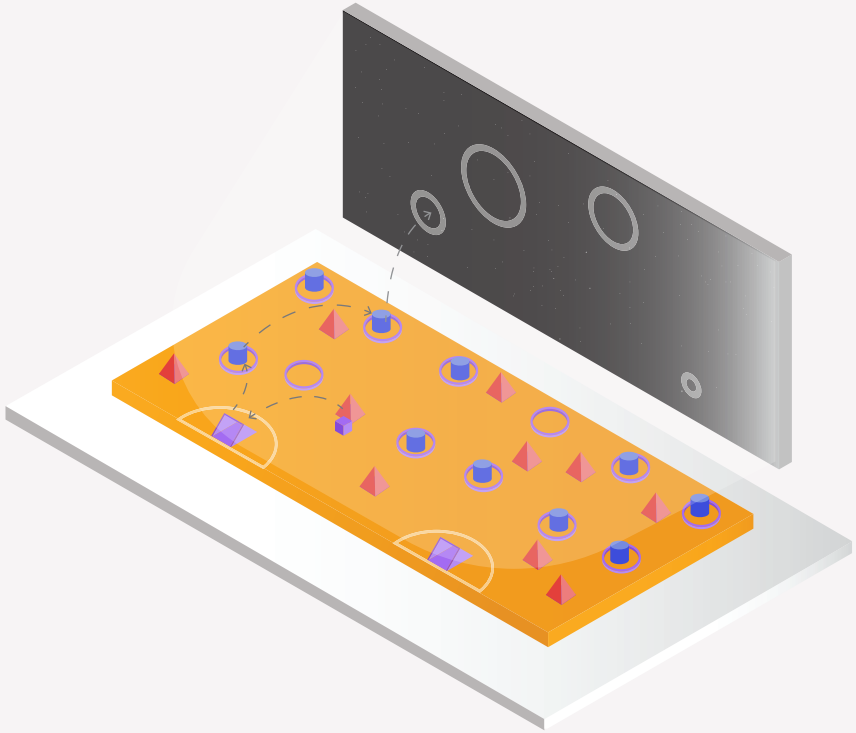
Lü



Activity Guide

Use your Lü to its full potential

Physical education 6 to 12 years old

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01

Puzz Tag

5 years and + | 5 to 15 min. | Warm-up



Material Required

- Puzz application
- 2 x 12 bibs of different colors: 12 blue, 12 red
- 12 balls
- 2 frisbees or other objects to identify the taggers

Learning Outcomes

- Practice throwing over the shoulder accurately - see Annex
- Improve decision-making and reaction time

By importing your own images from Lü Community:

- Present different models of safe physical activity practices
- Update knowledge about different sports or athletes

Objective

- Successfully hit an opponent when you are a tagger in order to gain access to the shooting zone as quickly as possible and complete your team's puzzle before your opponents

Organization

- Divide the class into 2 equal teams in terms of both number and strength — about 12 players per team

= blue player

= red player

= red tagger

= blue tagger

How it Works

Students from both teams disperse throughout the gymnasium. The teacher appoints one tagger per team. The teacher then gives the signal to start, and everyone starts scattering.

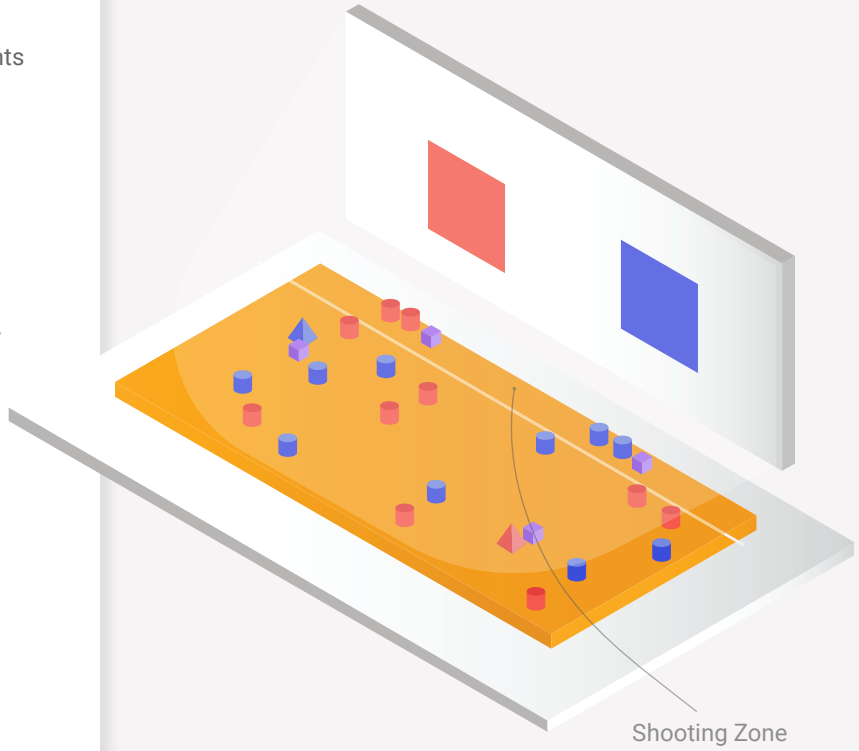
On signal, the blue tagger tries to hit a member of the red team and vice versa for the red tagger.

If the tagger is successful in hitting someone on the opposing team, they hand over the item that identifies them as the tagger to another player on their team.
The previous tagger can then access the shooting zone where they can remain until the end of the game.

There may be several shooters in the shooting area at the same time.

A tagger cannot be hit by the opposing team's tagger.

The tagged player is not penalized. Rather, the tagger is rewarded whenever they hit a person.



Legend

Representation	Blue Team	Red Team
Tagger		
Player		
Ball		

Possible Modifications

1. Allow a single shot in the shooting zone and force the tagger to return as a regular player thereafter
   For this to work, each team must have a shooter in the shooting zone at all times
2. Move the shooting zone either closer or further away from the screen
3. Require that students who have been tagged must perform a short physical “consequence”

Skills Practiced

Interaction

- Pursue an opponent in a common space (tag)
- Run to avoid an opponent in a common space

Motor skills

- Throw an object without tools
- Run quickly
- Handling actions

Evaluation Criteria

- Use of a proper throwing technique
- Quality of throws over the shoulder
- Sequence of effective movements

Observable Actions

- Aiming at the target with the opposite arm before throwing
- Positioning of the arm at 90 degrees before launching
- Continuity of the throwing motion
- Finishing the throwing motion by pointing at the target

Annex

Suggested skills to teach

Precision throwing over the shoulder

To perform it, the student must:

- Position their throwing arm at 90 degrees – their arm cocked
- Place the foot opposite the throwing arm forward
- Aim at the target with the opposite arm to the throwing arm
- Perform a continuous motion for momentum
- Release the object towards the target
- Point at the target with the hand holding the object

Throwing with force over the shoulder

To perform it, the student must:

- Perform a rapid movement
- Rotate the hips
- Follow the rotation of the hips with a rotation of the shoulders
- Finish with a shoulder rotation

02

Athletes Working Together

7 years and + | 10 min. | Warm-up
Main Session



Material Required

- Dojo application
- 13 cones
- 1 card game

Learning Outcomes

- Perform a variety of movements in a safe manner
- Work with partners to develop an action plan
- Actively engage in action

Objective

- As a team, students must carry out a number of exercises provided by the Dojo application as quickly as possible in order to be able to collect all the cards of the same suit, from Ace (1) to King

Organization

- Divide the class into 4 equal groups.
- Scatter 13 cones in the game zone behind the exercise zone
- Delimit an exercise zone where the teams gather to face the screen and a game zone where the cones will be scattered
- Mix all the cards of the same number and place them under the same cone

How it Works

At the starting signal, one student from each team runs across to the screen to launch the exercise selection provided by Dojo.

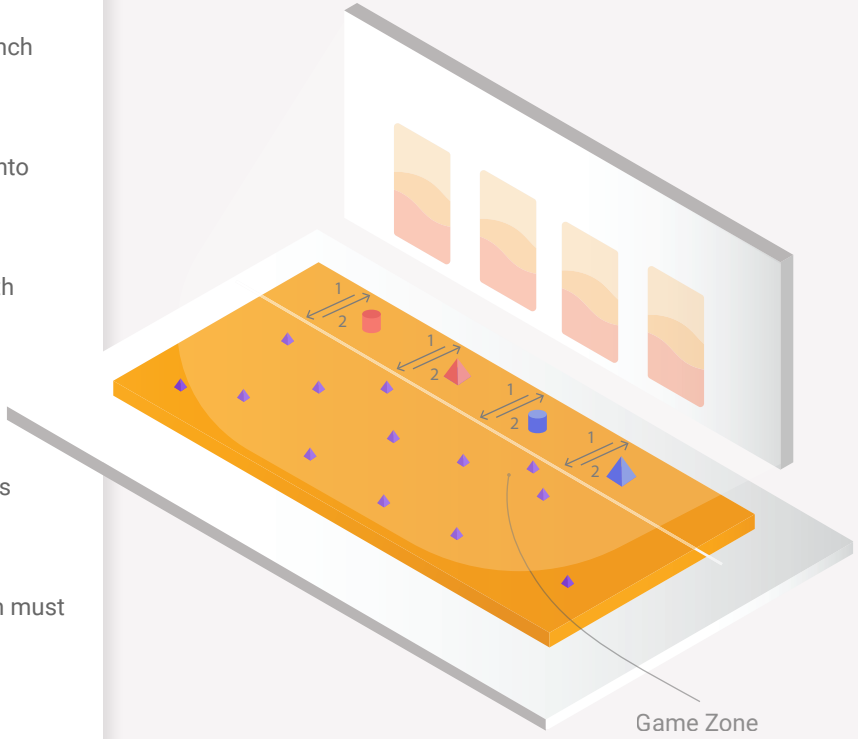
After launching the application by tapping on the screen, the student can then run into the game area and lift a first cone to find out which card is hidden under it.

If they find the desired card under the chosen cone in the right order (must start with the Ace), they can return the card to their team.

Be careful, the order must be respected; the team must first find the Ace before taking any other cards. If the player has not found the correct card, they must remember the number and must return to the exercise zone with the other members of their team.

In order for the next player to get a turn in the playing area, all members of the team must complete the exercise assigned to their team by Dojo.

Only one player per team at a time is allowed in the game zone.



Legend

Representation	
Team A (Hearts)	
Team B (Diamonds)	
Team C (Clubs)	
Team D (Spades)	
Cone	

Possible Modifications

1. Allow a new player into the game area as soon as the team has completed the exercise
2. Move the cones away and enlarge the game area
3. Add the Jokers and require that the team must complete 5 exercises before they can return to the game area if they uncover a Joker
4. Require different types of movements in the game area: single-leg jump, frog jump, walk like a crab, lunges, etc.

Skills Practiced

Interaction

- Synchronize movements or motor skills with one or more partners
- Cooperate for a common goal (develop an action plan)
- Adapt movements according to the observations from the environment or clues providing by other players (opponents and teammates)

Active lifestyle

- Developing good lifestyle habits:
  - Work on cardiovascular endurance
  - Work on flexibility
  - Work on muscle strength
- Safe practice of physical activities:
  - Recognize the different components and benefits of warming up:
    - Increase in body temperature
    - Preparation of muscles for more intense activity

Evaluation Criteria

- Use of different principles and modes of communication
- Make the right choice of movement according to the common goal to be achieved
- Perform the various movements safely

Observable Actions

- Establish visual contact with their partners
- Communicate information to partners in order to save time
- Move quickly to the right place according to the information received from partners
- Heed instructions on the safe execution of each movement

03

Parkour

8 years and + | 2 to 3 min. | Warm-up
Main Session



Material Required

- Relé application
- Cones, hoops, trestles, benches
- Bibs to identify the different teams

Learning Outcomes

- Work on different locomotor actions
- Move across equipment with higher or lower surfaces
- Climb higher or lower equipment
- Avoid and cross over obstacles
- Find different ways to maintain balance while moving
- Reach a specific drop point
- Work on projecting objects without tools

Objective

- In the format of a relay race, all students on each team must navigate an obstacle course as quickly as possible that requires jumps, balanced crossings, speed and agility

Organization

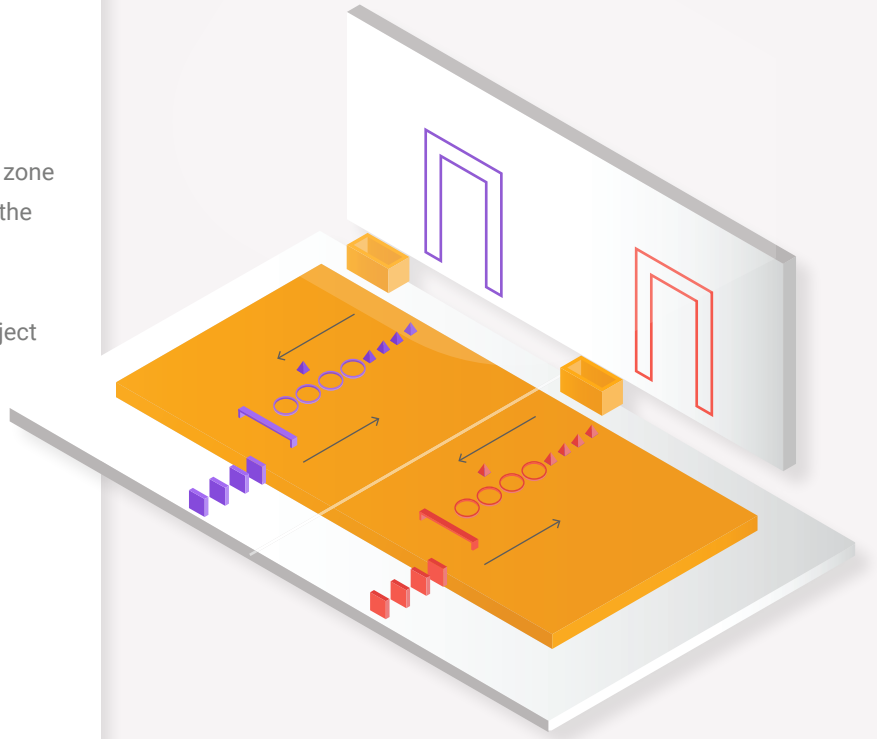
- Divide the group into 4 teams of 5 participants
- Create columns for each team
- Create a similar level course for each team
- Place an object or a line to mark the relay's starting point

How it Works

At the starting signal, the first person in each line must complete the course before reaching the shooting zone where they must throw a ball at their team's target.

After shooting, each participant must retrieve their ball and put it back in the reload zone placed in the shooting zone. Then, they must return as quickly as possible to cross the relay line and go to the back of the line.

When the player in front of them has completed their throw and has crossed the object or the line allowing the throw, the next person in line may begin their round.



Legend

Representation	Team 1	Team 2
Player		
Benches		
Hoops		
Cone		
Box of balls		

Possible Modifications

1. Modify the course according to the locomotive actions you want students to work to work on
2. Use cylinders, hoops, mats or any other object to make the students climb, jump, crawl, slide, etc.
3. Add objects for running jumps, such as a trampoline or a pommel horse, if available
4. Finish the course with a precision jump and require that this jump end on the target to be hit on the screen rather than throwing a ball

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Skills Practiced

Motor skills

- Locomotor actions:
  - Moving on equipment
  - Moving with obstacles
  - Principles of balancing – center of gravity, using arms for balance, etc.

Evaluation Criteria

- Speed of execution
- Quality of locomotor actions
- Speed of locomotor action sequences involving obstacles and different equipment
- Quality of throws
- Strength and speed of throws based on the technique taught

Observable Actions

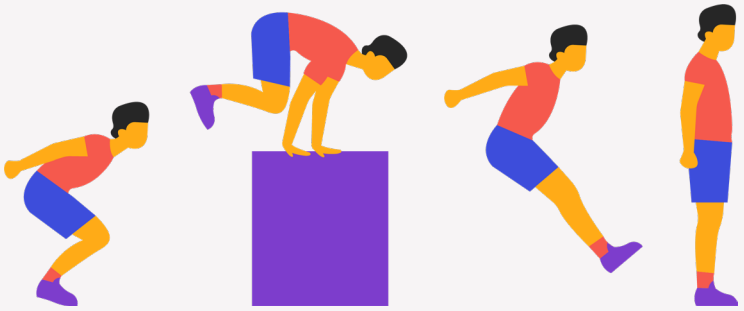
- Adjustment of the speed of movements before crossing an obstacle or crossing an apparatus
- Maintain their balance when the student crosses and climbs equipment

Annex

Suggested additional teachings

The Thief Vault Technique

A jump that involves passing over an obstacle without using the feet, which is commonly used in the discipline of parkour. To do this, the student must:



- Gain adequate speed while running - depending on the height of the obstacle
- About 1 meter from the obstacle, depending on their age and muscle strength, jump with both feet or one foot (takeoff) towards the obstacle
- Throw their arms and hands towards the obstacle
- Quickly bend the knees and bring them close to their trunk in order to pass the obstacle and quickly bring them back to the drop point in front of them
- Place their hands away from each other on the obstacle: at a distance from each other slightly wider than the shoulders, their hands will be well positioned to adequately stabilize passing over the obstacle without using their feet

The Precision Jump Technique

To perform it, the student must:



- Fix their eyes on the target to be reached, whether on the ground or in front of them. For example, aiming to land with both feet in a hoop or jumping from one bench to another
- Bend the knees while swinging the arms back
- Unbend the knees by throwing the arms forward, towards the target
- Lie down fully extended for long jumps
- Always have their eyes fixed on the target while jumping
- Go again, approaching the target, bending their knees to gently cushion the fall

04

Sport Swirl

(introduction to American Football)

10 years and + | 15 to 20 min. | Warm-up
Main session



Material Required

- Touchdown application
- Delineator post or cones to separate the workshop areas
- Tape to identify different sized targets on the wall for workshop 3
- 1 ball per 2 students, ideally

Learning Outcomes

- Properly throw objects without tools (workshop 1)
- Hit a variety of objects towards a target (workshop 1)
- Receive objects correctly without tools (workshops 2 to 4)
- Move properly into an object's drop point (workshop 3)
- Learn some rules about football or rugby

Objective

- Students should be able to successfully complete several consecutive passes as well as several consecutive passes followed by a kick

Organization

- Divide the class into 4 groups of approximately 6 students per workshop
- Plan to rotate each workshop every 3 to 5 minutes

How it Works

For about 3 to 4 minutes per workshop, groups of students practice the skill, movement or sequence of movements provided for at this location.

A few instructions:

- All workshops must begin at the same time
- The teacher announces the end of the workshop and the beginning of the rotation between them

Workshop 1 – Passing and scoring (facing the projection)

- The students must complete the sequence of passes and finish by shooting or kicking at the target on the wall (goal).

