushu training focuses on physical fitness, including improving flexibility, strength, and endurance. Through various exercises and skills, students' muscle coordination and reaction ability have been greatly improved. In addition, wushu training also has certain requirements for students' breathing control and body posture, guiding them to develop healthy habits and good posture. In the process of learning wushu, students cultivate patience and perseverance through persistent practice, which will have a positive impact on their future learning and work. Secondly, youth wushu training is of great significance for students' psychological development. Wushu training requires students to face challenges and competition and cultivate their courage and determination to overcome difficulties.
Objectives General objectives - To provide opportunities to learn Wushu in a fun, safe, and engaging environment - Develop a basis to support lifelong enjoyment and participation in sport - Development of fundamental movement skills (FMS), such as warm up, stretching, basic stances, hand and kick forms - Development of agility, balance, coordination with multiple movements and with others Cognitive development: space and body awareness, directions, laterality

(left and right), patterning, object manipulation

Social skills: communication, interaction with others, cooperation, and discipline as a basis for sport and life ethics

Psychological development: self-confidence (“don’t be afraid to try”), positive self-esteem, independence

Athletes should demonstrate basic understanding of the language and rules of the sport, and the ability to follow instructions through discipline, respect and focus

Materials

Open area, proper training clothes and shoes, a bottle of water and towel.

Preparation

The session should begin with around 5 minutes of general warm up with exercises for head, neck, shoulders, waist, hips, legs, soles of the feet.

The session will continue with 10 minutes of specific stretching like: arm circle, jumping jack, hamstring and calf stretching.

Go through sequence of basic techniques of Wushu:

- Horse stance
- Bow stance
- Squatting stance
- Side kick
- Front kick
- Slap kick
- Hand forms
- Horse stance
- Bow stance punch

Peer feedback provided in pairs to ensure students are performing the techniques successfully. Use techniques in combos and then a sequence to create a wushu performance.

The session continues by gradually slowing down the movement. Through breathing, stretching, or gentle swaying, participants allow their bodies to relax.

Instructions (for the participants)

Ensure students are low in the stances, holding strong posture. Kicks and strikes are strong with forceful stiff limbs. Highlight the way in which wushu can be used to tell a story, specifically ancient Chinese stories.

Tips for facilitators

- Draw upon prior knowledge to improve the quality of own wushu moves
Demonstrate the ability to follow teacher instruction and demonstration
- Repeat movements enough times for participants to feel the posture, but avoid overloading them.
- Encourage participants to listen to their body — movement should feel comfortable, not exhausting.

Rules of the method

70% non-technical components, 30% technical components

- Emphasis on FUN and active participation is crucial
- All activities must be very well organized, equipment must be prepared in advance
- Allow for progression at the participants' own individual rate
- Include games!
- The majority of the time should be devoted to general exercises, rather than to specific Wushu skills
- Basic Wushu elements can be presented in a form of a game
- Later in this stage students can already be exposed to basic Wushu movement combinations and elementary routines (depends on individual characteristics of each athlete)
- All activities and equipment must be adapted to participants' developmental stage
- Language of instructions must be simple and clear (appropriate for the developmental level of the students)
- Competitive-type training is not recommended

Debriefing and evaluation

How do you feel after the session?

What have you noticed about yourself during the session?

How did you perceive the process of involvement and your evolution?

What would motivate you to continue practicing Wushu?

Adaptation

Coaches have the primary leadership role at this particular stage of development within Wushu. It is the coach's responsibility to provide adequate skill development based on the LTAD framework. Beyond their responsibility to the athletes, coaches also need to provide information to parents throughout the session. This might include athlete progress reports, Wushu program information and the information related to events and

performance enhancement opportunities.

Coaches must be knowledgeable on child development and be aware of the individual needs of participants as well as program requirements at the grassroots level. Coaches must also understand the role of grassroots programming in the overall development of athletes and individuals.

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Organization	2 min	Greeting, presence, uniform check, Announcing the theme	Front formation	Observation
Warm-up	5–10 min	General warm-up head to toe: neck stretches, shoulder rotations, arm stretches, knee and ankle rotations and running	Line/circle formation, explanation and demonstration	Guided observation
Stretching	5–10 min	arm circle, jumping jack, hamstring and calf stretching.	Frontal / pairs	Corrections and feedback
Basic Stances and Kicks	10 min	1. Introduction to basic body postures 2. Learning basic stances and leg movements 3. Practicing individually 10 times with 3 sets 4. Introducing some specific parts of the technic	Explanation, demo, practice in pairs/groups	Observation, verbal feedback
Hand Form Sequences	15 min	Demonstrating together with a rhythm and harmony	Group work	Peer and trainer feedback
Cool Down And Stretching	3–4 min	Stretching exercises with a deep breathing.	Circle formation	Observation of relaxation
Debriefing	2–3 min	Reflection: “How do you feel after the session? What have you noticed about yourself during the session?”	Conversation , group reflection	Self-evaluation, verbal appreciation

Method supported by Olcay Atbin (trainer, martial arts coach).

Wushu
Themes/sports approached: WushuTaolu – Basic Changquan Forms
Environment motto: <i>Discipline, Balance, Respect</i>
Group size: 10–20 participants
Time: 90 min.
Overview Wushu is a modern sport which is fundamentally based on various traditional kung fu styles. It is practised as a professional sport in many asian countries and its popularity is rapidly gaining momentum worldwide. There are two main categories of Wushu: Taolu and Sanda. This lesson introduces participants to the fundamentals of Wushu Taolu, focusing on basic stances, hand techniques, kicks, coordination, rhythm, and expressive performance. Emphasis is placed on body alignment, control, and the connection between movement and spirit (Shen). Nature and Wushu are closely connected because many Wushu movements are inspired by the natural world and emphasize harmony between the body, mind, and environment. Wushu can be practiced in parks, gardens, beaches, or open fields, allowing participants to enjoy fresh air, natural scenery, and a calming atmosphere.
Objectives At the end of the lesson, students should be able to: - Understand the basic principles of Wushu Taolu - Learn and correctly perform basic stances and techniques - Develop coordination, balance, flexibility, and strength - Improve rhythm, posture, and movement flow - Build discipline, focus, and respect for martial arts traditions
Materials Open training space, comfortable sportswear, soft martial arts shoes (optional), whistle or timer
Preparation The session should begin with around 5 minutes of general warm up with exercises for head, neck, shoulders, waist, hips, legs, soles of the feet. The session will continue with 15 minutes of dynamic stretching like: Leg swings (front, side, back), hip openers, Arm circles, shoulder swings and spinal twists.