Workshop 2 – Accurate passing

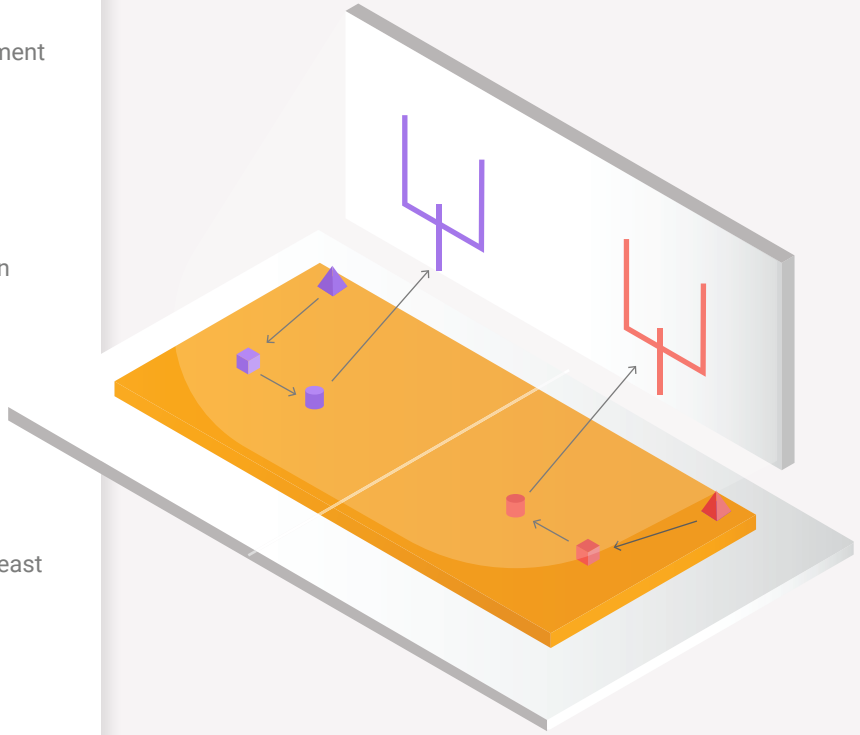
- The student must successfully make a pass to their teammate while keeping at least one foot in the hoop.

Workshop 3 – Bling Lob Passing

- The student must successfully make a lob pass over the pommel horse or another high obstacle.

Workshop 4 – Catching as a Gibbon

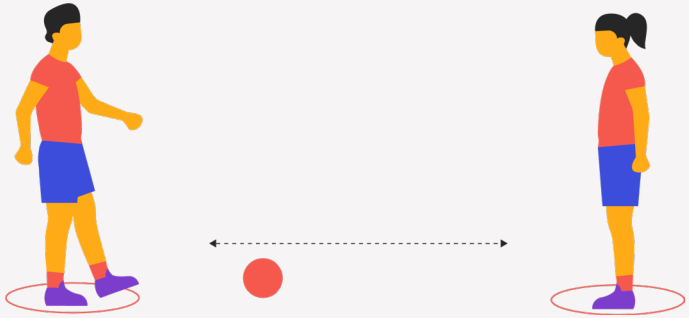
- Kneeling down, the student must catch the object behind a cone placed in front of them.



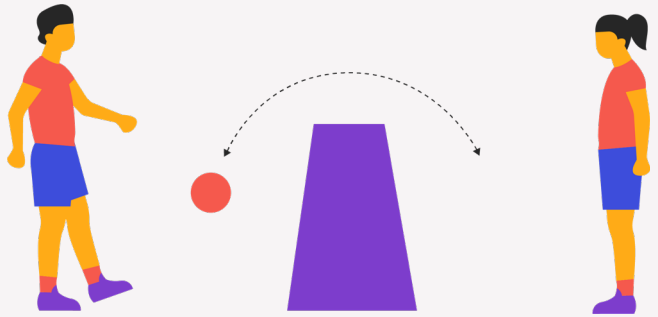
Legend

Representation	Team 1	Team 2
Player 1		
Player 2		
Player 3		

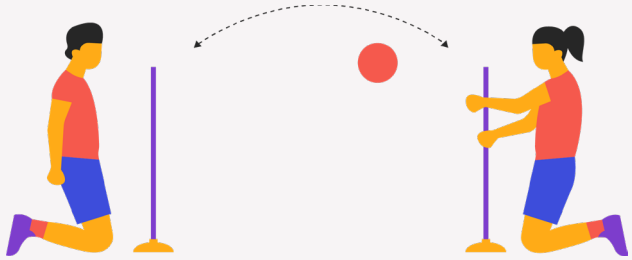
Workshop 2



Workshop 3



Workshop 4



Possible Modifications

1. Vary the distance of the passes and/or the size of the targets
2. Require kicking the ball towards the screen as students would for a field goal
3. Reduce passing and shooting distances between players and targets to hit
4. Change the type of ball - for example, use a soccer ball, a rugby ball, a football, a tennis ball, etc.

Skills Practiced

Interaction

- Communication — principles of synchronization:
  - Ensure they have visual contact with their passing partner
- Name different types of passes
- Football rules

Motor skills

- Handling actions:
  - Catch a variety of objects used in specialized activities
  - Hit or throw a variety of objects used in specialized activities
  - Use proper technique for catching, throwing or kicking

Evaluation Criteria

- Efficiency of execution
- Quality of kicks or throws and passes
- Quality of pass receiving
- Speed of passes and throws or kicks

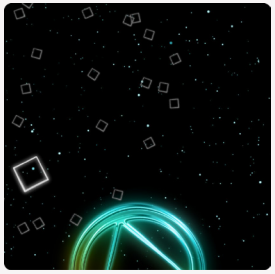
Observable Actions

- Execution and adjustments of motor actions and sequences
- Number of targets reached
- Number of passes that touch the ground
- Number of throws or passes that do not hit the target
- Number of dropped passes
- Number of successful passes in a given time

05

Carrousel

10 to 12 years | 5 to 10 min. | Warm-up
Main Session









Material Required

- Target, Galactic, Dunk or Zoo application
- 1 mini tennis racket per student
- 2 mini tennis balls (1 per team)
- 4 cones (not required)

Learning Outcomes

- Learn about sports
- Learn to regulate strength and direct your shots with a racket
- Practice a variety of strokes with a racket
- Learn to move quickly after your strike

Objective

- Opposing teams must try to hit as many targets as possible on screen while controlling their strikes so that each team member can continue the streak. Students are required to move quickly after they strike to make room for the partner behind them

Organization

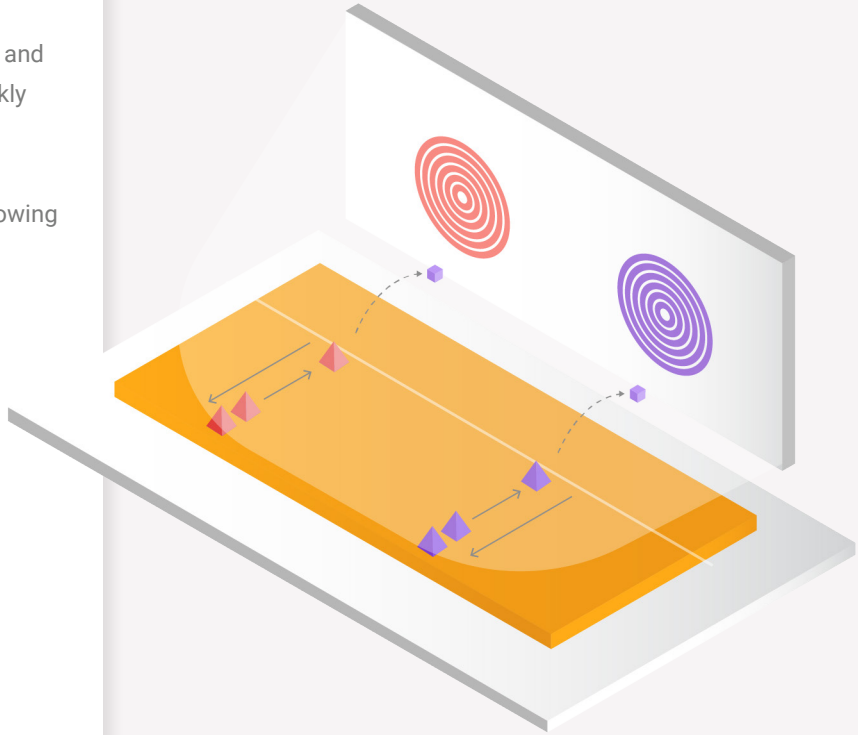
- Use the following application:
  - For a competitive game: Galactic or Target
  - For a more recreational game: Dunk or Zoo
- Divide the class into 2 teams of 10-12 players
- All players from the same team start in line behind their assigned cone
- The teacher chooses the type of strike required on the screen (forehand, backhand, etc.)

How it Works

At the signal, the first player from each team advances to the identified striking line and takes a shot. As soon as they hit the ball, they give way to the next person and quickly return to the back of the line.

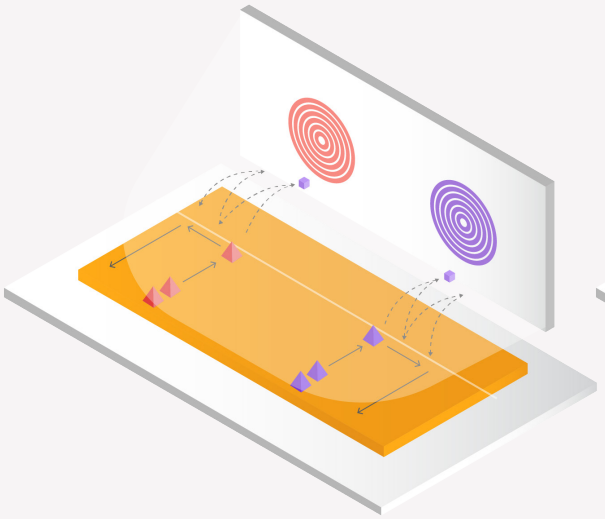
If you use one of the modifications proposed below, the rotation then takes the following form: students complete a workshop before taking their place in the hitting line. After hitting at the screen, they move quickly to the next workshop, and so on.

The line in front of the screen must always include a minimum of 3 participants in order to ensure that there is always a player waiting and ready to take over for the next strike.



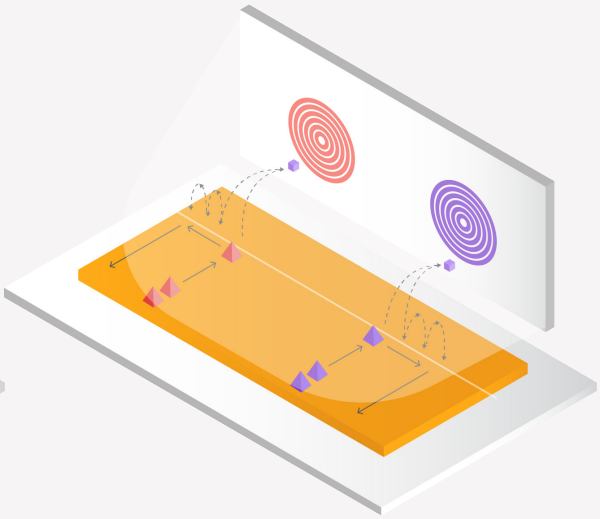
The Thief Vault Technique

1. Move towards the screen to hit the ball
2. Hit the ball at the target on the screen
3. Move quickly, return to the back of the line



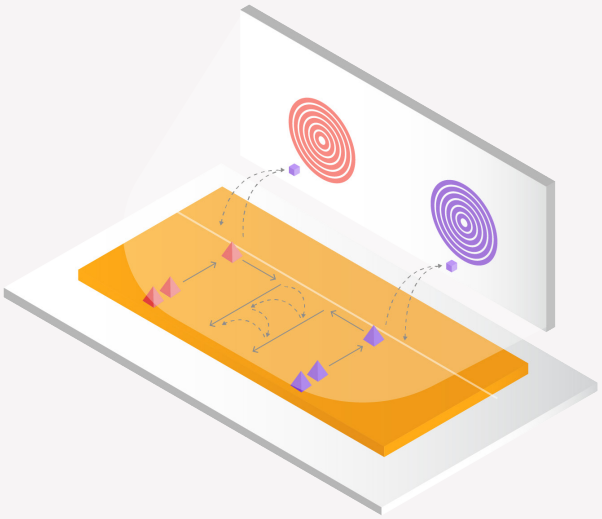
Modification 1

1. Before joining the line, get students to move sideways about 3 meters while hitting their balls on the wall.



Modification 2

1. Before joining the line, get students to bounce the balls on their rackets, which are positioned with the hitting face parallel to the ground, while moving a distance of approximately 3 meters.



Modification 3

1. Before joining the line, get students to move in pairs face to face and exchange a ball.

Other Possible Modifications

4. Divide the class into several teams and aim for the same target.

5. With younger players, you can remove the use of the racket and simply encourage on-screen throws with only one ball per team. Students would then work on adjusting movements according to the throws from their partners.

Skills Practiced

Locomotor actions

- Adjusting movements according to a trajectory
- Moving to receive the ball and sending it back to the target

Handling skills

- Handling actions:
  - Throwing or hitting a variety of objects used in specialized activities
  - Achieving various trajectories (sending the ball towards a target)
- Identify different types of grips depending on the handling to be performed (different racket grips are possible)

Evaluation Criteria

- Execution of actions tailored to the situation
- Positioning adjustment according to strengths and weaknesses
- Use of a variety of strokes adapted to their abilities

Observable Actions

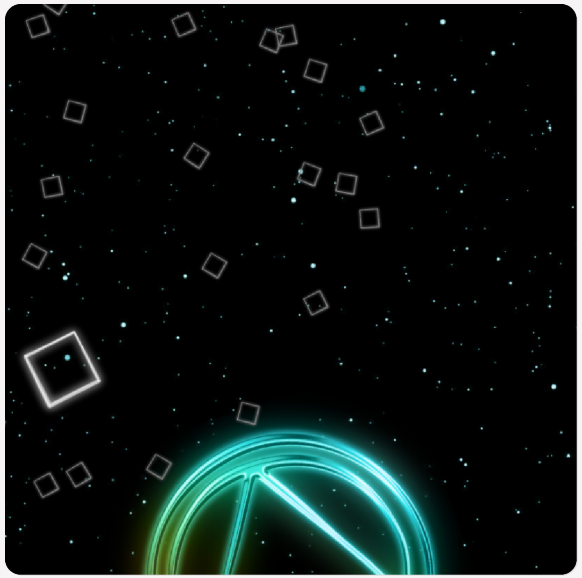
- Properly moves towards the ball's drop point
- Position themself on their supports when they are the next player to strike
- Uses a racket grip fit for the strike to be executed
- Uses a variety of different strokes (forehand, backhand, overhand, underhand, etc.

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06

Battle of the Planets

5 years and + | 15 min. | Main Session



Material Required

- Galactic application
- 4 cones
- 1 or 2 hoops, cylinders or bins (ball reloading)
- 2 x 12 different colored bibs
- A dozen balls

Learning Outcomes

- Use proper angles of pursuit (defenders)
- Feign the opponent (attackers)
- Practice decision making (attackers)
- Understand the play space (identify the free spaces)

Objective

- Students chase down and hit attackers to prevent as many shots as possible on the projection in order to end the game as quickly as possible

Organization

- Divide the group into two teams equal in number and strength:
  - 2 teams of 12 players
  - 1 team for the offense
  - 1 team for the defense
- Create a “battle zone” delimited by cones or lines already present in your gymnasium
- Name an offensive team, a defensive team as well as some “galactic warrior” players:
  - Galactic warriors are players who are always part of the offensive team
  - Galactic warriors obtain different privileges from the teacher
  - Appoint at least 3 galactic warriors

How it Works

With balls in hand, the attackers must avoid getting hit by the defenders while trying to cross the battle zone to get to the shooting zone.

Once in the shooting zone, the attackers must protect their planet for as long as possible from the rain of approaching asteroids.

An attacker travels through the battle zone with one ball at a time.

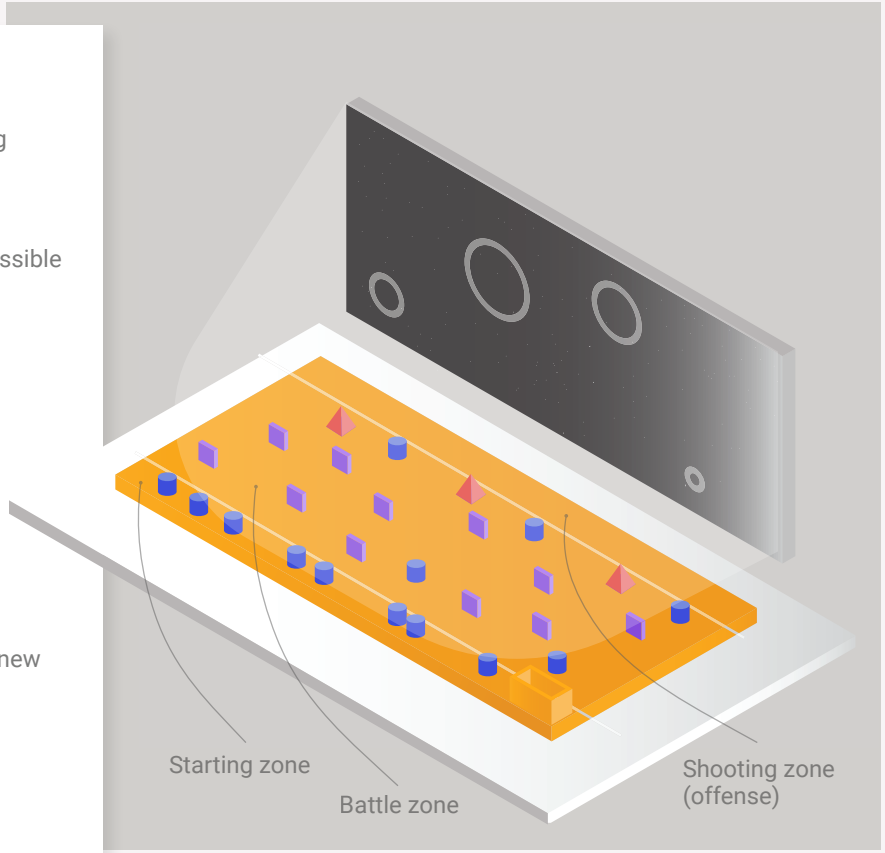
Passes are not allowed.

Attackers are permitted only one throw each time they successfully reach the shooting zone.

If hit in the battle zone, the attacker must return to the starting zone and attempt a new crossing.

More details:

- The galactic warrior starts the game in the shooting zone and is only an offensive player.
- The galactic warrior can use the privileges that were given by the teacher.
- No blocking or screening is allowed.
- The time limit for a game is left to the teacher's discretion.



Legend

Representation	
Attacker	
Defender	
Galactic warriors	
Box of balls	

Possible Modifications

1. Reduce the number of defenders, eliminate team competition and play multiple games so that all students get a turn being defenders, galactic warriors and attackers.

2. Add requirements for different handling techniques while crossing, such as: dribbling with the hands, dribbling with the feet, dribbling with one hand, etc.

3. Grant different powers to galactic warriors players:

- For example, you can allow them to hit defenders and bring them out of the battle zone for 15 sec. (this type of modification will help adjust the game's level of difficulty based on the strength of your students)

4. Allow passes between attackers

5. Require a small physical consequence from attackers who get hit before they can return to the battle zone:

- For example, have them perform 10 frog jumps, 10 jumping jacks, etc.

Skills Practiced

Interaction

- Offensive actions during group activities in a common space: attacking the opposing zone, moving an object forward
- Understanding actions involved in battle activities: effective use of number and variety feints, moving away from the opponent by using available space

Motor skills

- Coordination principle: aim throws properly
- Locomator actions: running quickly
- Handling actions: dribbling while moving, dribbling with one hand, dribbling while avoiding obstacles

Evaluation Criteria

- The students quickly manage to move away from the pursuer
- The students succeed in reaching the opponent during their chases
- Adequate and efficient use of feints

Observable Actions

- Number of attackers hit/defender
- Number of times an attacker goes into the shooting zone
- In a 1 versus 1 situation, the student changes direction or speed to feign and avoid an opponent
- The student does not always use the same feint

Annex

Suggested skills to teach

How to perform a good feint

Feints are important for attackers. To perform a good feint, students must:

- Change their speed and direction
- Look one way and go the other way (using the eyes and body)

How to be a good attacker

During post-session feedback, or in preparation for the session, the teacher can discuss different aspects regarding the roles of the attacker, such as:

- Advancing the object by moving into open spaces
- Fleeing the opponent by moving away from them
- Using feints
- Regularly changing their running speed
- Waiting for the right moments to attack (when the opponents are positioned on the right, attack on the left, and vice versa)
- Making visual sweeps to observe the opponents' positioning before moving

Explain in your own words the role of defenders

During post-session feedback, or in preparation for the session, the teacher can discuss different aspects regarding the roles of the defender, such as:

- Reducing an attacker's space
- Choosing angles of pursuit that limit the opponent's choice of direction
- Slowing down when approaching (about 1 to 2 meters) the target
- Standing tall by opening arms when close to the target

07

Bowling

6 years and + | 10 to 15 min. | Main Session



Material Required

- Target application
- 4 thick mats
- 12 balls
- Sand bags
- Tennis balls
- Medicine balls

Learning Outcomes

- Practice the underhand throwing technique
- Perform a sequence of controlled movements

Objective

- Each player must accumulate a maximum of points on the screen during their visit to workshop 1 while performing a bowling-style throw (underhand roll)

Organization

- Use the Target application's target at its lowest
- Divide the group of students into 4 equal teams (red, blue, green and yellow)
- Place 4 mats on an incline at a distance of 1 meter from the screen (maximum)
- Place one player from each team behind the shooting line facing their team's inclined mat
- The shooting line should be at a distance of about 2-3 meters from the inclined mat
- Each of these players holds 3 balls (workshop 1)

How it Works

Workshop 1 is the main activity and most of the action happens on the screen. The 3 other workshops are optional; however, they allow more students to participate and play at the same time.

The members of the 4 teams can be assigned to different workshops (or those that you have set up depending upon the number of workshops).

Workshop 1- Screen version

The student, with the ball in hand, stands behind the shooting line.

At the starting signal, each player throws their three balls towards the screen (using the underhand roll technique, bowling style).

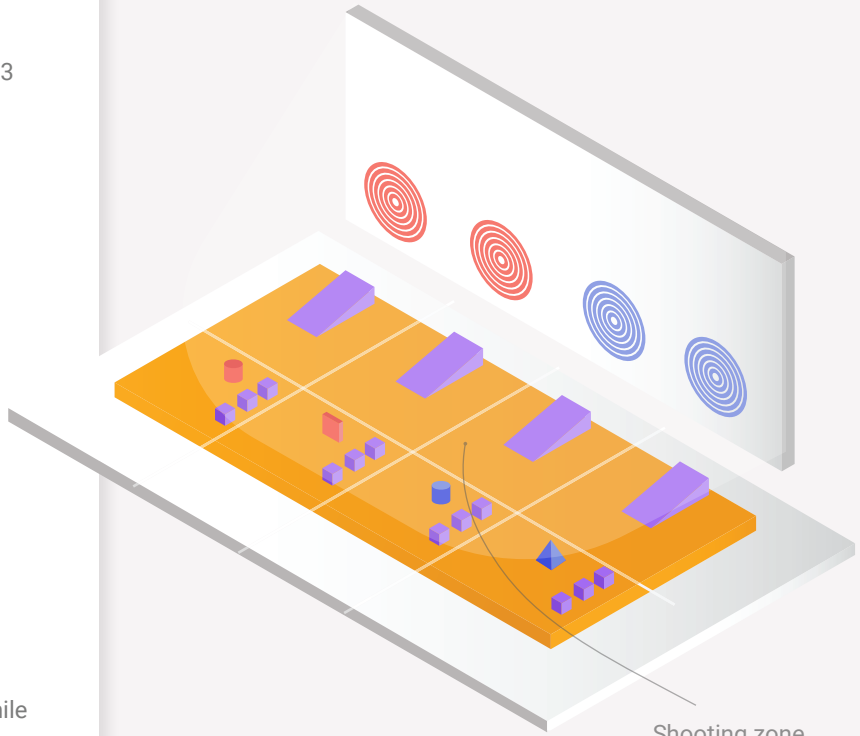
The students must throw balls underneath their shoulders so that they roll on the ground and up the inclined mat to hit the target.

The student gets 3 consecutive throws. Then they leave room for the next player while staying in the same workshop. The teacher is responsible to determine when the workshops can be changed.

Other suggested workshops:

Here are some other workshops to practice underhand throwing for players who are not on screen:

- Workshop 2: Underhand throws with sandbags to knock down cones
- Workshop 3: Roll tennis balls to knock down pins
- Workshop 4: Roll a medicine ball beyond a designated line into a hoop, mat or something similar, above the designated line (using the power of both hands)



Legend

Representation	
Team 1	
Team 2	
Team 3	
Team 4	
Ball	
Inclined mat	

Possible Modifications

1. Require throwing using two hands between the legs (easier). The use of foam balls is recommended.

2. If you have few or no inclined wedge ramps, place one end of a rectangular mat on a bench to create a slope.

3. Require throwing with one hand (more difficult).

4. Require taking a few momentum steps before the throw (more difficult).

5. Do not use inclined wedge ramps, and require underhand throwing without the ball rolling on the ground.

6. Allow more than 3 consecutive throws per shooter if your equipment supply allows it.

7. Put a chair or tie a rope 60 cm from the ground in front of the shooter to ensure that the ball rolls to ramp.

Skills Practiced

Motor skills

- Handling actions:
  - Throw a variety of objects underhand at a target
  - Perform a sequence of movements in order to perform a precise throw in motion
  - Swing
  - Kicking off
  - Weight transfer
  - Throwing

Evaluation Criteria

- Selection of motor actions adapted according to the activity's capacities and constraints (two hands or one hand, with or without momentum)
- Efficiency of the required movement's execution
- Body position before, during and after the throw (see criteria in the Annex)

Observable Actions

- Choice of movement or sequence of movements according to students' abilities
- The ball rolls towards the target throughout the throw
- The ball regularly hits the target
- The thrower's position is appropriate and consistent with the result obtained

Annex

Suggested skills to teach

Underhand throw

Here are the criteria for a successful underhand throw to mention to students:

- Starting position:
  - Keep your eyes on the target and be firmly planted on your feet
- Movement actions:
  - The throwing arm moves back fully extended to the rear
  - Step forward with the leg opposite your arm holding the ball
  - Bring your arm forward by bending your legs
  - Throw the ball in front of your body
- End of movement:
  - The arm is in front of the body and pointing at the target

08

Sleep Specialists

6 years and + | 15 to 20 min. | Main Session



Material Required

- Target application
- 2 storage boxes or storage bins within which to place the objects in the center
- About 20 tennis balls
- A dozen rings
- 4 Lü balls (yellow and purple)
- 3 red bibs

Learning Outcomes

- Raise awareness of a healthy lifestyle/sleep habits
- Learn the recommended number of hours of sleep for each age group
- Foster perseverance and teamwork (cooperation)
- Demonstrate ethical behaviour

Objective

- Have students understand the importance of getting the suggested hours of sleep according to their age (6 years old should sleep at least 10 h 45 min., 7 years old at least 10 h 30 min., and 8 years and + should sleep at least 10 h 15 min.)

Organization

- Place the balls in the center
- Use the central round circle in the gymnasium, which can be found in most gymnasiums (If you don't have one, place 4 other cones to delimit a safe zone in the center)
- Use almost the full size of the gym
- Place 4 cones in each corner about 2 meters from the walls
- Divide the class into 4 equal teams
- Ask each team to identify a sleep specialist
- Nominate 3 anti-sleep players:
    - Give them names of things that interfere with sleep: sweets, horror movies, coffee, tea, soft drinks, electronic games, etc.
    - Give them each a red bib
    - Anti-sleep students play as chasers

How it Works:

At the starting signal, one player from each team takes turns going out to get some sleep time (ring or ball). The student must succeed in returning to their base with one of the two types of objects, without being hit by an attacker, that is to say one or one of the 3 anti-sleep students.

Anti-sleep students cannot enter the center circle (safe zone) to hit the students they are chasing. They also cannot hit them behind the cones at the start of each team's zones.

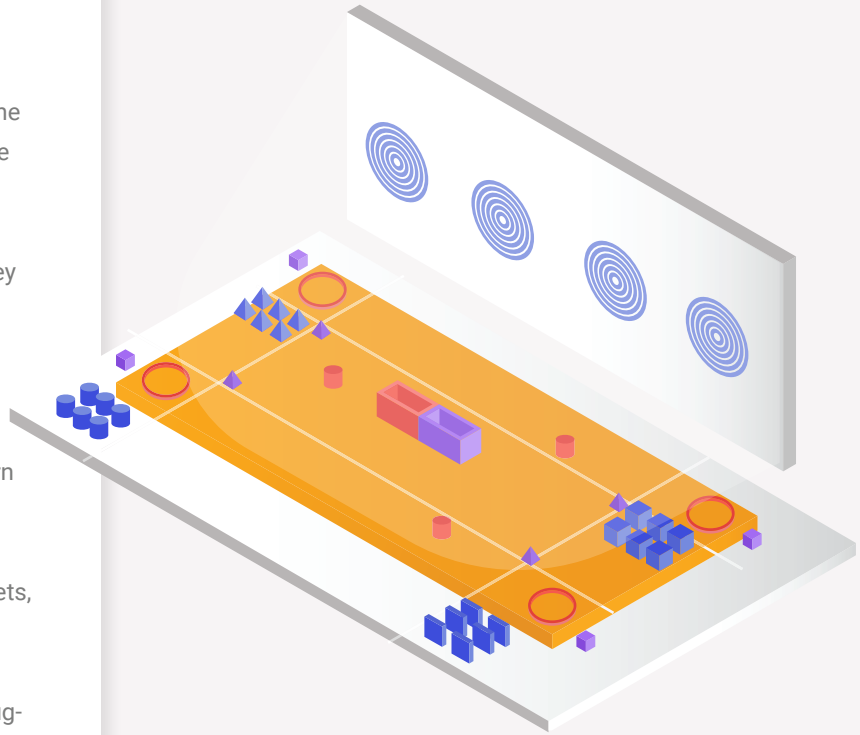
When the person being chased manages to get back to their team, they place their object in the hoop and tag the next student's hand. That student then takes their turn to try to get some more sleep time for the team.

The sleep specialist has a Lü ball at all times. With every hour of sleep their team gets, they can go shoot at the screen. 1 ball = 30 min and 1 ring = 1 h.

The game ends when there is a first team that has accumulated or exceeded the suggested sleep hours or when the game time has expired.

Additional details:

- Students should know that a ring provides 1 hour of sleep and 1 ball provides 30 min.
- Plan as many games as there are players per team so that each student gets a turn as a sleep specialist
- Anti-sleep students are the attackers



Legend

Representation			
Team 1		Team 2	
Team 3		Team 4	
Attacker		Ball	
Hoop		Cone	
Box of balls		Box of rings	

Possible Modifications

1. Add another type of object with a sleep value of 15 minutes
2. Allow more than one student from the same team to be sent into the pursuit zone at a time
3. Vary the distances

Skills Practiced

Interaction

- Collaborate in the development of an action plan:
  - Participate in the development of the team strategy
  - Establish strategies based on your team's strengths and weaknesses and those of your opponents
- Cooperation-opposition:
  - Exploit the available space to attack
  - Attack at the right time
  - Advance the object while avoiding opponents
  - Know how to retreat to the protected area at the right time
  - Protect a territory

Sports ethics

- Respect the rules
- Demonstrate a fighting spirit
- Accept victory and defeat:
  - Accept defeat with dignity and respect the opponent in victory
- Value pushing your limits
- Respect your peers:
  - Encourage your partners
  - Accept your teammates' mistakes
  - Respect your opponents

Active lifestyle

- Identify lifestyle habits favorable to health and well-being
- Identify lifestyle habits that are harmful to health and well-being
- Identify different positive effects of getting enough hours of sleep

Evaluation Criteria

- Quality of the reflective feedback
- Accompany the activity with a small written test about sleep knowledge taught during the course
- Respect shown towards partners and opponents
- Active participation in developing the team's action plan
- Execution of actions adjusted to the situation

Observable Elements

- Number of things named that interfere with sleep
- Identifies the recommended number of hours of sleep for their age
- Self-assessment of their sleeping hours
- Uses language and behaviours that show respect for partners and opponents

Annex

Suggested skills to teach

What is sleep for?

You grow while you're sleeping! Your body is preparing and is being built. During sleep, your brain produces a substance called growth hormone, which helps you grow bigger and taller.

How do I know if you're tired and should go to bed?

- Your eyelids get heavy
- Your eyes sting
- Your eyesight is cloudy
- You're cold
- The light bothers you
- You can't stop yawning
- You can't stand being bothered
- You're irritable
- Your head needs to be supported
- Your body needs to lie down
- Your attention is reduced
- You often rub your nose or ears

09

Food Dance

6 years and + | 15 to 20 min. | Main Session



Material Required

- Danza application
- 1 scarf per student
- 4 large blue mats (or 4 cones of different colors)
- 25 yellow beanbags (wholegrain foods)
- 25 black beanbags (bad foods)
- 25 green beanbags (fruits and vegetables)
- 25 red beanbags (proteins)
- 25 blue beanbags (water)
- 4 different colored cones in each corner
- 4 x 6 bibs of different colors
- 4 hoops

Learning Outcomes

- Make students aware of the benefits of a balanced diet
- Make physical activity fun and motivating (through dance)
- Associate/attribute physical activity as a necessary benefit and not as a consequence
- Collaborate to establish a team action plan

Objective

- Students must make the greatest number of complete meals (each food group)

Organization

- Place a blue mat at each of the 4 corners of the gym
- Divide the class into 4 equal teams
- Place each team at one end of the gymnasium, near a blue mat
- Place the bags for each food group at the different team bases (blue mats)
  For example: reds on one team's mat, blues on another, yellows and greens too - each team has its own food group
- Place the bad foods in the dance area facing the screen
- Assign a bib color per team, and if possible, identify their base using a cone of the same color as their bibs
- Leave a space of at least 2 m in front of the screen where the students cannot go, except to dance on Danza
- Give each student a scarf to tuck into the side of their pants

How it Works

At the teacher's signal, each student must fetch food from the opposing teams' bases without having their scarf removed from the side of their pants.

Players are not protected throughout the gymnasium.

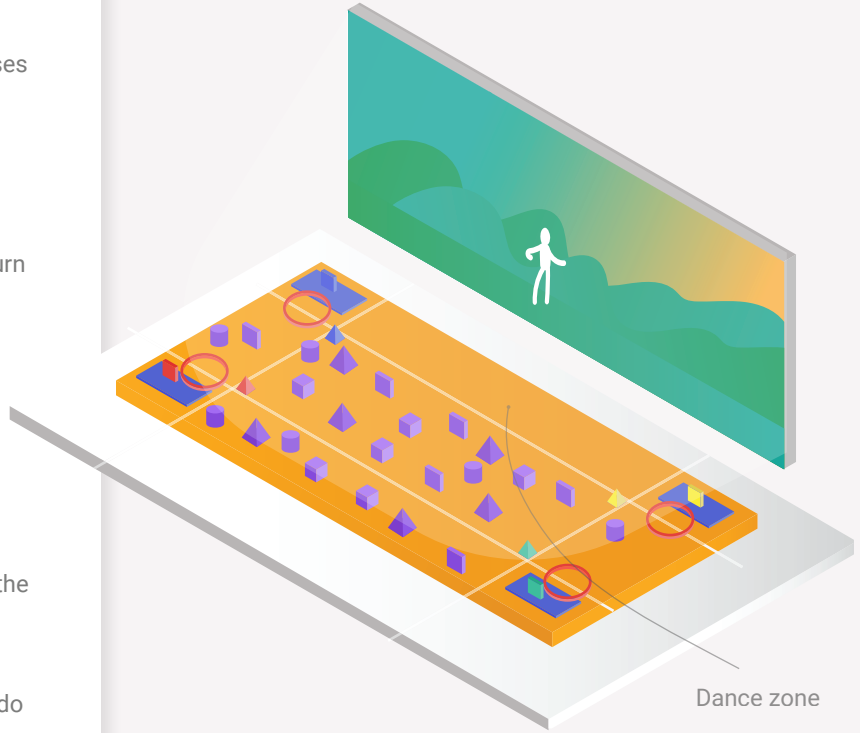
If a student is successful in taking a food from another food group, they should return it to their team basket, which is located near the mats. If the student has their scarf removed, they should face the screen and dance for a duration determined by the teacher - suggestion: 20 seconds.

The person who removed the scarf must give it back to their opponent.

After dancing for the required amount of time, the student puts on their scarf and takes a bad food item back to their team basket. The bad foot items are located in the basket near the screen.

The winning team is the one with the best food balance at the end of the game. To do this, each team must count only full meals, that is, one meal that includes one food from each food group. So a full meal = 1 yellow bag + 1 green bag + 1 red bag + 1 blue bag.

Each complete meal is worth 5 points. For each bad food found (black bags), the team must subtract one point from its score.



Legend

Representation			
Team 1		Team 2	
Team 3		Team 4	
Blue mat		Hoop	
Beanbags		Cone	

Possible Modifications

1. Increase or reduce the time provided for each round

2. Use the YouTube app to play other dance videos

3. Vary the number of points awarded for complete food groups and bad foods

4. Determine an area where players can be protected. Deduct points from teams that do not follow the instructions

5. Use any object of the same color to replace the beanbags

Skills Practiced

Interaction

- Participate in developing the action plan (team strategy based on strengths and weaknesses)
- Respect the rules, and be honest
- Promote self-improvement
- Respect peers:
  - Encourage partners
  - Accept mistakes made by teammates
  - Respect opponents

Active lifestyle

- Name and identify dietary habits favorable to health and well-being
- Name and identify food habits that are harmful to health and well-being
- Name and identify different positive effects of having a balanced and healthy diet

Evaluation Criteria

- Choice of cumulative food groups
- Commitment to team strategy
- Ability to modify strategy during the activity
- Ability to follow instructions
- Offer a point of view and listen to the points of view of others when developing the action plan

Observable Actions

- Attack the right team as needed (in search for the right food group)
- Choosing the right food group(s) to chase according to the team's needs

Annex

Suggested skills to teach

Message to share with students before the activity:

If you want to be healthy, regular physical activity is not enough. You also need to have good lifestyle habits. In order to do this, you need to watch your diet. To have a balanced diet, you must:

- Eat plenty of fruits and vegetables
- Consume foods with protein
- Make water your drink of choice
- Choose wholegrain foods

10

Volleyball Evolution

7 years and + | 12 to 15 min. | Main Session







Material Required

- Target, Dunk or Swët application
- 1 badminton court
- 12 balls
- 4 cones

Learning Outcomes

- Use the correct movement to receive and throw/hit the ball
- Successfully complete a sequence of movements specific to a striking action (serve, set or dig)
- Projecting/directing the ball into free spaces
- Move quickly under the ball when receiving

Objective

- Teachers choose the appropriate level of exercise related to students' skill levels and have them practice various moves related to volleyball (serve, set or dig)

Organization

- Divide the class into 4 groups of about 6 people
- Place a group of 6 students in each of the workshops
- Note that:
  - Workshops 2, 3 and 4 do not take place in front of the projection
  - In the instructions below, only workshop 1 requires hitting the screen. However, workshops 1 and 4 can be switched

How it Works

This activity includes workshops that allow students to practice their volleyball skills. Each workshop lasts 1 min. 30 sec.