Participants are introduced step by step to the basic Techniques (Jiben Gong). The routine will be divided into small sections to be practiced easily. The difficulty of the session will be settled according to the level of the athletes

Instructions (for the participants)

It is essential to follow the instructor's demonstrations carefully, then to practice movements with control before adding speed. Be careful to maintain correct posture and breathing. Stop immediately if discomfort or injury occurs.

Tips for facilitators

- Use clear visual demonstrations and verbal cues to make the movements and techniques easy to understand.
- Break movements into simple steps
- Correct posture gently and positively
- Encourage expression and confidence, not only precision
- Adapt intensity based on participant level

Rules of the method

- Safety first: no reckless movements
- Respect the instructor and fellow participants
- Practice with focus and self-control
- Listen and respond to commands promptly

Debriefing and evaluation

- Group discussion on what participants learned
- Instructor feedback on posture, coordination, and effort
- Short demonstration by participants of learned sequence

Adaptation

Beginners may require additional balance support. Coach feedback and correction are important during the learning process. Progression can include weapons Taolu in future sessions. Routine fluency and spirit (Jingshen)

The people with physical disabilities: adapting the body, not the spirit

- Replace footwork with torso rotation
- Focus on fa jin (controlled power) through arms and breath
- Short forms instead of long routines

Introduce more structured routines and partner activities. Encourage goal

setting and self-monitoring of progress. Include modified self-defense concepts and fitness elements. Provide opportunities for social interaction and teamwork.

Skill level variations of participants must be considered in planning session. Teach one movement at a time. Break techniques into small, manageable steps. Use repetition and clear demonstrations. Focus on basic stances, hand techniques, and simple sequences.

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Warm-up	15 min	Joint mobility, light jogging, dynamic stretching, light jumping drills	Guided exercises	Observation
Basic Techniques	25 min	Stances (Ma Bu, Gong Bu, Pu Bu, Xu Bu), hand forms, basic kicks	Demonstration & repetition	Technique correction
Coordination Drills	15 min	Linking steps, arms & legs coordination, flow drills, stance walking with posture correction	Partner & individual practice	Movement flow
Taolu Sequence	25 min	Learn short TaoluJiben Gong routine (Punches, palm strikes, arm swings, coordination of waist and arms)	Stationary → moving → combined sequences	Performance quality
Cool-down	10 min	Static stretching, breathing, relaxation	Guided stretching	Recovery & focus

Method supported by Olcay Atbin (trainer, martial arts coach).



Circle Sequence Builder
Themes/sports approached: Aerobics / Group Fitness / Dance-based Aerobic Activity
Environment motto: <i>From One Move to One Team — healthy bodies in a healthy environment.</i>
Group size: 20–30 participants
Time: 50 min.
Overview “From One Move to One Team” is a cooperative aerobic activity designed for Erasmus+ sport projects. Participants are divided into two groups forming a circle and progressively build a shared aerobic sequence. Each participant adds one basic aerobic move, contributing to a collective choreography performed by the whole group. Beyond physical fitness, the activity supports educational learning outcomes such as teamwork, communication, creativity, rhythm and motor memory, confidence, and inclusive participation. It can also support environmental learning outcomes by promoting responsibility for the shared activity space (keeping it safe, respectful, and clean) and reinforcing positive group habits that transfer to outdoor/community settings.
Objectives • Improve cardiovascular endurance through continuous aerobic movement; • Encourage teamwork and group cohesion; • Develop coordination, rhythm, and motor memory; • Promote creativity and self-expression; • Foster inclusion and intercultural awareness; • Increase confidence and active participation.
Materials • Music player • Energetic aerobic music (120–135 BPM) • Open and safe space suitable for group movement
Preparation • Prepare a clear and safe activity area; • Select simple, motivating aerobic music; • Explain the objective and rules of the activity; • Emphasize inclusion, simplicity of movements, and respect for different abilities; • Inform participants that there are no wrong movements.

Instructions (for the participants)

- Respect yourself and others
- Everyone moves at their own pace
- There is no right or wrong way to move
- Enjoyment and safety come first
- One movement per participant
- Movements must be simple and safe
- Everyone must participate
- No judgment of creativity
- Respect individual abilities and limits

Tips for facilitators

- Use encouraging and inclusive language;
- Smile, motivate and move with the group;
- Observe participants' comfort and safety;
- Adapt rules and movements when necessary;
- Create a joyful and pressure-free atmosphere;
- Encourage simple and accessible movements;
- Support hesitant participants;
- Adapt tempo and intensity if needed;
- Reinforce positive feedback;
- Maintain a non-competitive and inclusive environment.

Rules of the method

Participants form a large circle in a safe open space. The facilitator divides the circle into two equal groups (Group A and Group B) facing each other. The goal is to create one shared aerobic sequence together.

The first participant from Group A steps into the center and performs one basic aerobic step for 4 or 8 counts. The entire group repeats that step together. Then the first participant from Group B steps into the center and adds a new basic aerobic step. The group performs the sequence starting from the first step and continuing through the newly added step.

Groups continue alternating turns (A → B → A → B). Each participant contributes only one step, and the sequence grows progressively until all participants have added a movement. Low-impact and inclusive movements are encouraged.