Players are rotated clockwise between workshops.

Before the rotation, students must leave the equipment/material at the workshop in question.

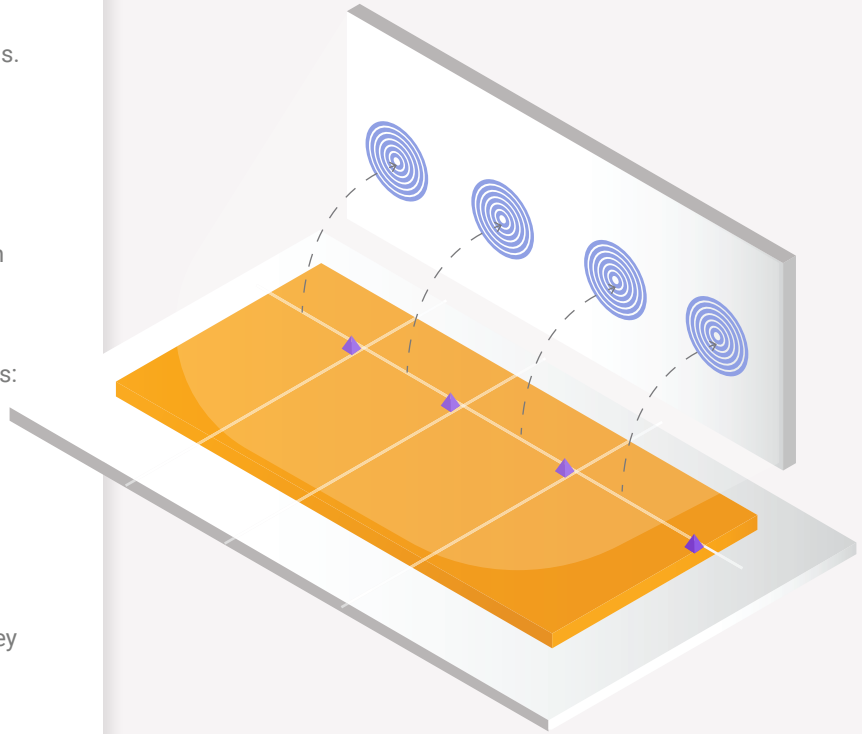
Colors represent the levels of exercise the students can choose based on their skills:

- Green level = Beginner (easy)
- Yellow level = Intermediate (medium)
- Red level = Advanced (hard)

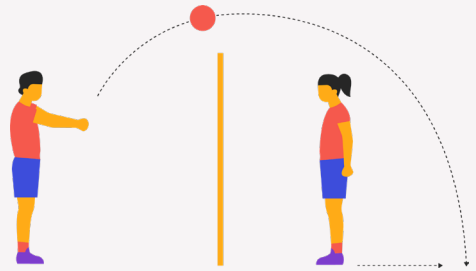
Workshop 1 - Serving

Facing the screen, the students stand in a shooting zone and must hit the target they have chosen by performing one of the following strikes:

- An underhand strike (green level)
- An overhand strike while holding the ball (yellow level)
- An overhand strike by throwing the ball upward (red level)







Workshop 2 – Receiving

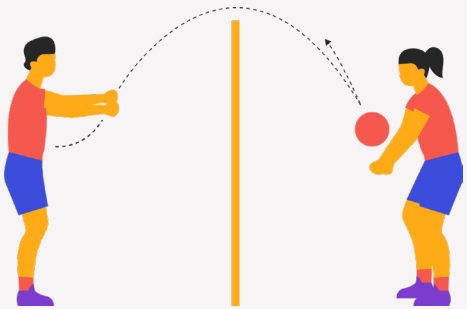
For this workshop, 6 students team up into pairs. The 2 members of each pair stand in front of each other, on each side of the net. This means 3 students will be on each side. Each pair takes a volleyball.

For each pair: 1 of the 2 throws the volleyball in a free space on the other side of the net (lob pass).

The other student (the teammate) must move quickly in order to move under the ball.

How scoring works:

- If the ball is touched but not successfully received = 1 point (green level)
- If the student performs an underhand strike = 2 points (yellow level)
- If the student performs an overhand strike = 3 points (red level)
- If the ball falls on the floor before it is touched or caught, no point is scored
- After catching the ball, the student takes the ball and throws it to their teammate, who then catches it



Workshop 3 – Passing

2 by 2, the students stand face to face at a distance of about 2 m apart. They must pass the ball using the dig technique. The students who successfully perform a dig without the ball touching the floor earn the following points:

- At least 3 out of 10 passes = Green level
- At least 5 consecutive passes = Yellow level
- 10 consecutive passes = Red level



Workshop 4 – Setting

Each student takes a ball and faces the wall. Using both hands, they must throw the ball at differently colored paper or tape targets that have been affixed to the wall. The students should practice their set techniques.

If the student succeeds in:

- Hitting most targets by throwing and catching = Green level
- Hitting a few targets by performing a set = Yellow level
- Hitting most targets by performing a set = Red level

A few additional details:

- The duration of the game is left to the teacher's discretion
- Use the Pause mode by pressing the space bar on the remote control to easily manage the different transitions between workshops

Possible Modifications

1. Workshops 1 and 4 can be switched, since both adapt well to the screen with different applications (Dunk or Target)
2. Use balls that are lighter than regular volleyballs
3. Increase passing and shooting distances
4. Use Dunk rather than Target to do longer workshops
   In Chronometer mode, Dunk offers durations of 3 or 5 minutes, which can be useful for this type of exercise

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Skills Practiced

Motor skills

- Throwing or hitting a variety of objects used in specialized activities (volleyball)
- Adjust the strength of your passes and strikes in order to hit a target
- Positioning the feet to be ready to react quickly

Evaluation Criteria

- The motion to hit the ball is correct and effective
- The sequence of movements to pass, receive or hit the ball meets the criteria for success

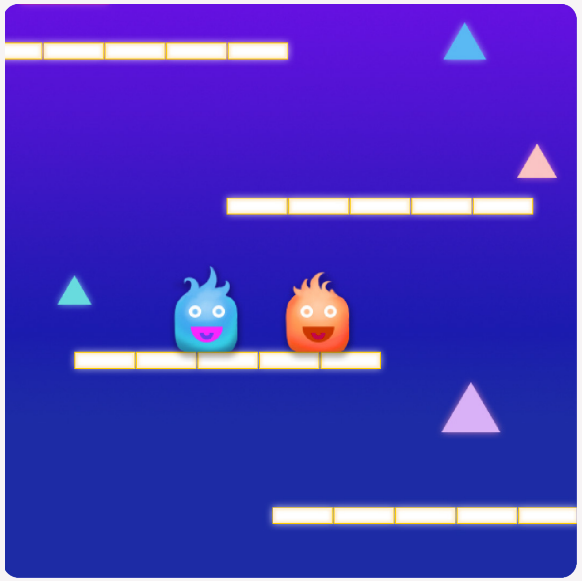
Observable Actions

- Number of successful plays according to the workshop instructions
- Number of points accumulated in workshop 4 (serving)

11

Balance Course

7 years and + | 5 min. | Warm-up
Main Session



Material Required

- Scala application
- 1 ball per student, or more if possible
- 2 to 4 benches or other types of balance beams
- 10-12 cones
- Various objects that can be left static on the ground:
  - stakes, mats, bibs, cones lying on their side, etc.

Learning Outcomes

- Maintain balance while on equipment
- Practice dribbling
- Throw at a moving target

Objective

- Students must complete a continuous course that combines balance, dribbling and throwing at a moving target

Organization

- Divide the class into 2 teams of about 10 to 12 students
- Divide the course into 4 steps according as described in the How it Works section
  - Place one or more inverted balance benches about 2 meters from the screen for step 1
- Duplicate the same course to provide a similar course for each of the 2 teams
- From the start, 3 students (maximum) must balance on an inverted balance bench facing the screen (step 1)
- Divide each team into small groups in order to distribute all the students through all the steps of the course
- Give each student a basketball

How it Works

At the start signal, all students should be on the move and move from step to step continuously.

Step 1

Students must sidestep across the inverted balance bench(es) while projecting their ball at the screen to accumulate maximum points in the Scala game.

Step 2

Students must dribble between cones using one hand.

Step 3

Students must dribble and successfully cross the area without hitting any obstacle lying on the ground.

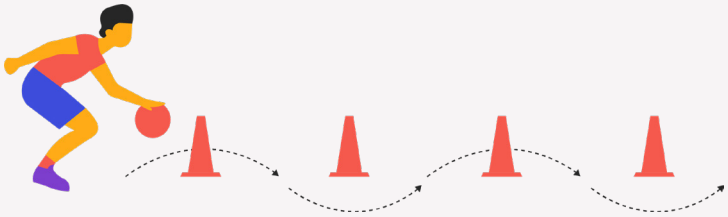
Step 4

Students must dribble while crossing a balance bench.

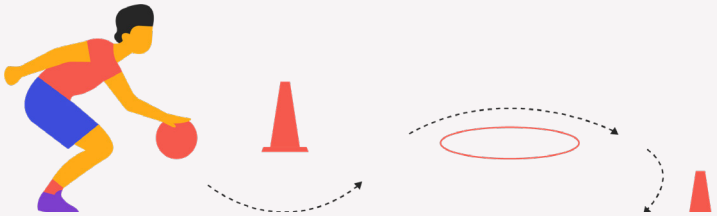
Step 1



Step 2



Step 3



Step 4



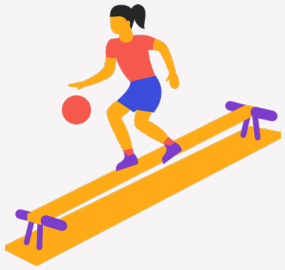
Possible Modifications

1. To provide a greater level of difficulty in Step 1 or Step 3, place the balance benches as shown in the image, if you have access to this equipment:

2. Require completing the course using the weaker hand

3. Use a fixed time for the workshop and press pause during transitions

4. Do the course or certain steps of the course using two balls per student in order to increase the level of difficulty



Skills Practiced

Motor skills

- Handling actions:
  - Dribble while moving
  - Dribble across obstacles
  - Dribble with one hand
- Locomotor actions:
  - Cross equipment while maintaining balance
  - Cross equipment with a higher surface

Evaluation Criteria

- Dribble:
  - Ability to use 2 hands
  - Absorbing the impact between the ball and the hand
  - Variation of the height of the dribble and the thrust angle depending on the situation
  - Peripheral vision — gaze projected alternately between the ball and the entire playing area
- Balance:
  - Fluid movements even in a balanced position
  - Maintain balance while exerting your body or an object

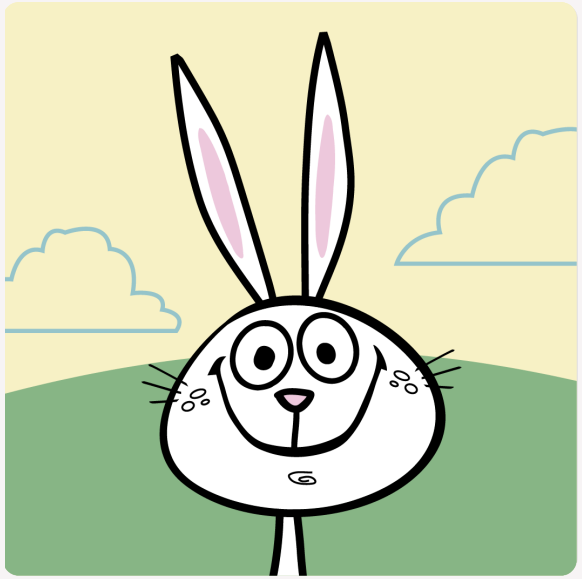
Observable Actions

- Cross the course without losing the ball
- Hits the target easily while moving in balance
- Number of points accumulated compared to the number of throws made

12

Rabbit Hunt

8 years and + | 10 to 15 min. total
3 to 5 min./round | Main Session



Material Required

- Wak application
- 4 cones to form a 20 m x 8 m rectangle
- 8 balls, minimum

Learning Outcomes

- Throw a ball effectively at a moving target
- Dodge objects thrown by an opponent
- Move according to obstacles being thrown
- Run to an area as quickly as possible while considering various potential obstacles being thrown
- Choose an efficient trajectory or course line

Objective

- Students must take accurate shots, avoid objects thrown at them and make the appropriate choices in order to reach the safe zone and score as many points as possible

Organization

- Separate the group into 3 teams:
  - 2 teams of hunters + 1 team of rabbits, rotating every round
- Share the balls equally between the 2 hunter teams and the reload area for the rabbits

How it Works

At the starting signal, the rabbits must cross through the hunting zone without a ball in order to get to safety.

The hunters, on the other hand, try to hit the rabbits with balls.

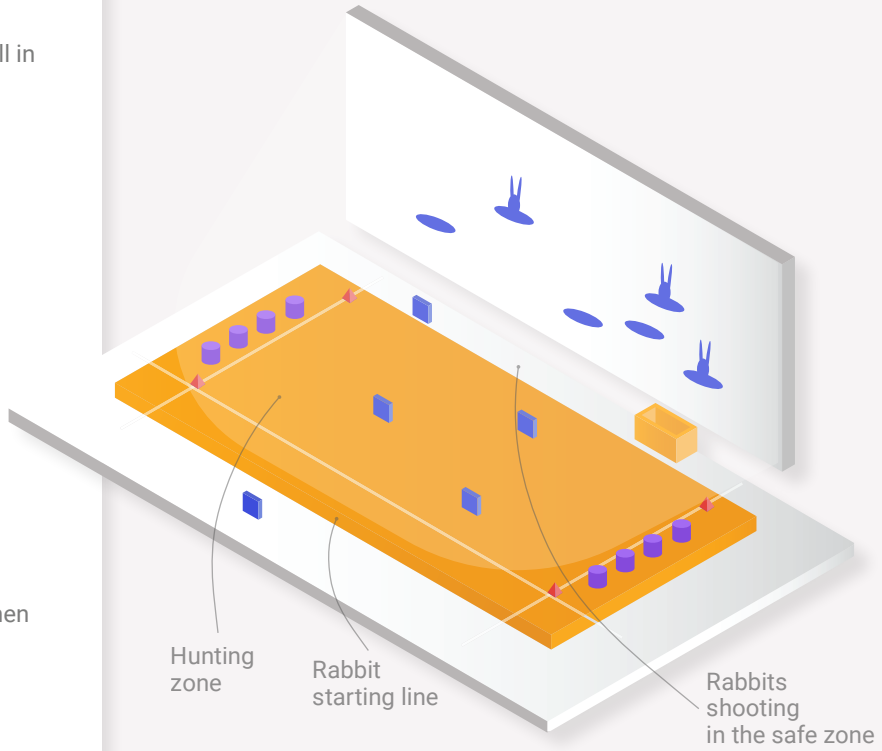
Once at their destination, the rabbits must throw balls at the Wak learning area and collect as many points as possible.

Rabbits can only throw once per crossing.

After throwing, the rabbits return the used ball to the reload zone and return to the starting area by going along the sides.

If a ball strikes a rabbit before they reach the safe zone, they must exit the side and return to their starting line, behind the members of the hunting team(s). They can then attempt to cross the hunting zone again.

Striking a rabbit in the head is considered a miss. The rabbit can continue towards their shooting zone.



Legend

Representation	
Rabbits	
Hunters	
Cones	

Possible Modifications

1. Reduce the number of balls provided to the hunters
2. Allow the rabbits to catch balls
3. Allow rabbits to remain in the safe zone once they have successfully crossed
4. Reduce or enlarge the surface of the hunting zone:
    - Reducing it makes the game more difficult for the rabbits
    - Enlarging it makes the game more difficult for the hunters
5. Require specific throws
6. In the hunting area, add obstacles or create “safe” zones to protect the rabbits - for example, mats or other objects
7. Divide the class into 2 teams instead of 3

Skills Practiced

Motor skills

- Throwing objects without equipment:
    - Throwing a ball over the shoulder to hit a moving target
    - Running and avoiding shots
    - Jumping to avoid obstacles
    - Throwing at a target from different angles

Evaluation Criteria

- Speed of execution and decision-making
- Quality of throws
- Synchronization of movements to dodge opponent’s attacks
- Effectiveness of movements to progress by dodging objects thrown towards you
- Compliance with instructions

Observable Actions

- Number of successful crossings
- Compliance with the throwing instructions, if applicable
- Number of targets hit
- Time to complete a successful crossing

13

Secret Agent

8 years and + | 15 min. | Main session



Material Required

- Scoreboard application
- 4 to 6 balls are suggested (the more balls, the shorter the rounds)
- 6 cones to delimit areas
- Red and blue bibs to identify teams

Learning Outcomes

- Throw a ball effectively at a moving target
- Dodge an opponent's throws
- Accept their teammates mistakes
- Demonstrate honest behaviour
- Move according to the opponent's position
- Move properly towards an object's drop point to catch it

Objective

- A team must collect more points than another team by throwing balls at their opponents

Organization

- Divide the class into 2 teams of 12 players
- Give each team 2 balls before starting the game
- Divide the playing area into 2 equal areas of approximately 5 m x 6 m
- Each team chooses a scoring player (scorer) who is placed behind their team's zone
- Each team chooses 2 secret agents
- Place all the other balls in a hoop near the screen; this is the reloading zone for each team's scoring player

How it Works

Only the teacher and members of the same team should know who the chosen secret agents are. The opposing team must not know their identity.

At the start of the game, each team throws the 2 balls in their possession towards their opponents and tries to hit them.

When a person is hit, they must replace their team's scorer. The replaced scorer then moves into the shooting zone, takes a ball from the reload zone and adds the necessary points to the appropriate team before returning to the game as a regular player. After completing their throws on the screen to adjust the score, they must return the ball to the reload zone.

If a secret agent is hit, the team's scoring player must shout "Secret agent hit!" loud enough for the opposing team to hear. The rotation continues and the agent becomes a scorer. By returning to the shooting area after being replaced, the former scorer gives 5 points rather than just one to the opposing team (5 shots on screen required).

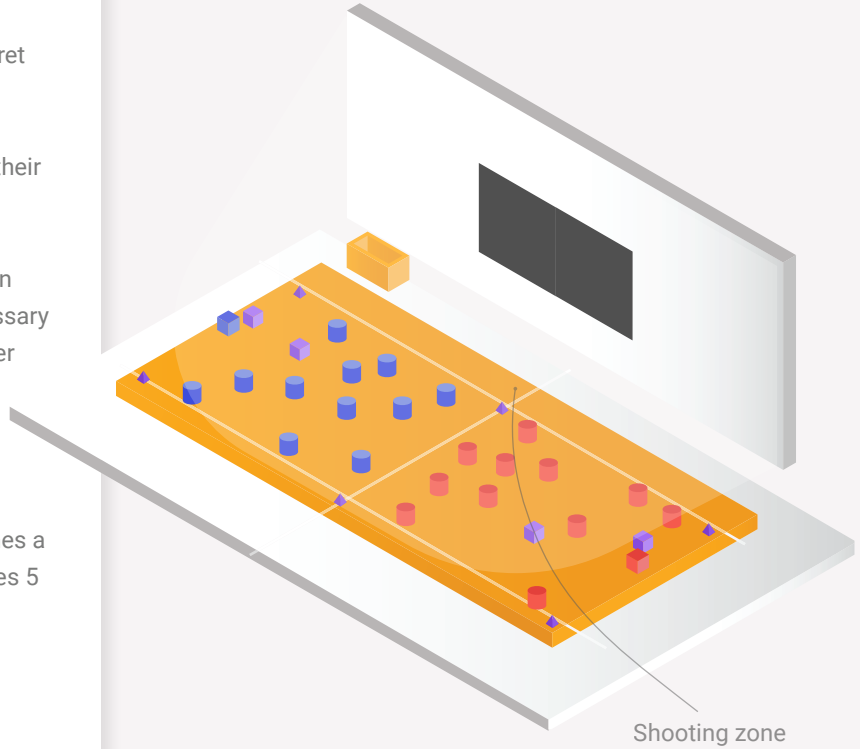
If both secret agents of the same team are hit, the game is over.

If a person catches a ball, the rotation remains the same. This means that the person who caught the ball still becomes a scorer for their team. And, because the student caught the ball, their team gets 2 points instead of the opposing team getting 1 for the throw.

The caught ball must be passed to a teammate before going to replace the scorer.

The scorer may retrieve balls that have exited the playing area on their side only, and give them to their own team.

There can be no shooting from the sides.



Legend

Representation	Team blue	Team red
Scorer		
Players		
Ball		
Cones		

Scoring

For each team:

- If the scoring player hits a student from the opposing team without the latter catching the ball, they score **1 point**
- If one of its members catches a ball, they score **2 points**
- If they hit a secret agent, they score **5 points**
- If they hit two secret agents, **they win the round**

Students playing the game should be honest when tallying their scores.

Everyone playing the game should follow the flow of the game to be aware of the game's progress (catches, people hit, escapes). The scoring player must remain very alert, as he or she is responsible for the tally.

Possible Modifications

1. Use a single ball in the attack zones for younger players
2. Accept that throws can be done with or without rebounds on the ground
3. Place the scorers on the opposite side of their team in the opponent's zone
4. Allow passes to the scoring player for 1 point, this may cause a greater number of players to attempt to catch the ball rather than avoiding it
5. Add balls during the game to increase the level of difficulty

Skills Practiced

Interaction

- Chase an opponent in a common space (tag)
- Run to avoid an opponent in a common space

Motor skills

- Actions of opposing and cooperation in separate spaces
- Communication with teammates and the opponent

Observable Actions

- Accuracy of points counted by the scorer
- Honesty of students involved
- Compliance with instructions
- Number of points accumulated per game
- Time needed to win a game

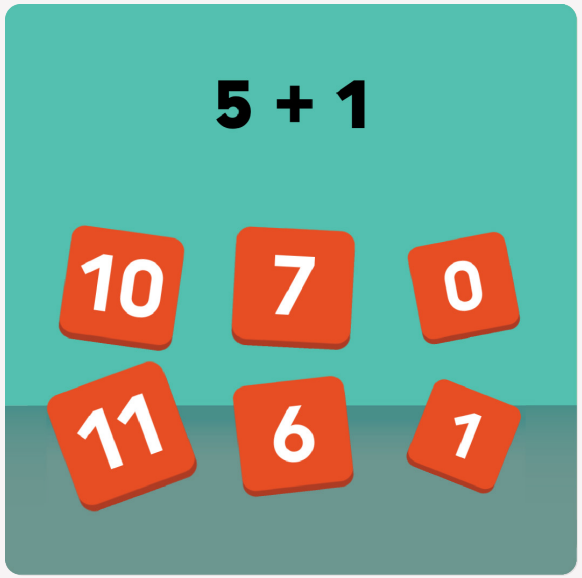
Evaluation Criteria

- Move at the right time to dodge the opponent's attacks
- Efficient dodging of balls thrown towards you
- Quality of throws
- Compliance with instructions - honesty of the scorers
- Showing support to teammates whether they make good or bad moves
- Use different strategies (action plan) to keep the team's secret agents' identity hidden for as long as possible:
  - Don't always choose a skilled person
  - Regularly vary the students from one round to another
  - Make feints in terms of positioning
- Communication:
  - Students must discuss the best strategy for choosing their 2 secret agents and to determine those of the opposing team

14

Equation Pursuit

8 years and + | 5 min. | Main Session



Material Required

- Newton application
- 21 cones, floor tape or gym lines to delimit areas
- 6 to 10 balls
- 2 x 12 bibs of different colors

Learning Outcomes

- Quickly move away from a pursuer
- Effectively use feints to dodge the opponent
- Hit an opponent by pursuing them effectively
- Peform mental arithmetic
- Throw at a fixed target efficiently

Objective

- Students must escape from as many chases as possible to earn as many points as possible in the Newton application

Organization

- Divide the class into 2 teams of about 12 players
- Divide the gymnasium into 4 large chase zones approximately 4-5 m long by 3-4 m wide
- Each zone is assigned to 3 players from each team (3 attackers or 3 defenders)
- In 2 of the 4 zones, players on the same team are defenders
- For the other two zones, they are attackers

How it Works

At the starting signal, one attacker per zone tries to reach the other end of the same zone. The defender must pursue the attacker and prevent them from crossing their back line by touching them with both hands.

If the attacker succeeds, they can go to the shooting zone, take one of the balls that are placed there, and make a throw to accumulate points for their team.

One shot at the projection is permitted each time an attacker crosses the gym.

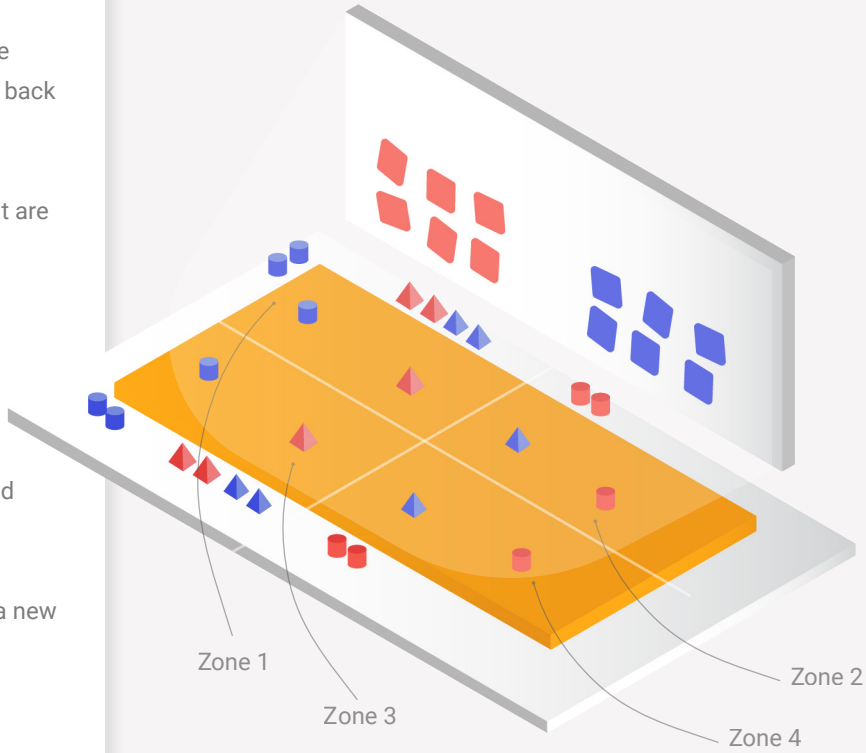
Once the attacker takes their shot, they must return to the line in their zone.

Carry out a minimum of two games so that all players get a turn being attackers and defenders.

The following events end the case and indicate that two new players need to start a new one (change of opposing attacker and defender):

- The defender hit the attacker in the pursuit zone
- The attacker returns to wait and gives the turn to one of their teammates
- The attacker reaches the other end of the zone without being hit
- The attacker leaves the zone to go back to the starting line (walking on the sidelines)

The game's duration is at the teacher's discretion.



Legende

Representation	Team 1	Team 2
Attacker		
Defender		

Possible Modifications

1. Reduce the size of the zones

2. Increase the size of the zones:

- The larger the areas, the more interesting the activities may be
- This gives the attacker a slight advantage—without necessarily making it too difficult for defenders

3. Use different types of balls in the shooting area

4. Use flags rather than tagging:

- Defenders try to steal flags from attackers, rather than tagging them

5. Attackers run with a ball in hand rather than catching it in the shooting zone

6. Require a specific type of shot at the screen: two-handed shot, over-the-shoulder shot, weak hand shot, etc.

Skills Practiced

Motor skills

- Handling actions:
  - Proper and efficient throwing technique
  - Throwing objects without equipment
- Locomotor actions:
  - Avoidance technique
  - Feint technique
  - Running technique

Interaction

- Opposition actions in a shared space
- Principles of action during battling activities
- Decision-making based on the opponent's actions

Evaluation Criteria

- The attacker runs quickly to avoid the opponent
- The attacker uses different types of feints to deceive and get the opponent off-balance
- The attacker makes good use of the free space that their opponent does not cover
- The defender touches/hits the opponent regularly

Observable Actions

- The attacker regularly takes the opponent off guard
- The attacker regularly reaches the shooting zone
- In the shooting zone, the student makes good shots quickly
- The student performs the required actions in the shooting zone
- The student effectively and regularly uses feints to dodge defenders

Annex

Suggested skills to teach

Efficient pursuit technique (defender)

Show defenders how to pursue attackers. The defender must:

- Pursue at an angle in order to direct the opponent towards a sideline and thereby reduce their movement space
- Run quickly towards the target (player to hit), but slow down when approaching, about 1 or 2 meters from the chased player
- In the approach phase (when slowing down), lower their center of balance in order to:
  - Have good support (weight slightly on the tiptoes)
  - Suddenly change directions faster and more efficiently
- Put their body weight slightly in front of their feet so that they can make sharp changes of direction
- In the attack phase (when they are relatively close to their target), open their arms wide enough to minimize the pursued player's movement space
- Try watching their opponent's hips to identify possible feints

Feinting:

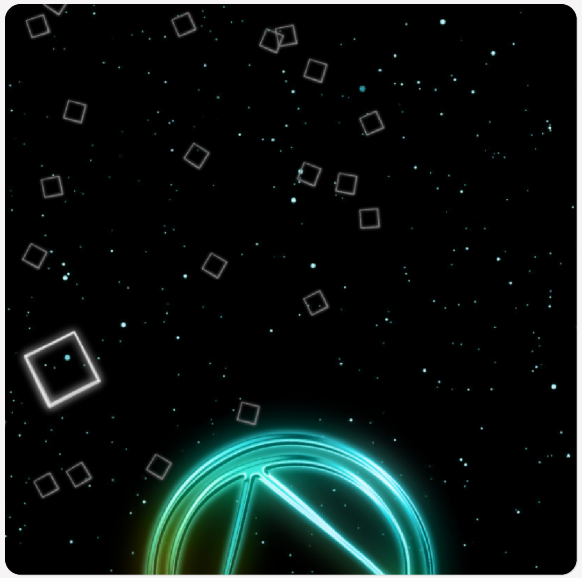
Effective feints mean catching an opponent off guard so that the player can move away. To feint properly, the player must:

- Make a sudden change of speed and direction
- Use different body movements (hip, legs, eyes, etc.) to "make the opponent believe" that they have chosen one direction of movement, and ultimately go the other way
- Lower their center of gravity when approaching the pursuer in order to: be properly balanced and suddenly change directions faster and more efficiently
- Wait until the pursuer is close enough, but not too close, to start their feint: approximately 1 to 2 meters maximum
- Put their body weight slightly in their of your feet so that they have quick support to make sharp changes of direction

15

Space Mission

8 years and + | 10 min./round | Main Session



Material Required

- Galactic application
- 2 touchkball goals
- A dozen hoops
- Balls

Learning Outcomes

- Initiation to tchoukball
- Planning different trajectories
- Catching a ball using different passing paths
- Throwing precisely
- Ability to choose actions and movements according to a partner

Objective

- Students must perform several shots with controlled trajectories in order for others to catch the shots—and provide as much protection as possible for our planet

Organization

- Scatter a dozen hoops all over the gym at potential landing spots during a game of tchoukball
- Scatter 10 students into the hoops (receivers)
- They can only exit their hoop out if they catch a shot
- Delimit a prohibited area in front of the tchoukball goals (3-meter semi-circle)

How it Works

One at a time, the shooters can move with their ball to take a shot at the tchoukball goal and try to reach a stationary receiver placed in one of the various hoops.

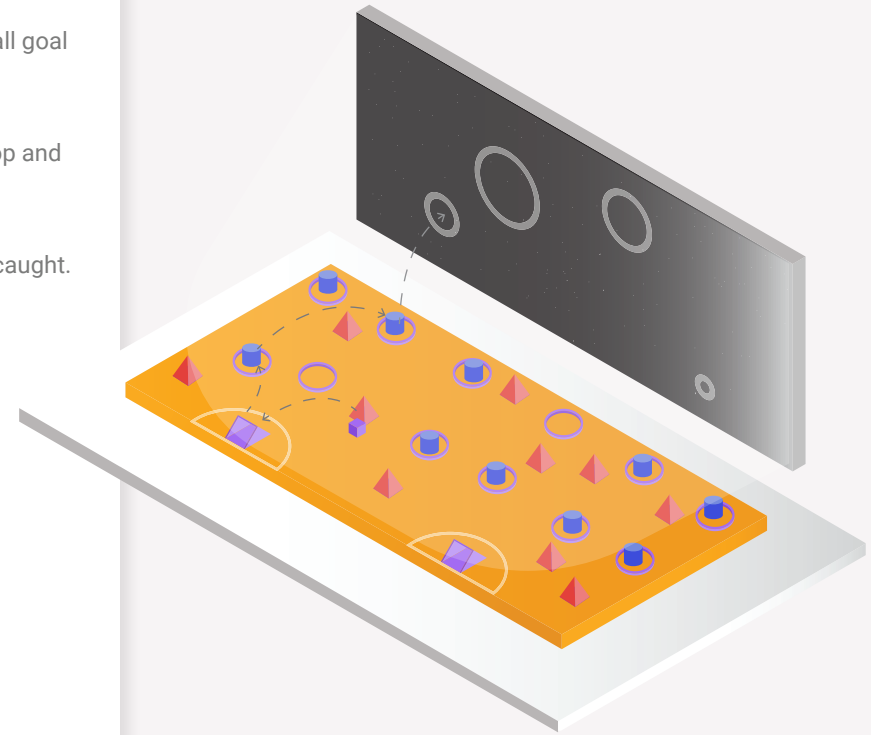
If a receiver placed in a hoop succeeds in catching a throw, they can exit their hoop and go into the shooting zone with the ball and help protect the planet.

The teacher should launch the Galactic game on-screen only when a first shot is caught. This way ensures a minimum of one shooter on the screen.

Shooters can move around at will, but for efficiency it is best if only one shot is taken at the tchoukball goal at a time.

Shooters may not enter the prohibited zone delimited by cones in front of the tchoukball goals.

The duration of the game is at the teacher's discretion.



Legend

Representation	
Shooters	
Receivers	
Ball	
Touchkball goals	

Possible Modifications

1. Switch how the game works:

- Place the hoops in different shooting paths
- Place shooters into the hoops and let receivers move out of the hoops
- Work more on defensive movements and receiving the ball rather than shooting techniques

2. Place a minimum of 2 shooting players at all times on the screen

---

Skills Practiced

Motor skills

- Handling actions:
  - Catching a variety of objects used in specialized activities/tchoukball
- Throwing or hitting an object by taking into account the distance from the target
- Taking the proper position in order to be able to react quickly to throws
- Adjusting movements according to a trajectory
- Producing various throwing trajectories in order to reach a fixed target

Evaluation Criteria

- Choice of throwing trajectories
- Variety of types of throws and trajectories used
- Velocity of the throws
- Anticipation of throwing trajectories

Observable Actions

- Number of throws that are caught
- Number of different trajectories made by the same player

16

Froggy Fun!

8 to 12 years | 5 or 10 min. | Main Session





Material Required

- Swët or Target application
- 4 to 8 rectangular mattresses
- 1 to 3 small trampolines or a gymnastic springboards
- 12 hoops
- 3 benches

Learning Outcomes

- Learn to do vertical jumps effectively
- Land a jump safely

Objective

- Students must complete a full course that uses the vertical jump technique and score as many points as possible on Swët at the end of the course. During the 5th step, the higher they jump, the more points they earn

Organization

- Divide the class into 3 teams of about 8 players
- Ask each team to form a line behind the start line of a short course that ends at the screen
- Carry out the various steps continuously
- Leave a reasonable space between each of the courses to provide an obstacle-free return lane
- Choose the duration of the game:
  - For a 5-minute game, select 100 points
  - For a 10-minute game, select 200 points
- Note:
  - You may have to recalibrate the camera to adjust the height of the levels
  - You can also use Target, which makes it easier to adjust the height of the targets, but there will only be one target per column

How it Works

At the starting signal, all the first players for each team begin the course and perform the 5 steps below.

As soon as the student begins step 2, the next person in line can begin step 1 and they move on to step 2 when the student in front moves to step 3, and so on. There will end up being 5 students at a time on a course.

Step 1

Jump forward with feet together from hoop to hoop, or over hurdles.

Step 2

Jump sideways, feet together, over a balance bench, requiring the use of arms for propelling.

Step 3

Stand near the bars, jump with feet together and successfully clap the hand of a partner who has climbed higher on a small wall bar and who holds their arm outstretched, offering a reasonable height for each person.

The person on the bars is the person who completed step 3 just before.

Because no one has gone before them, the first student to perform should jump alone and attempt to hit the highest rung possible.

After step 3 is completed, the student climbs up the stairs ready for the next person's step 3 and their own step 4.

Step 1



Step 2



Step 3



How it Works

Step 4

The student is already on the wall bars following their role in step 3 for the person following.

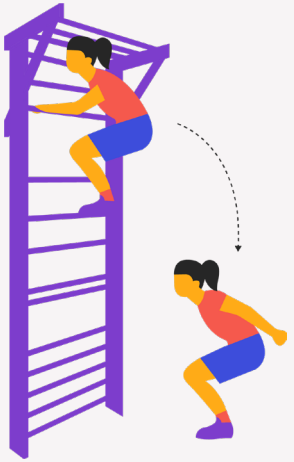
Jump off the bars, and cushion the jump with both feet together by properly bending the knees. The choice and availability of your floor mats determine the height from which your students must jump.

Step 5

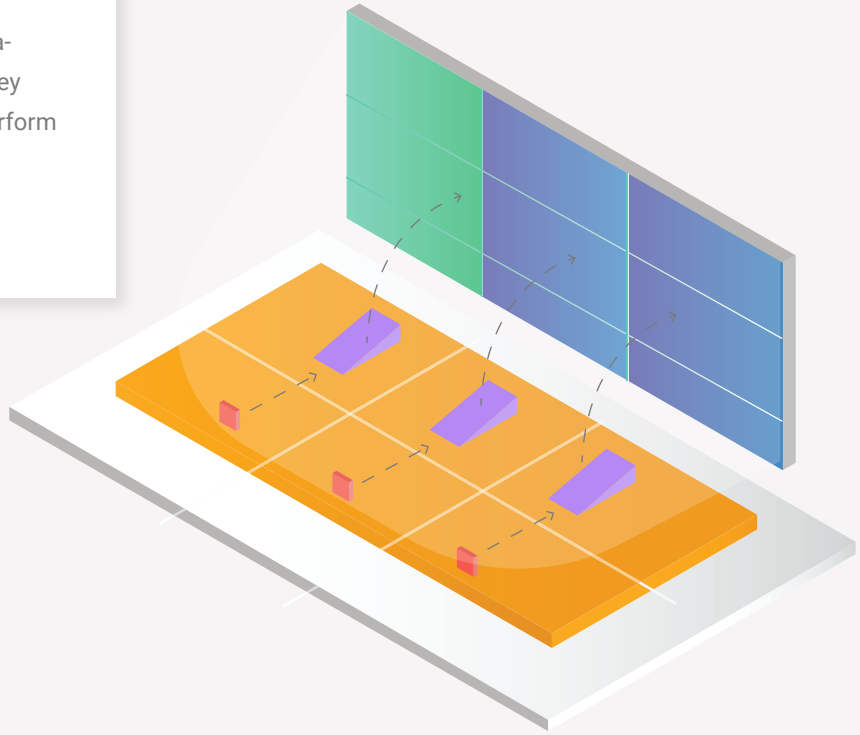
Get a starting run, jump on the trampoline or the gymnastic springboard or simply jump vertically to the wall and tap the screen with your hand as high as possible to accumulate a maximum number of points. For this step, make sure you adjust Swët's projection to the desired height.