Suggested basic aerobic steps:

- March in place



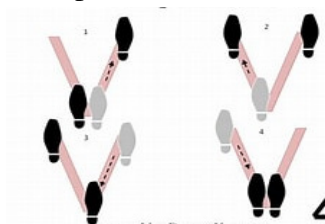
- Step touch



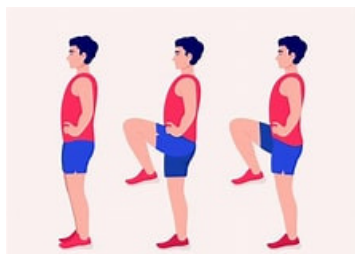
- Grapevine



- V-step



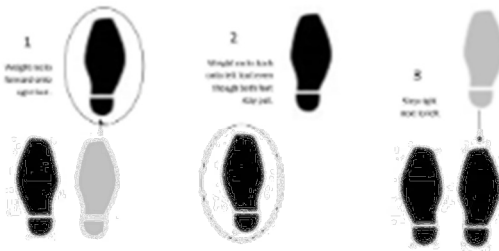
- Knee lift



- Double step touch



- Easy mambo (forward/back)



At the end, the whole group performs the complete sequence continuously and repeats it 2–4 times. Intensity can be slightly increased if appropriate, and the group may change leader or perform the sequence in mirror for variety.

Debriefing and evaluation

Participants form a circle and reflect briefly on:

- How did you feel adding your own movement?
- Was it easy to follow and remember the sequence?
- How did the group support each other?

Evaluation focuses on:

- Participation and engagement
- Cooperation and teamwork
- Inclusion and group dynamics

Adaptation

This activity is easily adaptable to multicultural groups and different fitness levels. It strengthens social bonding and shared responsibility through collective movement.

Adaptation to different abilities:

- Reduce movement amplitude
- Perform movements on the spot
- Focus on upper body only if needed

- Allow slower rhythm execution
- Provide peer support when necessary

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Warm-up	0:00–10:00	March in place, step touch (right/left), arm movements and shoulder mobility, light grapevine, gradual rhythm increase	Whole-group guided warm-up	Observe safe movement, readiness, engagement
Introduction & Set-up	10:00–13:00	Explain goal and rules (one move per person, simple/safe, everyone participates, no wrong moves) + short demo	Briefing + demonstration	Check understanding through observation and quick questions
Main Activity	13:00–40:00	Build the aerobic sequence with alternating groups (A→B→A→B), one move per participant, repeat growing sequence from the start	Cooperative circle sequence	Observe cooperation, inclusion, rhythm, memory and confidence
Final Execution	40:00–48:00	Perform full sequence continuously; repeat 2–4 times; optional mirror/leader change; optional slight intensity increase	Whole-group performance	Observe sustained participation, pacing, group cohesion
Debrief & Close	48:00–50:00	Reflection circle + short breathing/relaxation	Guided reflection	Participant feedback + facilitator summary

Method supported by Luciana Silva (Zumba coach and specialist in physical exercise technique).

Aerobic Colour Game

Themes/sports approached: Aerobic Fitness (Cardio Training) delivered through a game-based, colour-cue method, integrating light jogging/continuous movement, coordination and reaction speed, and basic functional bodyweight exercises, with a strong focus on motivation, inclusion, and teamwork/social interaction.

Environment motto: *Move by Colour, Care for Nature.*

Group size: 10–30 participants

Time: 50 min.

Overview

Aerobic Colour Game is a dynamic, game-based aerobic activity where participants stay in continuous movement (walking/light jogging) while reacting to colour cues. A set of coloured markers (cones, cards, or spots) is placed around the activity area. When a colour is called (or shown), participants move quickly to that colour and complete the exercise assigned to it for a short time or a fixed number of repetitions. The cycle repeats with frequent colour changes, keeping the heart rate elevated while also developing coordination, reaction speed, and basic strength through simple bodyweight tasks.

In addition to physical fitness, the activity supports educational learning outcomes such as decision-making, focus/attention, self-regulation (pacing and effort control), and positive social behaviour (fair play, respect, and cooperation when sharing space). It also connects to environmental learning outcomes by reinforcing responsibility for the training area (keeping it safe and clean, respecting nature and shared spaces) and by promoting an “active lifestyle with care for the environment” message aligned with the session’s motto.

The method is flexible and can be adapted by deciding how many colours will be used, each colour corresponds to one exercise, so the number of colours = number of exercises.

Objectives

- To improve aerobic endurance by maintaining continuous movement through repeated colour-based running/jogging intervals.
- To develop reaction speed, coordination, and agility through fast decision-making and quick changes of direction.

- To strengthen basic functional fitness (lower body, upper body, core) through short, repeated bodyweight exercise sets.
- To increase motivation and enjoyment of physical activity through a playful, game-based format.
- To support inclusive participation by allowing easy adjustments in intensity, repetitions, and exercise selection.

Materials

- Outdoor or indoor open space
- Coloured cones / spot markers / cards (minimum 4 colours; more colours = more exercise options)
- Exercise map sheet (colour → exercise) displayed visibly (poster/flipchart)
- Whistle or clear audio signal
- Stopwatch/timer
- Music speaker (optional, for rhythm and engagement)
- Bibs/vests (optional, for grouping teams)
- First aid kit
- Drinking water access / water bottles
- Optional: floor mats (useful if planks/push-ups are included)

Preparation

Before the session, the facilitator selects a safe, flat activity area and removes any obstacles (bags, bottles, slippery objects). The space is then organised by placing coloured cones/markers around the area with enough distance between them to allow safe movement and clear direction changes. The number of colours is decided in advance, and one exercise is assigned to each colour. The colour–exercise mapping is written clearly on a poster/flipchart and displayed where everyone can see it.

The facilitator checks that the chosen exercises match the participants' level and prepares simple adaptations (easier versions, reduced repetitions/time, or alternative movements). If floor-based exercises are included (for example, push-ups or planks), mats are positioned in a safe place or participants are instructed where to perform them comfortably.

A short warm-up plan is prepared, followed by a brief practice round to ensure participants understand the cues, the movement rules, and how long each exercise interval will last. Teams/groups can be formed if needed, and the signal method is tested before the main rounds begin.

Instructions (for the participants)

Participants are positioned in the activity area with clear space to move safely. Coloured cones/markers are placed around the area, and each colour is linked to one specific exercise. The facilitator explains the colour–exercise mapping and demonstrates each movement briefly.

The activity begins with participants moving continuously (walking or light jogging) around the space. When the facilitator calls out or shows a colour, participants immediately move to the matching coloured marker. Once there, they perform the exercise assigned to that colour for the agreed time or repetitions. After completing the exercise, participants return to continuous movement until the next colour cue is given.

Rounds continue with frequent colour changes to maintain aerobic intensity. Safety rules are followed throughout: controlled speed, awareness of others, no pushing, and correct technique during exercises. Intensity can be adjusted by changing movement pace (walk/jog), exercise duration, rest intervals, or by selecting easier/harder exercise options depending on the group's level.

Tips for facilitators

Keep the rules visible Display the colour → exercise chart clearly and repeat it once before the first round to reduce confusion and keep the flow fast.

Start with fewer colours: Begin with 4 colours / 4 exercises for beginners; add more colours only when participants react confidently and technique stays safe.

Demonstrate technique briefly: Show correct form (especially for squats, push-ups, planks) and offer an easier option (e.g., knee push-ups, shorter plank) to support inclusion.

Use a consistent cue system: Call colours loudly, show colour cards, or use music-stop cues—choose one clear method and keep it consistent throughout the session.

Prioritise safe movement: Ensure enough space between colour stations, remind participants to watch for others, and avoid sharp turns at high speed. Adjust on the spot: If the group is struggling, reduce repetitions/time, allow walking instead of jogging, or swap an exercise for a simpler one—without changing the core colour-cue logic.

Finish with a short reflection: Ask for one quick takeaway (what was hardest/easiest) and one improvement goal to document learning outcomes.

Rules of the method

Set-up: Coloured cones/markers (minimum 4) are placed around the activity area. Each colour is linked to one specific exercise.

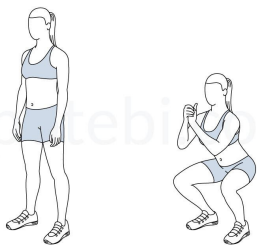
Movement rule: Participants remain in continuous movement (walking or light jogging) between cues to keep the activity aerobic.

Cue rule: The facilitator gives a clear cue (calling a colour, showing a colour card, whistle/music-stop + colour). Participants must react immediately and move to the matching colour zone.

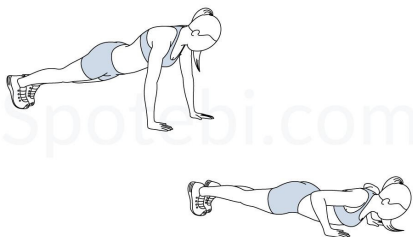
Example exercise mapping (choose one):

4 Colours = 4 Exercises

-Red → Squats

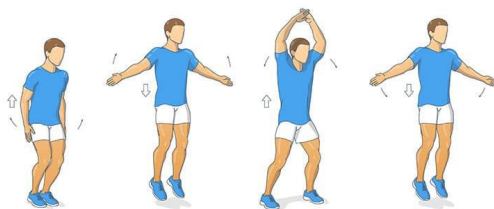


-Blue → Push-ups



-Green → Jumping Jacks

JUMPING JACKS



Yellow → Plank



Work interval: Each station exercise is completed for a set time or repetitions (e.g., 20–30 seconds or 8–12 reps), defined before the game starts.

Restart rule: After finishing the exercise, participants return to continuous movement until the next cue is given.

Safety & fair play: No pushing or blocking; participants maintain awareness of others, control speed when changing direction, and respect facilitator decisions.

Technique rule: Exercises should be performed with safe basic technique; easier variations are allowed when needed to support inclusion.

The method works best when colour stations are spread out evenly and clearly visible; good spacing reduces crowding and improves reaction time. The activity naturally increases intensity through frequent direction changes; therefore, surface conditions (wet ground, uneven terrain) should be checked carefully to reduce slipping risk.

Exercise selection strongly affects fatigue: alternating legs–upper body–core supports better pacing and keeps technique safer across rounds.

The game is highly inclusive when exercise variations are allowed (e.g., knee

push-ups, shorter planks, reduced reps) and when movement pace can be adjusted (walk vs. light jog). Clear, consistent cues reduce confusion, especially for multilingual groups or noisy outdoor environments.

Debriefing and evaluation

At the end of the Aerobic Colour Game, a short debriefing is conducted to reflect on both the physical intensity and the game-based learning experience. Participants are asked to share quick feedback on how the activity felt (energy level, enjoyment, and difficulty), which colour/exercise combinations were most challenging, and what helped them react faster and stay consistent across rounds.

Evaluation is based on facilitator observation and participant self-reflection. Key observation points include: ability to maintain continuous movement between cues, correct response to colour signals, safe movement and spacing in the area, and basic quality of exercise technique. Additional indicators include engagement, motivation, and positive group behaviour.

To close, a brief feedback method can be used to document outcomes, for example:

- One thing learned (e.g., pacing, reaction, coordination)
- One thing enjoyed (e.g., variety, teamwork, game format)
- One improvement goal (e.g., quicker reaction, better technique, steadier pace)

The facilitator summarises the main strengths observed, highlights examples of safe and supportive participation, and suggests simple next steps (adjusting exercise difficulty, increasing time intervals gradually, or adding new colours/exercises for progression).

Adaptation

-Allow intensity adjustments: walking instead of jogging; reduced repetitions/time; longer rest intervals.

-Use easier exercise variations: knee push-ups; shorter plank; alternative movements if needed.

-Support floor-based comfort and safety: use mats for push-ups/planks and designate a clear safe area.

-Reduce complexity: start with fewer colours/exercises and add only when participants react confidently.

-Improve accessibility of cues: keep cues clear and consistent (loud call, visible colour cards, or one chosen signal method) to reduce confusion.

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Warm-up	0:00–10:00	General + dynamic warm-up to raise heart rate and prepare joints/muscles	Whole-group guided movement	Observe safe movement, readiness, participation
Introduction & Set-up	10:00–15:00	Explain colour → exercise mapping, rules, intensity options	Briefing + visual chart + demo	Check understanding via quick Q&A / practice cues
Practice	15:00–18:00	Short practice round to learn cues and transitions	Guided rehearsal	Observe reactions, spacing, technique basics
Main Activity	18:00–33:00	Repeated colour calls with continuous movement and station exercises	Game-based interval method	Observe pacing, reaction accuracy, safe transitions, technique
Optional Challenge	33:00–37:00	Team-based competition variation (if suitable)	Small teams	Observe teamwork, inclusion, fair play
Cool-down & Reflection	37:00–40:00	Slow down + breathing + gentle mobility + debrief	Guided cool-down + reflection questions	Participant feedback + facilitator summary

Method supported by Luciana Silva (Zumba coach and specialist in physical exercise technique).