After having completed step 5, the student returns quickly to the start via an obsta-cle-free laneway between each of the courses and performs the course again. They return quickly to make room for another person to begin step 1. They line up to perform the course again.

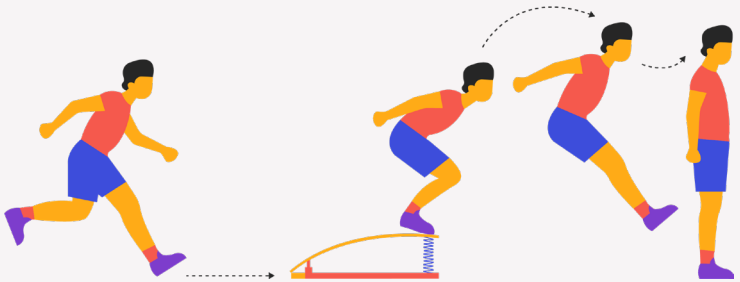
Step 4



Step 5



Step 5



Possible Modifications

1. Use Target as it is easier to adjust the height of targets, but there will only be one target per column.
2. Do not use a trampoline or mini springboard, instead ask students to run and perform a vertical jump after a swing or even allow them to put one foot on the wall to climb and try to touch as high as possible.
3. Use a pommel horse for step 3 to replace the wall bars or other overhead structure upon which another student can stand or sit to extend their arm and provide a hand target.
4. Require different jumps for steps 1 and 2 - 2-step jump, one foot at a time, etc.

Skills Practiced

Motor skills

- Locomotor actions:
  - Jump while running
  - Jumping from equipment or propellants
  - Move on equipment
  - Jump over obstacles
  - Climb and descend equipment of varying heights
  - Jump high or vertical

Evaluation Criteria

- Use of the lower limbs (legs) and upper limbs (arms) to maximize jumping height
- Ease of performing jumps

Observable Actions

- Height of jumps
- Leg flexion at the start of propulsive movements
- Use of the arms extended upwards during propulsion
- Number of points accumulated for each appearance at the screen

17

Anti-virus Chest Pass

9 years and + | 5 min./round | Main Session



Material Required

- Germ application
- A minimum of 6 balls, or one ball per student (basketballs preferred)
- 2 cones
- Basketball nets (optional)

Learning Outcomes

- Make good chest passes (using proper technique)
- Throwing sharp, direct and accurate passes
- Improve the quality of chest passes for a basketball or mini basketball game

Objective

- Students on a team should be able to make more chest passes (fast and accurately) than the other team in order to control the direction of the virus and score points from their side

Organization

- Divide the class into 2 teams equal in strength and number
- Divide each team into 2 lines of 5 or 6 student players

How it Works

Students take turns walking past the cone and throwing the ball at the screen in order to direct the virus to the opposing team's side and score a point.

Students must execute their throws towards the screen in the form of a chest pass, which is very regularly used in basketball.

If you have a large group of students, after taking a shot at the screen, they recover the ball and head to a basket to try to make a shot.

Once they have made a successful shot, they can return to the start line.
This step is optional and should be based on the number of students.

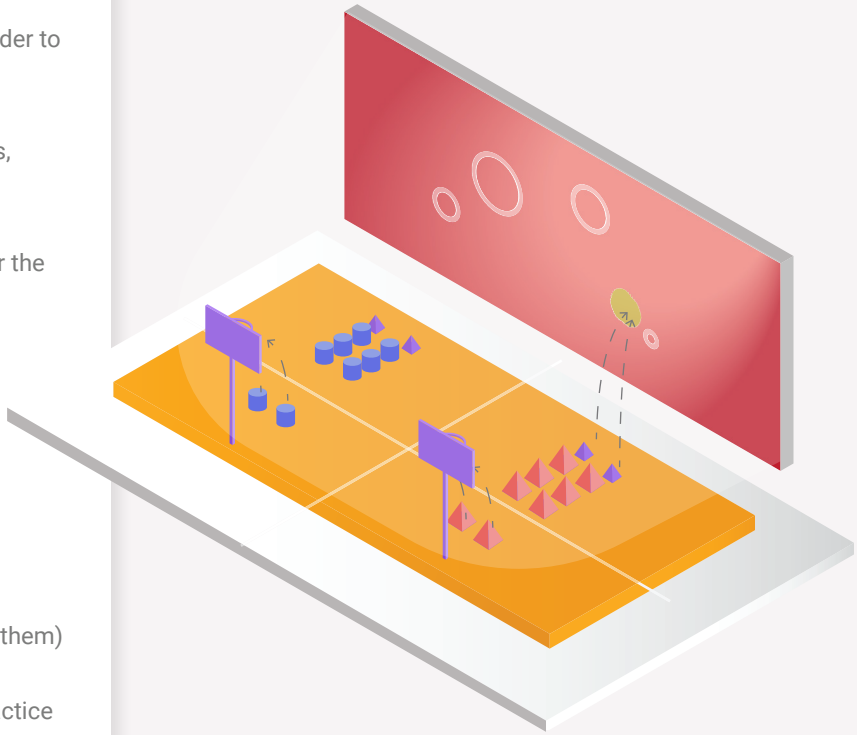
The duration of the game is left to the teacher's discretion.

Suggested practice workshops:

1. Have students practice chest passes in pairs (evaluate how quickly they can do them)

2. Have students practice bouncing chest passes by aiming the balls into bins (practice passing precision and passing while avoiding obstacles).

3. Have students practice chest passes at the screen while playing a game of Germ.



Legend

Representation	Team blue	Team red
Players		
Cone		
Basketball nets		

Possible Modifications

1. Before reaching the screen, make face-to-face chasing chest passes over a distance of about 5 m
2. Before entering the line, start from a cone and dribble the ball according to various instructions
3. Before entering the line, make sweeping chest passes over the wall over a distance of about 5 m
4. Before entering the line, do about 10 chest passes by bouncing the ball against the wall
5. Create fixed practice workshops and keep only 2 shooters per team on the screen
6. Play shorter games and alternate the team on screen
7. Place different hoops, within which players must have both feet on the floor to shoot for the basket

Skills Practiced

Motor skills

- Throwing an object using an appropriate technique associated with a specific discipline
- Practice various locomotor movements with objects:
  - Moving pass
  - Side pass
  - Pass with a bounce on the wall

Evaluation Criteria

- The right motion is used
- The speed of the passes/shots is fast and direct on the target
- At the end of the chest pass, the arms are fully extended
- In the passing movement, the ball leaves hands with a push of the fingers

Observable Actions

- Number of games won
- Number of balls thrown in total to win a game
- The position of the feet during the throws (back-to-front weight transfer)

Annex

Suggested skills to teach

Situation where chest passes are required or effective:

- When students need to hit a target quickly and directly
- When the time and space to pass is reduced
- When the opponent is fast and close
- When you want to make sure that the student's pass is more accurate

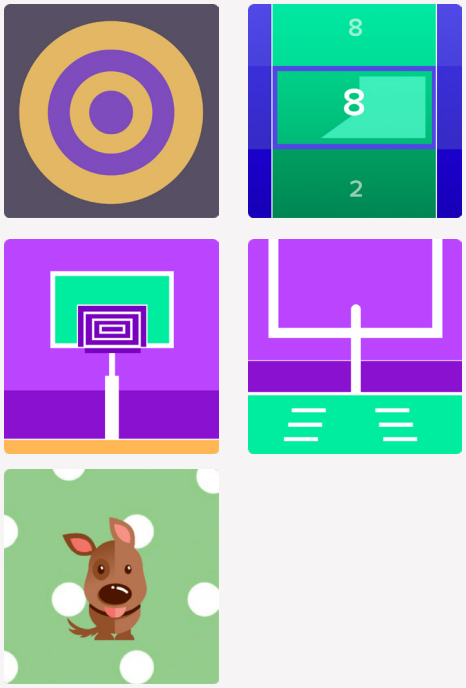
Criteria for successful chest passes:

- The pass is vigorous, using two hands and with a push through the fingertips
- The pass is powered using a weight transfer from the back leg to the front leg
- The pass can be stretched or have a bounce on the floor if necessary (obstacle or opponent between the student passing the ball and the target/receiver)

18

Grand Slam

9 years and + | 15 to 20 min. | Main Session



Material Required

- Target, Swët, Dunk, Touchdown or Zoo application
- 4 baseball-style bats
- 8 to 10 tchoukball balls (9 years and +)
- 8 to 10 lighter balls (8 or under)
- 2 hoops

Learning Outcomes

- Introduction to baseball
- Use a tool to hit an object towards a static or moving target
- Quickly synchronize your movement towards an object's drop point
- Develop group defense strategies (dispersal to cover as much space as possible, get into position based on a batter's stance, etc.)
- Hit an object into free spaces

Objective

- Students must hit the ball or chosen object sometimes hard (towards the field), and sometimes accurately, towards the target provided on the screen

Organization

- Divide the class into 2 teams of 10 to 12 players
- Each team nominates a player to start the game in each of the following positions:
  - 1 power hitter - hits hard towards the field
  - 1 precision hitter - hits precisely towards the target on the screen
- Place each team in a different area (field):
  - Each field should be about 8 m to 12 m deep
- Position the batter or power hitter opposite to their team's zone, separated by the opposing team's zone and their players
- Place 2 hoops (1 per team) to identify precise hitting areas on the screen, that is, the place where the precision hitter must be positioned to hit at the screen (the hoops should be placed between 2m to 4 m from the screen)
- Place 1 of the 4 bats near each of the hitting zones (2 hoops and 2 power zones)

How it Works

Before the starting signal, the first hitters (power and precision) place themselves in their batting zones and members of the other teams go to their respective fields.

At the starting signal, Team 1's power hitter hits 2 times to reach their teammates in their field. At the same time, the first precision hitters chosen by their respective teams are entitled to two hits towards the screen.

To reach their team, the power hitter must hit over or through the opposing team's field.

The players in the field can catch any balls that drop, cross or roll into it.

When a fielder recovers or catches a ball, they can step out and head into the precision hit zone to hit at the screen. They can also decide to pass the ball to one of their teammates and remain defensive in the field zone.

The power hitter attempts to hit in one of the following ways in order to avoid being intercepted:

- Hard enough to pass above the other team
- Precisely enough as a line drive to go through the members of the other team

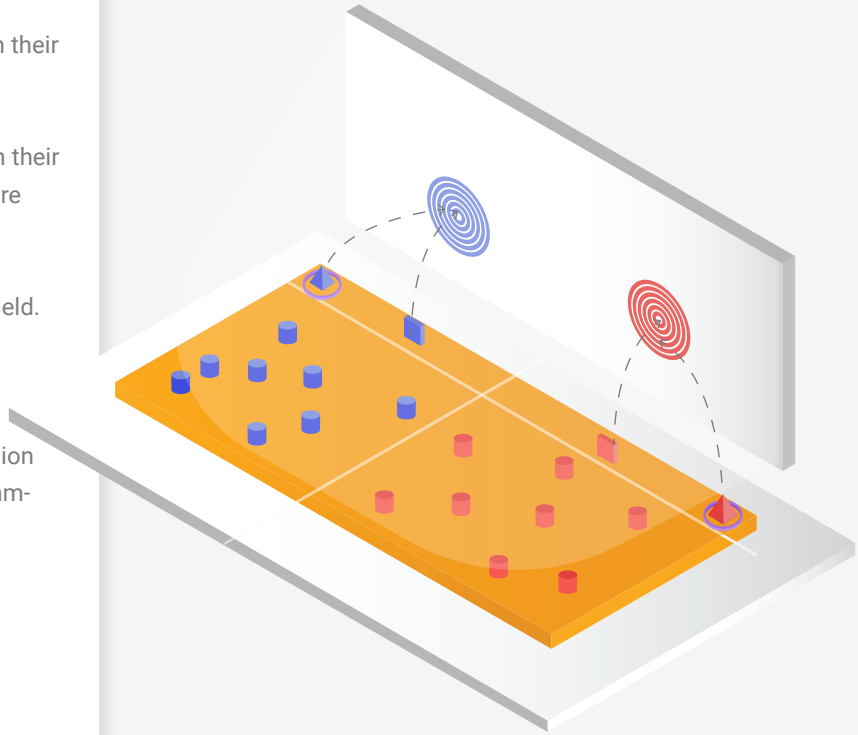
A batter is entitled to 2 hits per at-bat per hitting zone (precision or power). Then they must give way to another person.

After their 2 hits:

- The power hitter goes to play the field
- The precision hitter becomes the power hitter

The person who hits their 2nd time at the screen is responsible for collecting their ball and leaving it with their bat next to the batting zone. If they forget either of these steps, they must skip a round as a power hitter and automatically play the field.

The duration is sometimes unlimited for certain applications, which is left to the teacher's discretion.



Legend

Representation	Team blue	Team red
Power hitter		
Precision hitter		
Player		

Possible Modifications

1. Use something to support the ball (example on a cone), for batting (easier)
2. Change the distance and location of the precision hitting zones
3. Add a partner pitcher next to each of the hitting players and add them to your rotating position system
4. Replace the thrower with a tchoukball goal or a mini trampoline (a lot more difficult)
5. In the precision hit zone, you can require a throw to the wall before the batting (more difficult)
6. Use Swët or Target to work on shots with higher trajectories (lobs)
7. You can play the same game with tennis rackets rather than baseball bats and adapt the ball used according to your students' skill levels

---

Skills Practice

Motor skills

- Handling actions:
  - Throwing or hitting a variety of objects used in specialized activities
  - Running quickly under an object's drop point (coordination and synchronization of catching motion)
- Synchronize your movements to hit a moving object

Interaction

- Develop collective strategies to defend your field:
  - Position yourself properly on the field
  - Adapt your batting trajectories according to your opponents' positions (attack free zones)

Evaluation Criteria

- Effectively synchronize a sequence of locomotor motions to generate an efficient hit
- Control and variety of hits (distance, height, accuracy)
- Effectiveness in reaching the target

Observable Actions

- Number of times the field is reached over the number of hits
- Number of hits sent into free spaces
- Number of hits caught

19

Mission Oxygen!

9 years and + | 5 min. | Main Session



Material Required

- Lëaf application
- 4 cones (forming a rectangle of approximately 10 x 20 meters)
- 10 to 15 balls
- 1 stick per student

Learning Outcomes

- Move properly, taking into account your partner's movements
- Manipulate objects according to a partner's movements
- Put into practice different principles of maintaining balance

Objective

- Two by two, players must cross oxygen bubbles to the green area to create the largest tree possible in a given time

Organization

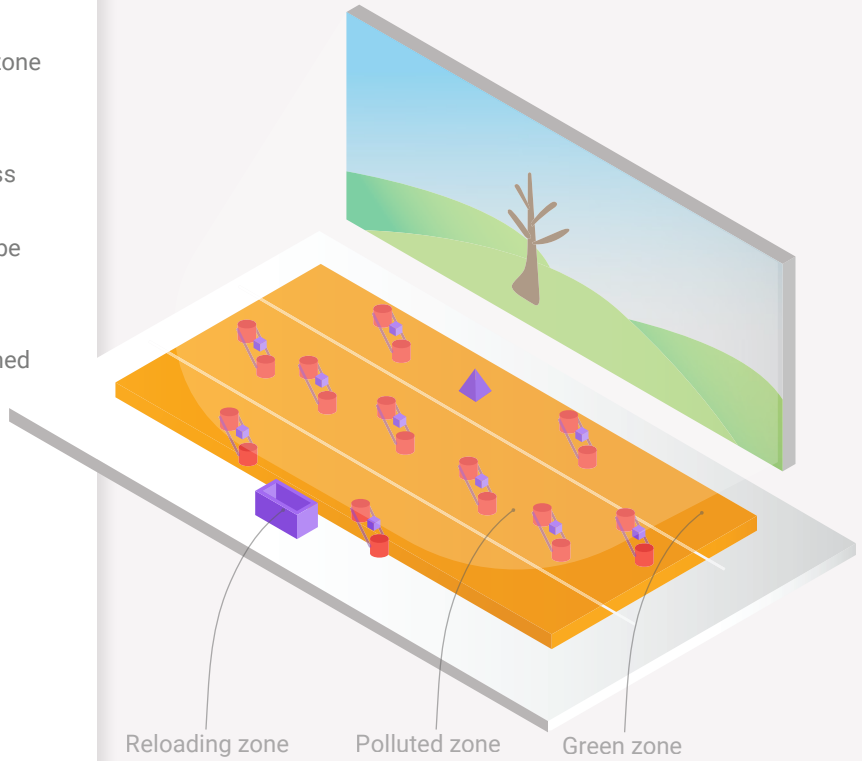
- Organize students into pairs
- Name a few students as head horticulturalists and allow them to always throw at the screen without having to reload their oxygen bubbles
- If the number of students is odd, the single player is then one of the players named head horticulturalist
- Create a "polluted area" of approximately 10 m x 20 m
- At the start, place all the balls in the reloading area (oxygen tank)
  - Use a large mat, a cylinder or another object to create a space in which all the balls will be stable
- Each student should have a hockey stick or other type of stick
  1 team of 2 players = two sticks

How it Works

Initially, each pair of learners must take an oxygen bubble (ball) from the reloading zone using their two sticks.

While keeping their oxygen bubble balanced on their sticks, participants should cross the polluted area and drop their oxygen bubble onto a cone in the green area. If they complete all these steps without letting the oxygen bubble touch the ground, it can be used to grow the tree on the Lëaf projection.

Once the oxygen bubble has been used for a throw at the Lëaf tree, it must be returned to the reloading zone before it can be used again.



Legend

Representation	
Player	
Head horticulturalist	
Ball	
Stick	

Possible Modifications

1. Keep the same game, but require that students hit the ball to make it an introduction to baseball at the same time (this increases the difficulty):

- This modification is better suited for applications with a larger fixed target; Touchdown, Dunk or Corner are preferable



2. Use smaller balls as oxygen bubbles

3. Use shorter (easier) or longer (more difficult) sticks

4. Remove the requirement of placing the ball on top of the cone and instead, require a variation of how it is projected towards the screen: thrown overhand, thrown underhand, hit using objects, such as a tennis racket or a baseball bat, kicking with the feet, etc.