Jogging Relay Games (Balloon Race)

Themes/sports approached: Jogging / Running delivered through a relay, station-based game format, supported by basic functional exercises and a focus on teamwork, motivation, and active lifestyle habits.

Environment motto: *Together on the Green Route*

Group size: 5-30 participants

Time: 75 min.

Overview

Jogging Relay Games (Balloon Race) is an energetic, game-based outdoor activity that combines steady jogging with a relay challenge organised through several stations. Participants move in teams, jogging between marked points and completing a simple balloon task that requires coordination, attention, and controlled movement. The method keeps the session dynamic by alternating continuous running with short, purposeful actions, making endurance training feel more playful and engaging.

This activity supports physical development (cardiovascular endurance, agility, coordination) while also strengthening key social skills. Because success depends on timing, communication, and shared responsibility, teams naturally practise cooperation, encouragement, and fair play. The structure is easy to adapt by changing station distances, time limits, or task difficulty, allowing the facilitator to match the intensity to the group's fitness level and maintain motivation throughout the session.

The environmental dimension is connected to the motto "Together on the Green Route" by encouraging participants to respect the outdoor space: follow marked lanes/routes, avoid damaging green areas, and practise responsible behaviour in shared sport environments.

Objectives

- To improve cardiovascular endurance through steady jogging in an interval-style format (jog-task-jog).
- To develop agility, coordination, and body control through frequent transitions between stations and relay actions.
- To strengthen teamwork, communication, and fair play through cooperative, team-based competition.
- To increase motivation and enjoyment of physical activity by using a playful, game-based structure.
- To promote responsible behaviour in outdoor sport spaces by respecting

routes/green areas and maintaining safe, considerate participation.

Materials

- Outdoor space (field/yard/park) with enough room for lanes and stations-Cones/markers to set start/finish, lanes, and station points
- Balloons (many extras in case of popping)
- Balloon pump (optional, but useful)
- Small buckets/boxes/hoops to act as “drop zones” at stations (optional)
- Bibs/vests or coloured bands to identify teams
- Topwatch/timer (phone is fine)
- Whistle (optional)
- Score sheet / bingo or relay tracking sheet + pens/clipboard
- First aid kit and drinking water access

Preparation

Before the session, the facilitator selects a safe outdoor area and sets up the relay layout. Lanes and station points are clearly marked with cones, including a start/finish line and turning zones to avoid collisions. Balloons are prepared in advance (with extra balloons available), and any station containers/targets (buckets/hoops/boxes) are placed and tested to ensure they are stable and easy to use.

A brief safety and rules briefing is planned, covering: jogging pace between stations, safe turning and spacing, how to handle balloons carefully, and how points/wins are decided. The session begins with a short general warm-up (light jogging, mobility for ankles–knees–hips, dynamic stretches), followed by a specific warm-up that includes short jog intervals and practice of the relay task at low speed.

Finally, teams are formed, roles/rotation order is agreed, and a quick demo round is run so participants fully understand the sequence before the main activity starts.

Instructions

Participants are divided into teams and each team lines up behind the start line in a clear running lane.

On the facilitator’s signal, the first participant begins jogging to the first station while carrying (or controlling) a balloon according to the game rule.

At the station, the participant completes the assigned relay task with the balloon (e.g., placing it in a target area, completing the required action safely, then collecting/continuing as defined).

After finishing the station task, the participant jogs back along the lane and

hands the balloon (or tags the next runner) to the next teammate, who repeats the same sequence.

The relay continues until all team members have completed their turns (or until the time limit is reached). Teams must keep a steady jogging pace between stations, follow the “one runner per lane” rule, and maintain safe distance to avoid collisions. If a balloon drops or bursts, the participant restarts from the designated point or replaces it with a spare balloon according to the facilitator’s rules.

The winning team is determined by the agreed scoring method (fastest completion time, most successful station completions, or highest points), with fair play and safe movement prioritised throughout.

Tips for facilitators

Design safe lanes and turns: use cones to create clear lanes and turning zones. Leave enough space between lanes to prevent collisions, especially during handovers and direction changes.

Demonstrate the balloon task clearly: a quick demo reduces confusion and avoids wasted time. show how to carry/handle the balloon safely and what counts as a valid completion at each station.

Plan for balloon issues: bring many spare balloons and agree a consistent rule for drops/bursts (restart point, time penalty, or quick replacement) to keep the game flowing without arguments.

Use short rounds to maintain intensity: multiple short rounds (with brief recovery) keep motivation high and allow participants to improve each round through small tactical changes.

Balance competition with inclusion: mix teams thoughtfully, rotate roles, and adjust station distance or task difficulty so everyone can contribute. Praise teamwork and effort, not only speed.

Control waiting time: if teams are large, create parallel lanes or add a second simple station so participants stay active rather than standing in line too long.

Observe and note outcomes: track pacing consistency, safe movement, and teamwork behaviours. These notes make the debrief and reporting much stronger.

Rules of the method

Team format: participants are divided into teams and work in a relay order (one active runner at a time per team).

Jogging principle: movement between stations is performed at a steady jogging pace (not sprinting), keeping the activity endurance-focused.

Course structure: A clear start/finish line, lanes, and station points are marked. Teams follow their own lane and return route to avoid collisions.

Relay object/task: a balloon is used as the relay element. The runner must transport/control the balloon and complete the station task exactly as demonstrated.

Handovers: the next runner starts only after a clear handover/tag at the designated exchange area.

Drops/bursts: if the balloon is dropped or bursts, the predefined rule is applied consistently (e.g., restart from the station/start line, time penalty, or immediate replacement with a spare balloon).

Scoring/winning: the winner is decided by the agreed format (fastest completion time, most successful station completions, or points per round).

Faults: common faults include leaving the lane, unsafe contact, skipping a station/task, starting early, or breaking the jogging-only rule (if enforced).

Fair play & safety: Respectful behaviour is required; unsafe actions (pushing, blocking, reckless running near turns) stop play and may lead to penalties.

Adaptability: Distances, number of stations, task difficulty, and penalties can be adjusted to match group size, fitness level, and available space while keeping the core relay + jogging structure.

Debriefing and evaluation

At the end of the activity, a short debriefing is held to help participants reflect on both the physical and team components of the relay. The facilitator guides a quick discussion focusing on how the jogging pace felt throughout the rounds, what helped teams stay consistent, and how the relay tasks influenced breathing, rhythm, and pacing.

Evaluation is based on a combination of observation and participant feedback. Key points include: ability to maintain a steady jogging intensity between stations, safe transitions and spacing in lanes, correct completion of relay tasks, and overall engagement. Team-related indicators are also noted, such as communication, turn-taking, encouragement, problem-solving when mistakes occurred, and respect for rules and fair play.

To close, participants provide a brief self-assessment.

- One thing that went well
- One challenge faced during the activity
- One improvement goal for the next session

Adaptation

Allow walking instead of jogging and/or shorten station distances.

Reduce task complexity and prioritise safe, low-impact actions.
 Provide clearer visual markers and extra demonstration time.
 Use buddy support within teams (pair participants to assist with pacing and transitions).
 Increase lane width and turning space to improve comfort and safety.
 Offer alternative rules for balloon handling (e.g., carry instead of control/dribble) and use softer/larger balloons if helpful.

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Welcome & grouping	0–5 min	Attendance, teams formed, quick safety notes	Briefing	Observe attention and understanding
General warm-up	5–15 min	Light jogging + dynamic mobility (ankles, knees, hips, shoulders)	Guided warm-up	Observe readiness and safe movement
Explanation & demo	15–25 min	Rules, lane discipline, balloon handling, scoring	Demonstration + Q&A	Check understanding via quick demo
Practice round	25–35 min	Slow-paced test run of the sequence	Guided rehearsal	Observe safe pacing, spacing, correct task execution
Main activity	35–65 min	2–3 relay rounds + short recovery/rotation + optional final round	Relay game	Observe endurance pacing, teamwork, fair play
Cool-down	65–70 min	Easy jogging/walking + stretching	Guided cool-down	Observe recovery and wellbeing
Debrief & evaluation	70–75 min	Reflection + feedback collection / scores summary	Group discussion	Participant self-assessment + facilitator notes

Method supported by Ricardo Coutinho (trainer).

The Zumba Experience
Themes/sports approached: Dance, Zumba, Physical Activity, Well-being, Social Inclusion
Environment motto: <i>Feel the joy. Move freely. Belong.</i>
Group size: 10–30 participants
Time: 50 min.
Overview The Zumba Experience is a dynamic dance-based physical activity designed to promote well-being, self-expression, and social inclusion. Through music, choreography, and group interaction, participants engage in a positive and energising environment that supports both physical and emotional health. The activity encourages participants to overcome inhibitions, reduce stress, and experience physical activity as a joyful and inclusive practice.
Objectives -Increase self-esteem and self-confidence -Improve cardiovascular fitness -Reduce stress and emotional tension -Promote positive self-image -Encourage social interaction and inclusion of all genders and ages -Support a healthier lifestyle -Improve physical condition -Promote emotional well-being and happiness -Promote responsible behaviour in shared sport spaces (respect the facility/nature, keep the area clean, reduce waste)
Materials Speaker Computer Large open space suitable for dancing
Preparation Prepare a large room with enough space to dance safely Set up the speaker and computer; Ensure good sound quality and visibility
Instructions (for the participants) Wear comfortable sports clothing Participate freely and without judgement

Let go of feelings of shame, taboos, or fear of making mistakes
Actively take part in the choreography workshop and Zumba class
Respect all participants
No judgement or comparison
Everyone participates at their own pace
Enjoyment and well-being come first

Tips for facilitators

- Create a safe, positive, and non-judgemental atmosphere
- Encourage participation rather than performance
- Adapt movements when needed (low-impact options, simplified steps)
- Use motivating and inclusive language
- Focus on enjoyment and well-being
- Reinforce respect for the shared space (keep the area tidy, safe, and clean)

Rules of the method

Participants wear comfortable sports clothing and take part freely and without judgement. Everyone is encouraged to let go of feelings of shame, taboos, or fear of making mistakes, and to participate actively in both the choreography workshop and the Zumba class. Movements can be adapted at any time based on comfort level; participants may reduce impact, slow down, or simplify steps while staying engaged with the group.

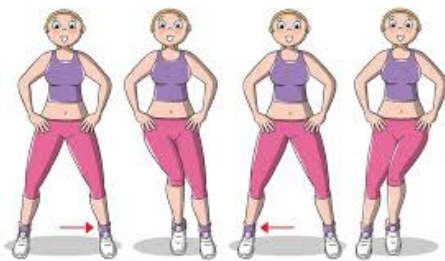
The session starts with a short welcome and explanation of the rules and space boundaries, followed by learning basic choreography steps (e.g., claps, step touch, mambo, grapevine, march, march forward, V-step). After the basics, the group completes the Zumba class to music selected by the facilitators, including warm-up, a longer main dance section, and a cool-down. The session ends with a short debriefing and evaluation discussion.

Images for the movements:

- Claps



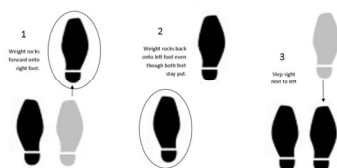
-Step touch



-Mambo

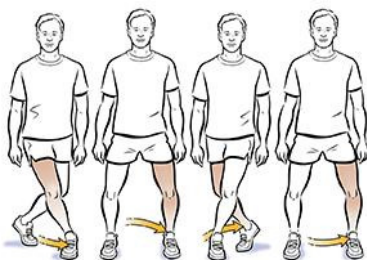
Right Mambo Step

Level: Improver

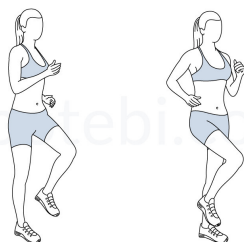


Count is 1&2, so step 1 is count 1, step 2 is count "and" and step 3 is count 2.