Skills Practiced

Motor skills

- Handling actions:
  - Manipulate a variety of objects in different ways
  - Project objects without equipment
  - Project objects with equipment

Interaction

- Cooperation actions:
  - Handle an object while moving
  - Synchronize movements or motor actions with one or more partners

Evaluation Criteria

- Effectiveness of adjustments made with a partner in order to accomplish the goal of the crossing
- Timeliness
- Difficulty level of the objects used (longer sticks, thicker sticks, smaller or bigger balls, etc.)
- Quality of communication between partners
- Choice of type of movement

Observable Actions

- Number of crossings made without dropping the transported object
- Quality of crossings (balancing the object)
- The choice of movement is adapted (in order to easily remain face to face)

20

Great Crossing

10 years and + | 5 to 10 min. | Main session



Material Required

- Target application
- Cones or ropes and others to delimit zones
- 15 balls
- Bins for the reloading zone

Learning Outcomes

- Receive an object while moving
- Anticipate - read the pass trajectories properly
- Advance the object
- Get open effectively - make yourself accessible and available
- Demonstrate fairness

Objective

- This game is based on marking and becoming open. It requires students to move the ball forward as quickly as possible to the shooting area on the screen where the shooting player is located

Organization

- Divide the group into 2 teams, approximately 12 to 14 players per team
- The attacker/defender ratio should not exceed 3 attackers for 1 defender
- One team per river - a river is made up of zones 1-2-3 joined together
- Each team must send 3 players to the nearby river in defense position
- Choose a shuttle player per team

How it Works

At the starting signal, the shuttle player makes a first pass to one of their team members who are in zone 1.

The attackers must then advance the ball from zone 1 to zone 3 with the help of passes without the opposing defense present in their zone interceding or blocking the ball.

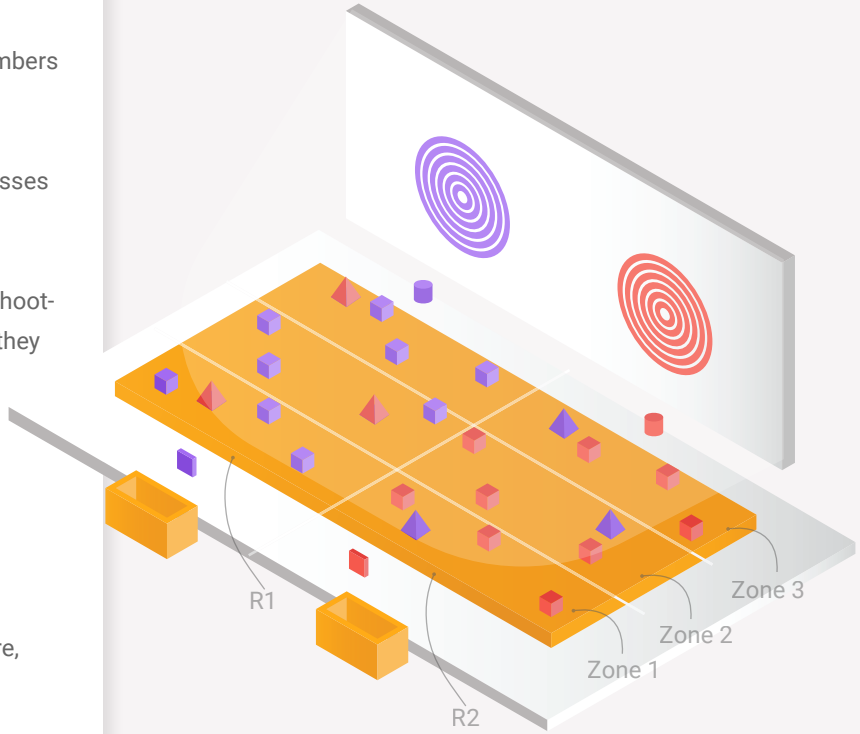
Once the ball has reached zone 3, attackers in that zone must pass the ball to the shooting player or the shooting player of their team. Once in possession of the ball, only they can reach the target on the screen.

Some details on the process:

- It is forbidden to move while in possession of the ball
- The ball cannot pass from zone 1 to zone 3 without passing through zone 2
- The shuttle player is responsible to:
    - A. Make the first pass
    - B. Retrieve the thrown balls and return them to the reload zone by the shore, outside the game
    - C. Watch the game carefully to make sure a ball is still in play in their river
- Students in an offensive position must stand out within their zone
- Only one ball per team can cross the river at the same time
- As soon as the ball leaves the river, the shuttle player can integrate a new one via the reload zone
- If a defender gets the ball, they can pass it to teammates in position in the nearby river*

The teacher should remember to rotate the positions after each round.

* In this case, there may be more than one ball in a river. However, defending students can only pass horizontally, so to members of their team who are in the same zone. For example, if defense position 1 intercepts, they can only pass the ball to their team's on the other side. It is therefore forbidden to throw the intercepted ball to the attacking positions of zones 2 or 3 in order to jump a zone more quickly.



Legend

Representation	Team 1	Team 2
Shuttle		
Shooter		
Attacker		
Defender		
Box of balls		

Possible Modifications

1. Add or reduce the number of zones depending on the number of students available.
2. Require a specific type of throw or pass: for example, a chest shot, over the shoulder, etc.
3. Remove the shooting player and let the players in zone 3 reach the target:
    - In this case, allow the shuttle player to insert a new ball in the river as soon as the first ball has reached zone 3.
    - This makes it possible to have: more potential shooters, greater speed of action in the game and shots from different places.
4. Remove the shuttle player and allow players in zone 1 to take a new ball as soon as possible.
5. Modify the attacker / defender ratios in each zone.
6. Vary the size of the zones according to the intended learning intention: the smaller the zones, the more difficult it is for students in an attacking position, as they have to make better decisions and they must then become open and make sure they are making quality passes. If the zone is bigger, students should have an easier time.

Skills Practiced

Interaction

- Moving the object around:
    - Passing to a free or open player
    - Passing to a player in the best position compared to opponents
- Synchronization:
    - Pass at the right time, after making visual contact with the receiver
- Becoming open:
    - Making themselves accessible and available
- Passing to all members of the team, even if some are less skilled

Motor skills

- Handling actions: Synchronizing limbs in order to catch the object when it falls
- Performing precise passes by properly placing their feet on the floor
- Performing effective weight transfer to make quick, direct passes

Evaluation Criteria

- Quality of movement in order to be open
- Quality of reactions to the opponent's moves
- Number of targets reached in a given time
- Object sharing - using all members of the team to achieve the goal

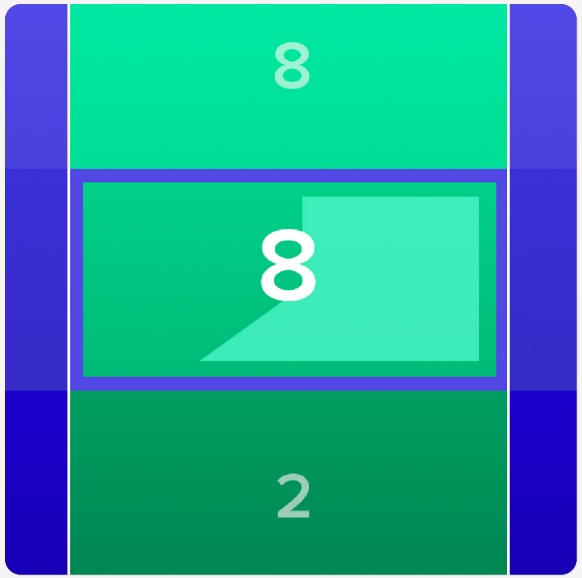
Observable Actions

- Number of targets reached in a given time
- Number of successful passes
- Number of missed passes
- Number of successful shots
- Number of missed shots
- Number of times the student gives others the chance to have the object

21

Rowdy Roosters

10 years and + | 5 to 10 min. | Main Session



Material Required

- Swët application (game of 100 points = 5 min, 200 points = 10 min)
- 24 flags, depending on the number of players
- 3 x 8 bibs of different colors
- 3 medicine balls
- 27 cones to delimit zones

Learning Outcomes

- Understand offensive moves: get the opponent off balance, feint, etc.
- Understand defensive moves:
  - React quickly to the opponent's actions
  - Move away from the opponent using the space available
- Coordinate movements appropriately to lift and throw heavier objects
- Use proper movements to safely throw heavy objects

Objective

- Teams must try to win a maximum of rooster battles in their home zones to increase their chances of throwing at the screen and to accumulate more points than their opponent

Organization

- Use cones, plots or lines present in the gymnasium to separate it into 8 equal zones of a minimum of 3 m x 3 m
- Divide the class into 3 teams of 8 players
- Place one person from each team into each of the 8 zones - 1 versus 1 versus 1 in each zone
- Give each player (each rooster) a flag to use as their tail:
  - Student tuck one end of their flag into their pants on the right or left of their waist and let the other end of the flag hang outside their pants down to their knee

How it Works

At the starting signal, roosters must attempt to remove the flag from one of the other two roosters in their designated zone.

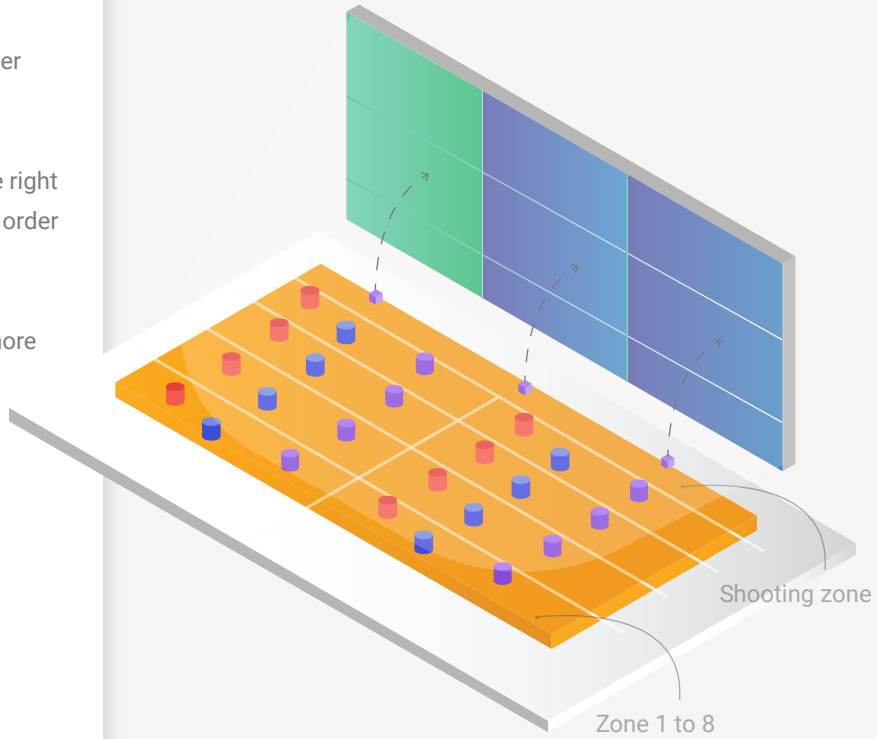
The first rooster in an zone who manages to extract the flag from another earns the right to leave the zone to retrieve their team's medicinal ball and throw it at the screen in order to accumulate as many points as possible for their team.

Once their throw is complete, the rooster returns to the zone in an attempt to win more fights for the chance to return to the shooting zone.

The 2 remaining roosters continue to chase each other in 1 versus 1 even though the third rooster has left the area to collect points on the screen.

Some further details:

- When a rooster removes an opponent's flag, it must be returned to the opponent immediately
- A rooster that has had their flag removed must exit to the side of the zone to put their flag back on correctly and then can re-enter their zone



Legend

Representation	Team 1	Team 2	Team 3
Players			
Ball			

Possible Modifications

1. Increase or decrease the size of the battle zone
2. Require a longer tail
3. Use 2 flags per rooster, one on each side of the waist
4. Require that 2 flags be taken before a rooster can throw at the screen
5. Establish different levels of difficulty in each area, for example: attacking with one hand only, standing on one foot only, attacking only with a weak hand, etc.
6. Roosters who lose their flags are subject to a small physical consequence
7. Use the Target application rather than Swët to adjust the target height
8. Place balance boards in front of the screen and require students to do their own throws while balancing on them

---

Skills Practiced

Interaction

- Offense and defense in a common space
- Understanding battles:
  - Avoid the opponent using available space
  - Feint
  - React quickly to the opponent's actions

Motor skills

- Coordination :
  - Catch a variety of objects with 2 hands
  - Catch a variety of specialized objects
  - Throw heavy objects
  - Throw objects at a fixed target

Evaluation Criteria

- Ability to effectively dodge the opponent
- Attacking at the right time
- Using different types of feints to deceive the opponent or get them off balance
- Good use of the free space offered by his opponent

Observable Actions

- Regularly catch the opponent on the wrong foot
- The student regularly manages to remove their opponents' flags
- The student performs safe throws
  - The student keeps their back straight
  - Good use of their legs

Annex

Suggested skills to teach

To throw heavy objects efficiently and safely, it is highly recommended to use the squat motion and then pushing out with the arms.

Successful criteria of a properly performed squat:

- Place feet parallel and about the width of the shoulders
- Point the toes slightly outward
- Keep the back straight (contract the abdominals)
- Point buttocks back on the descent and place all of the body's weight on the heels
- Point the knees slightly outward while descending
- The kneecap (patella) should point in the same direction as the toes

Variant

To practice movement, place chairs in the shooting area and have them touch the chair with their buttocks before each throw.

Tips

- Before starting your descent, remember to sit down
- Rotate your knees slightly outward as you descend
- Push your heels into the ground during your throw
- Keep your arms bent and the ball close to your body when doing this. This makes it easier to throw.
- Finish the throw by extending your arms
- Keep your back straight throughout the motion
- Keep your feet flat throughout the movement except when jumping at the end of the push/throw.

Avoid

- Be careful that your knees do not go inward or go beyond the feet (your kneecap should not extend past the big toe)
- Have your back arched (rounded) during the motion
- Bend your knees at the start of the descent (before lowering your buttocks)
- Raise your heels during the motion

22

Assembly Line

10 years and + | 15 to 20 min. | Main Session



Material Required

- Twïns application
- 4 x 6 different colored bibs
- 4 to 14 small cones (depending on whether you delimit the areas with cones or lines on the ground)
- Approximately 20 tennis balls
- 4 balls

Learning Outcomes

- Move quickly to the drop point of the ball thrown by a teammate
- Catch an object with a tool (upside down cone)
- Plan the correct trajectory for throwing
- Throw effectively over the shoulder (towards the projection)
- Realize the importance of the different roles to play in a common project

Objective

- Students must pass a ball (tennis ball) along as quickly as possible, as often as possible, down the assembly line without the ball touching the ground, so that the finishing player can fulfill as many orders as possible (Twïns challenges)

Organization

- Divide the group into 4 teams equal in number and strength
- Each team must be made up of: 3 passers placed in the manufacturing area, 1 janitor placed in the assembly area, 1 receiver placed in the processing area and 1 finisher placed in the finishing area
- Make sure that passers have a few tennis balls at their disposal, that finishing players have a ball in hand and that receivers have an upside-down cone in hand
- Divide the gym in 4 zones: manufacturing zone, assembly zone, processing zone and finishing zone
- Important to remember: the suggested distance for the assembly area between the passer and the processor is 3 to 4 meters.This distance can vary in length depending on the strength of your students and spans the entire width of the gymnasium.
  The other areas (manufacturing, processing and finishing) do not need to be particularly delimited by any marker, but are mainly used to illustrate the principle of an assembly line. In the assembly line, each team follows another and one team cannot skip another. The sequence between each of them is important.

How it Works

Before the starting signal:

- 3 passers are in the manufacturing zone and have several tennis balls
- The janitor is in the assembly zone, facing the passers
- The receiver is in the processing zone with a cone in their hand (upside down), facing the passers
- The finisher is in the finishing zone with a ball in hand, facing other members of the team

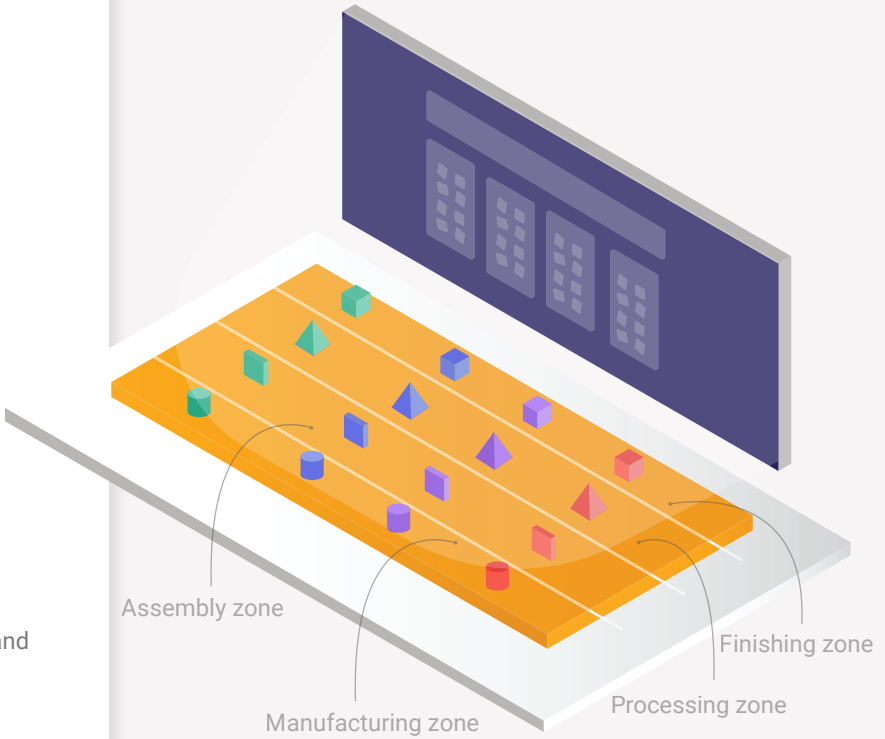
At the starting signal, the passers of each of the team can attempt passes to their receiver who tries to catch the balls with the cone.

Whenever the receiver catches the tennis ball directly with their cone, without it touching the ground, the finisher earns the right to throw their ball at the screen. Each pass caught in the processor's cone = 1 possible throw for the finisher of the same team.

When a ball hits the ground, the play is no longer valid. The janitor must pick it up and return it to the passers in the manufacturing area.

More details:

- The passers of the same team pass to the receiving player in turn or simultaneously, depending on the receiver's abilities.
- The processor, upon each successful catch, makes sure the finisher knows how many throws they can make and can then quickly return the balls to their passer.
- The janitor helps to recover caught or dropped balls as quickly as possible and then hand them over to their team's passers.



Legend

Representation	Team 1	Team 2	Team 3	Team 4
Passers				
Janitors				
Receivers				
Finishers				

Possible Modifications

1. Make simple passes without necessarily catching with cones
2. Vary the object being thrown (ex.: sand bag)
3. Vary the passing distance
4. Janitors can form an additional 5th team on standby
5. Different throwing objects can be used to cross the manufacturing area, such as: a frisbee, a ball, a sandbag, etc.