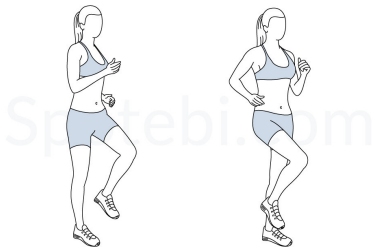
-Grapevine



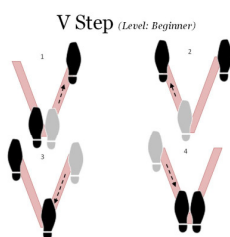
-March



-March forward



-V step



Debriefing and evaluation

Suggested reflection questions:

- How did you feel during the activity?
- What differences did you feel before and after the class?
- Do you think Zumba can be used as a tool for social inclusion? Why?
- Describe Zumba in one word.
- Did you enjoy the activity?

Evaluation focuses on observed participation, inclusion, mood/engagement, and self-reported well-being changes before/after the session.

Adaptation

This activity can be adapted to different ages, fitness levels, and cultural contexts.

Adaptation to different abilities

Offer low-impact or simplified movements

Allow seated or reduced-range options

Encourage participants to self-regulate intensity

Focus on inclusion and participation

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Welcome	0:00–5:00	Welcome and presentation	Group briefing	Observe comfort, engagement
Introduction & Space Set-up	5:00–10:00	Explain session flow + prepare safe spacing	Guided set-up + reminders	Check understanding of rules/safety
Basic Steps Workshop	10:00–15:00	Choreography basics (claps, step touch, mambo, grapevine, march, march forward, V-step)	Demonstration + guided repetition	Observe coordination, inclusion
Zumba Class	15:00–45:00	Warm-up + main Zumba class + cool-down (music chosen by facilitators)	Follow-the-leader dance session	Observe participation, pacing, enjoyment
Debrief & Evaluation	45:00–50:00	Reflection questions + short closing	Group discussion	Participant feedback + facilitator notes

Method supported by Luciana Silva (Zumba coach and specialist in physical exercise technique).



Jogging Bingo
Themes/sports approached: Jogging, Physical Fitness, Team Games, Outdoor Physical Activity
Environment motto: <i>Everyone Can Play, Everyone Can Care.</i>
Group size: 10–30 participants
Time: 50 min.
Overview Jogging Bingo is a dynamic outdoor physical activity that combines jogging, functional exercises, and a game-based bingo format. Participants work in teams and complete physical challenges at different exercise stations, promoting cardiovascular endurance, teamwork, motivation, and enjoyment through movement. As teams move from station to station, they mark completed tasks on their bingo cards, creating a clear sense of progress and a fun, goal-oriented structure. The format keeps participants engaged by mixing continuous movement with short exercise bursts, while allowing facilitators to easily adjust intensity and repetitions for different fitness levels. Because success depends on cooperation, encouragement, and shared pacing, the activity supports inclusion, builds group spirit, and helps participants develop confidence in a supportive outdoor setting.
Objectives - Improve cardiovascular fitness; - Promote regular physical activity; - Foster teamwork and collaboration; - Enhance motivation and engagement; - Encourage a healthy lifestyle; - Develop adaptability and problem-solving skills; - Promote socialisation and interaction; - Provide a fun and memorable physical activity experience. - Encourage responsible behaviour in shared outdoor spaces (care for the environment, keep the area clean and safe).
Materials Envelopes (1 per team) containing slips numbered from 1 to 10 and a bingo card Exercise cards (2 per facilitator) with station number and exercise description Pens or markers for validation

Flipboard, Flipboard markers

Stopwatch

Whistle

Facilitator team roles

Assign one facilitator to each of the 5 exercise stations

Ensure facilitators:

Understand the exercise they supervise

Know the validation method (stamp, signature or sticker)

Can explain and demonstrate the exercise clearly

Station setup

Place 5 stations in safe, spacious outdoor areas;

Ensure enough space, visibility, and safety;

Confirm facilitators are positioned before the activity begins;

Pre-activity briefing

Gather all participants;

Explain the aim and rules of the activity;

Distribute envelopes to each team;

Assist participants with drawing numbers;

Allow time to review tasks;

Instructions (for the participants)

Participants must wear sports clothing.

The host team supports the activity.

Each team receives an envelope with 10 numbers.

Each participant draws/plays two numbers.

Numbers correspond to exercise stations.

Participants locate the stations matching their numbers.

At each station, participants show their number to the facilitator.

Perform the exercise correctly under supervision.

Receive validation after completing the exercise.

Teams support each other throughout the activity

The winning team completes all exercises in the shortest total time.

Tips for facilitators

Encourage motivation and positive energy.

Monitor safety and correct execution of exercises.

Support participants who experience difficulties.

Promote inclusion and teamwork.

Maintain a dynamic and engaging atmosphere.

Rules of the method

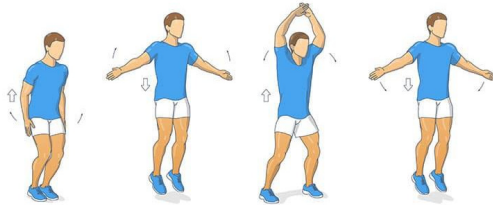
Exercises must be completed correctly.

Participants must follow facilitators' instructions.

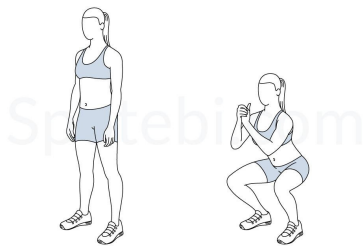
Fair play and cooperation are mandatory.

Safety rules must always be respected.

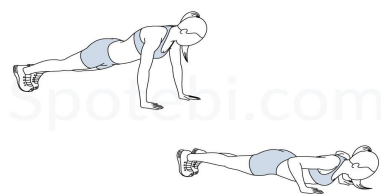
Jumping Jacks



Squats



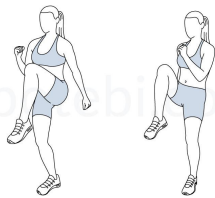
Push Ups



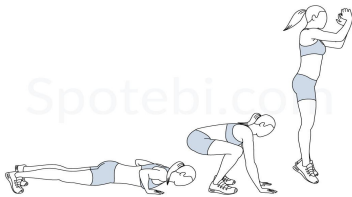
Plank



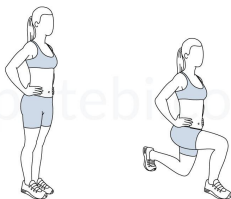
High Knees



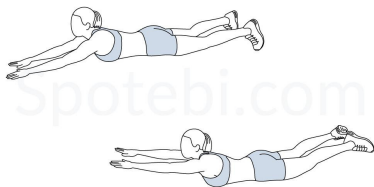
Burpees



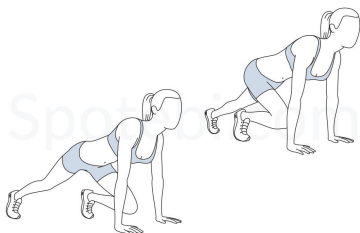
Lunges



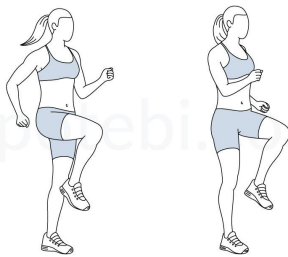
Superman



Mountain Climbers



and Running in Place



Handouts

Bingo cards.

Exercise description cards.

Debriefing and evaluation

Suggested reflection questions:

- How did you feel during the activity?
- Which exercise challenged you the most?
- Did you enjoy the game format compared to a traditional workout?
- What did you enjoy the most and why?
- What was the biggest challenge you faced?
- Did you feel motivated? What helped you stay motivated?
- How was cooperation within your team?
- Did this activity help you value the importance of physical activity?
- What did you learn about yourself or others?
- What would you change or improve in the future?
- Rate your overall experience (0–10).

Emphasise that physical activity can be fun, inclusive, and socially engaging.

Adaptation

This activity can be adapted to different environments, spaces, and timeframes depending on participants' needs.

Adaptation to different abilities

- Reduce intensity or repetitions when needed
- Allow walking instead of jogging
- Offer alternative exercises
- Encourage team support and inclusion
- Adapted exercises examples

- Walking instead of jogging
- Seated or supported exercises
- Reduced repetitions or time-based exercises
- Use of assistive devices when needed
- Balance exercises with support
- Upper-body alternatives for participants with mobility limitation

Structure of the lesson

Stage	Time	Content	Methods	Evaluation
Welcome & Organisation	0:00–5:00	Welcome, group organisation, explain aim and rules	Group briefing	Observe attention, engagement, understanding
Briefing & Demo	5:00–15:00	Demonstrate adapted exercises, explain stations, validation method, teamwork expectations	Demonstration + Q&A	Check understanding; observe safe technique in demo
Station Positioning	15:00–20:00	Facilitators go to stations; teams prepare and review their numbers/tasks	Guided set-up	Readiness check; confirm smooth logistics
Jogging Bingo Activity	20:00–40:00	Teams jog/walk to stations, complete exercises, collect validations, fill bingo card	Station-based game	Observe cooperation, pacing, safety, correct execution
Cool-down & Relaxation	40:00–45:00	Group gathering, slow down, light stretching/breathing	Guided cool-down	Observe recovery, wellbeing, inclusion
Debrief & Evaluation	45:00–50:00	Reflection questions + short evaluation	Group discussion	Participant feedback + facilitator notes

Authors:

Method supported by Ricardo Coutinho (trainer) and Liliana Sobral Lopes da Silva.



1

jumping jacks



TEAM

NAME

1

Objective:

Warm up the body and improve cardiovascular endurance.

Description:

Stand with your feet together and arms at your sides. Jump, spreading your legs and raising your arms overhead, then return to the starting position.

Duration: 1 minute



2

squats



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TEAM

NAME

2

Objective:

Work the legs and glutes.

Description:

Stand with your feet shoulder-width apart. Bend your knees and lower your body as if sitting in a chair, keeping your knees behind your toes. Return to the starting position.

Duration: 20



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3

Push-ups



3

Objective:

Strengthen the chest, shoulders, and triceps.

Description:

Lie face down, with your hands on the ground at chest height. Push your body up until your arms are fully extended, then lower your body back down.

Duration: 1 minute



4

Planck



TEAM

NAME

4

Objective:

Strengthen the core and improve stability.

Description:

Get into a plank position, supporting yourself on your forearms and toes. Keep your body in a straight line, without letting your hips sag.

Duration: 40 seconds.



5

High Knees



TEAM

NAME

5

Objective:

Improve cardiovascular endurance and warm-up the body.

Description:

Jog in place, bringing your knees up as high as possible.

Duration: 50 seconds.



6

Burpees



6

Objective:

Work the entire body and increase cardiovascular endurance.

Description:

Start standing, squat down, and place your hands on the floor. Jump your feet back into a plank position, do a push-up, then jump your feet back toward your hands. Stand up and jump in the air.

Duration: 1 minute



7

Lunges

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TEAM

NAME

7

Objective:

Work the legs, glutes, and improve balance.

Description: Step forward with one leg, bending both knees until your back knee almost touches the ground. Return to the starting position and repeat with the other leg.

Duration: 20 times (each leg)

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8

Superman

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TEAM

NAME

8

Objective:

Strengthen the back and lower back muscles.

Description:

Lie face down, arms and legs extended. Lift both your arms and legs simultaneously, holding the position for a few seconds before lowering back down.

Duration: 30 seconds.

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7

Mountain Climbers



TEAM

NAME

7

Objective:

Work the core, arms, and legs while improving cardiovascular endurance.

Description:

Start in a plank position. Bring one knee toward your chest, alternating legs quickly as if climbing a mountain.

Duration: 1 minute



10

Running in place



10

Objective:

Improve cardiovascular endurance, leg speed, and overall agility.

Description:

In this exercise, participants race in place, focusing on moving their feet as quickly as possible while maintaining proper form. It's a great way to engage the legs and elevate the heart rate.

Duration: 1 minute



1

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TEAM NAME

2

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3

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TEAM NAME

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TEAM NAME

5

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TEAM NAME

6

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TEAM NAME





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Contact data

www.youcandance.org; akm.kastamorrely@gmail.com;

 Sport Call for a Healthy Lifestyle

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