Skills Practiced

Interaction

- Cooperation actions:
  - Receiving a pass with equipment while moving
  - Passing to a moving partner
  - Passing to a partner that is located on the other side of an obstacle

Motor skills

- Locomotor actions with objects :
  - Applying principles of coordination
  - Receiving a ball with equipment

Evaluation Criteria

- Number of successful passes
- Speed of execution and quality of the finishing shots
- Quality of teamwork between different roles

Observable Actions

- Pass path
- Type of passes chosen according to the distance
- Positioning for throwing over the shoulder
- Speed of execution
- Communication between the passers, the receivers, and the janitors
- Communication between the processor and the finisher

Annex

Here are some additional tips

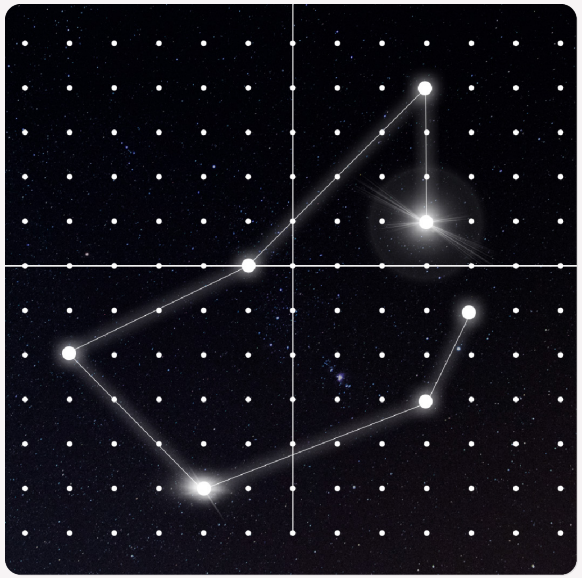
Throwing over the shoulder

- Using the Pause mode, by pressing the space bar, the teacher can ensure that the students are rotated correctly:
  - Make sure that each member of the team takes part in each role at least once
- This game:
  - Improves motor skills in a game that already requires fairly high cognitive engagement
  - Works several locomotor actions at the same time (throwing, hitting, catching)
  - Works on speed, collaboration and precision of passing and throwing
  - Cognitively engages the finisher, who must make sure to make the right shot at the screen

23

Starmakers

10 years and + | 15 to 20 min. | Main Session



Material Required

- Constello application
- 4 benches
- 25 tennis balls
- 1 hoop
- 4 cones
- A dozen Lü balls
- A bin for the balls near the screen

Learning Outcomes

- Work on different juggling techniques using different objects
- Work on your ability to maintain your balance while moving
- Throw an object (ball) by effectively aiming at a fixed target
- Throw with precision at a specific target

Objective

- Students must form as many constellations as possible in the least amount of time. They must complete the course as often as possible without dropping an object or setting foot on the ground

Organization

- Divide the class into 4 groups
- Place each group behind a cone, which is aligned with an inverted bench

How it Works

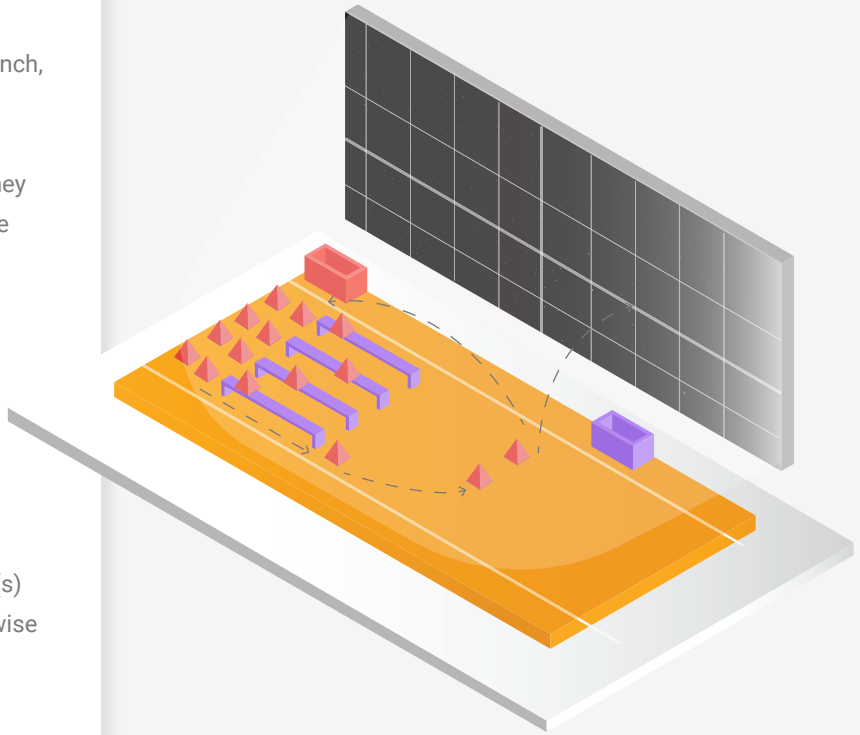
At the teacher's signal, the first student in each line mounts the inverted balance bench, juggling the number of balls appropriate for their level.

If the student manages to cross the bench without dropping a ball on the ground, they can go grab a Lü ball as quickly as possible and attempt to complete a star from the constellation under construction on the screen.

Only one throw per screen presence per student is permitted.

After throwing at the screen, the student must drop the Lü ball in the designated area and return to collect the number of balls appropriate to their juggling level and attempt to complete another round.

If the student drops a ball or balls, they must dismount the bench, pick up their ball(s) and return to the line up to try their luck again. The teacher can choose to do otherwise to adapt to their class.



Legend

Representation	
Players	
Bench	
Boxe of balls	
Box of Lü balls	

Possible Modifications

1. Put a different course level at each bench:

- Juggle a single ball on an inverted bench
- Juggle two balls on an upright bench
- Juggle two balls on an inverted bench
- Juggle three balls on an inverted bench

Skills Practiced

Motor skills

- Handling actions: juggle with 1, 2 or 3 balls by using different patterns
- Balancing principles:
  - Maintaining balance on equipment
  - Maintaining simple postures on equipment
- Locomotor actions: crossing equipment with basic surfaces

Evaluation Criteria

- Putting their balance skills into practice
- Putting their coordination skills into practice
- Perseverance through challenges
- Quick information-gathering and decision making based on observations

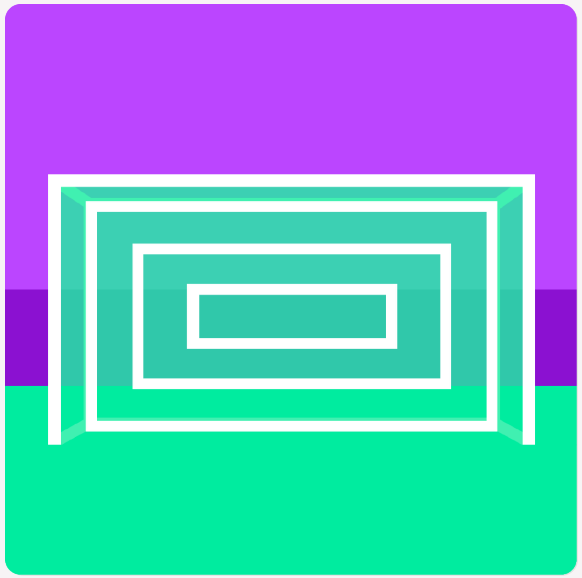
Observable Actions

- Slight bending in the knees when moving while balancing
- Proper arm positioning to maintain balance:
  - Keep elbows tight to the body
  - Avoid sudden movements
- Number of successful crossings without dropping a ball
- Numerous repetitions of courses despite dropping balls often
- Quick, accurate throws at the right target on the screen

24

Definition

10-12 years | 10 to 15 min. | Main Session



Material Required

- Corner application
- A dozen soccer balls
- 6 to 8 cones to delimit the zones and to identify the location of the waiting lines

Learning Outcomes

- Develop skills to be open for a pass
- Develop skills to score on an opponent
- Develop the skills of handling the ball with feet
- Learn how to kick a ball properly

Objective

- This game entails competitive play that requires the offensive team to get open in a 1 versus 1 or 2 versus 1 attack in order to access the kicking zone more often using soccer techniques (dribbling, passing and shooting) and basic passing principles such as “give and go” and “pass and follow”

Organization

- Divide the class into 2 teams of 10-12 players
- Arrange 1 team in defense and the other in attack
- Separate 2 playing areas:
  - Use almost the full width of the gymnasium
  - Leave 1 meter of space at the sides to allow players to return to their lines without interfering with play
- Position the line of defenders more to the side to prevent the passage to the shooting zone from being blocked
- Place students in the following positions:
  - An attacker and a defender are located, without the ball, in each of the playing zones before the starting signal
  - An attacker is located just outside the game zone, with the ball at their foot, ready to pass
  - The other attackers and defenders are outside the game zone and wait their turns

How it Works

The rounds involve 1 or 2 attackers against 1 defender.

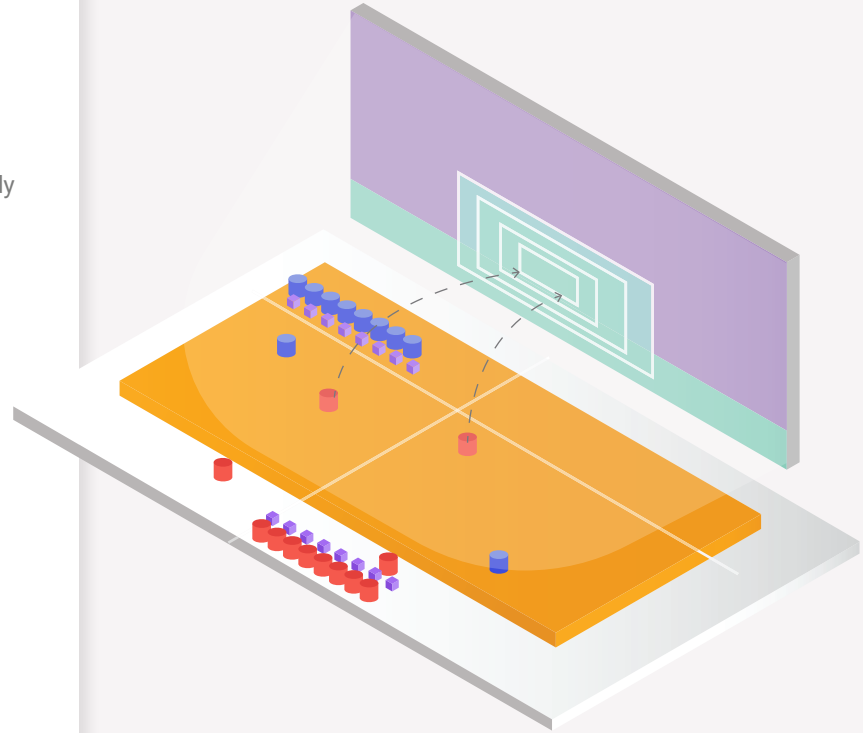
On the signal, the attacker from outside the zone attempts to pass to attackers already in the zone of play who are trying to get open.

Version 1 versus 1
Once the pass is successful, the receiving attacker tries to move the ball into the shooting zone as quickly as possible and score points by shooting at the goal on the screen, without being intercepted by the defender in the zone.

The defender cannot intervene once the attacker leaves the playing zone and enters the shooting zone.

If the defender succeeds in gaining possession of the ball, the attacking streak ends. Players return to the line and others replace them. The game starts over with new players.

Version 2 versus 1
With the “give and go” variant, the passer (A) can enter the zone after their pass and support their attacking partner in order to create a 2 against 1. Both attackers can pass to outmaneuver the defender to get into the shooting zone and score.



Legend

Representation	
Defender	
Attacker	
Ball	

Possible Modifications

1. Adjust the attacker/defender ratio

2. Start with hand passes

3. Vary the types of kicks required: side pass, on the laces, nside or outside of the foot

4. Reduce the width of the zones to increase their numbers and thereby reduce the wait for those in line

---

Skills Practiced

Motor skills

- Handling actions:
  - Kicking a ball
  - Dribbling a ball with your feet

Interaction

- Principles of actions in a shared space:
  - Move into a free space according to teammate's positions
  - Get open from opponents
  - Kick or pass the ball depending on the opponent's position
  - Move the ball
  - Pass the ball to a free or unmarked player
- Explain the main actions, the non-passer's roles:
  - Getting open
  - Calling for the ball

Evaluation Criteria

- Selection of the player to receive the pass
- Choice of the right time to pass
- Choice of the location used when requesting the ball (becoming open)
- Positioning for marking

Observable Actions

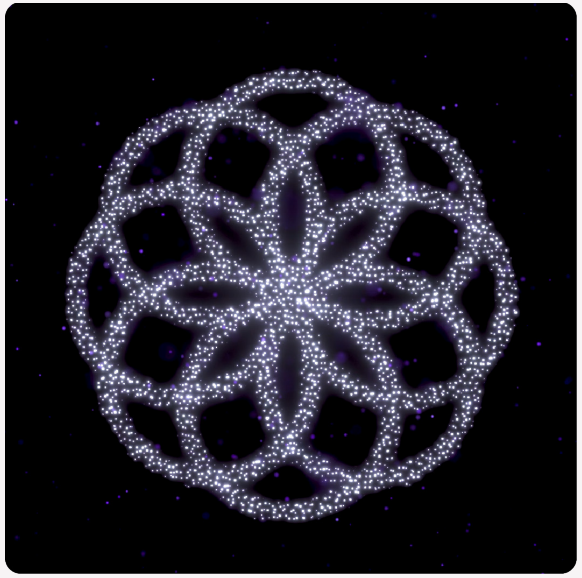
- The number of successful passes
- The number of attacks that end on screen without the defender intercepting
- The ball remains close to the player who controls it

25

Gaïa's Relaxation

4 years and + | 12 min. | Return to calm

Can be done remotely



Material Required

- Gaïa application
- 1 floor mat per student

Learning Outcomes

- Maintain a state of relaxation
- Self-assess level of relaxation following a relaxation exercise
- Describe some psychological, social and physiological benefits related to experiences of meditation and relaxation
- In their own words, explain the importance of:
  - Calming down after physical activity
  - Maintaining proper posture
- Improve the ability to concentrate

Objective

- Incite students to achieve a feeling of well-being both in the body and in the mind; help physical and mental recovery

Organization

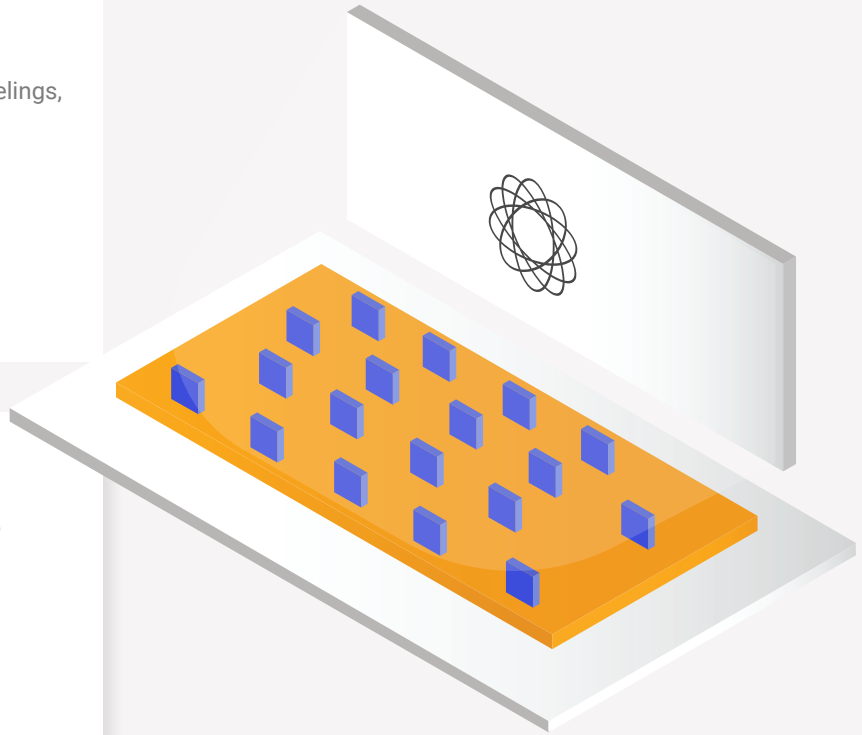
- Position the mats so that no student is touching each other
- Begin the activity by sharing some knowledge about:
  - The Jacobson and Schultz method - see Annex
  - The body's structure and function - for example: proper and improper posture
  - The functions of the respiratory system
- Before beginning the session:
  - Offer students a variety of relaxing images that they can imagine during their relaxation time in order to promote relaxation and their inner concentration
  - Mention that students can always interrupt the session if they are not feeling well and go and sit in silence on the comfort bench if necessary - prepare a place for this

Organization

- Mention to students that at the very end there will be a short moment without direction and stress the importance of using this moment to focus on internal feelings, for example:
  - Relaxation
  - Warmth
  - Heaviness of relaxed parts of the body
  - Slow breathing

How it Works

- Launch the Gaïa app and move around quietly among the students. Ideally, do so without shoes to reduce noise while walking.
- Emphasize the importance of breathing throughout the relaxation.
- Suggest that students close their eyes during the exercise without forcing it. Some may be fearful, which can interfere with their ability to relax.
- If you are conducting this activity remotely, here are some details to consider and advise students:
- Choose a suitable place:
  - Isolated from noise to facilitate concentration
  - Well-heated to facilitate relaxation
- Create a calm environment:
  - Turn off the lights and close the blinds in the room to be in semi-darkness to facilitate concentration
- Wear:
  - Sufficiently warm clothing
  - Long sleeves (avoid wearing shorts and a t-shirt)
  - Laying motionless slows down blood circulation and therefore slightly cools the body
- Choose to do this activity alone or in the company of another family member:
  - both options are possible



Legend

Representation	
Student	

Possible Modifications

1. Allow students to lay on their backs:

- Recommend the anatomical position laying on the back, palms up; some students will prefer another position
- In this position, the teacher can ask that the students close their eyes and be guided only by the voice and not by the images

2. Offer reflective feedback in the form of a discussion at the start of the next class or immediately after the exercise, or even on paper

---

Skills Practiced

Active living

- Development of good lifestyle habits:
  - Regular and safe practice of physical activities
  - Relaxation and self-management of stress
  - Functioning of the body

Evaluation Criteria

- Quality of reflective feedback
- Quality of the student's commitment to relaxation

Observable Actions

- Self-assessment on their level of relaxation
- Complete and clear feedback on the skills taught before the session
- Choice and maintenance of a still position during most of the session
- Discussion of a sufficient number of different benefits related to relaxation

Annex

Suggested skills to teach

The various recognized benefits of relaxation for children

Relaxation activity helps children:

- Achieve physical and mental relaxation, therefore well-being
- Be attentive to their feelings
- Calm their tensions, allay their fears and regain their confidence
- Be aware of their emotions (pain sometimes hides emotions)
- Get better sleep and reduce the time it takes to fall asleep
- Increase their sense of security
- Feel more fulfilled
- Develop their concentration

The various benefits of having proper posture

By being properly aligned, bones, muscles and ligaments work in harmony and allow basic movements to become more fluid and require less effort on the body. Good posture helps:

- Reduce or prevent back pain
- Have a straight and balanced spine that exerts less pressure on the joints and therefore reduces wear
- Have a better range of motion
- Loosen the rib cage and facilitate deep breathing
- Possibly increase their energy levels:
  - Proper posture is a position that enables the body to use energy more
  - efficiently and mitigate fatigue
- Engage the deep abdominal muscles that support the back
- Project and acquire a better self-image
- Good posture promotes self-confidence

Some suggested mental images to help students relax

To help the children relax better, the teacher can suggest that they imagine:

- Laying on a deserted beach
- Being in the clouds
- Being surrounded by loved ones
- Laying in the grass with small birds flying around
- Being in a cozy bed
- Sitting around a fire with a starry sky above

Annex

Suggested skills to teach

Suggestions of knowledge and activities to teach the Edmund Jacobson method

Concepts of the Jacobson relaxation method to pass on to students:

- The Jacobson relaxation technique consists of a series of exercises in which specific muscle groups are contracted and then released:
  - During contraction, the person listens to what creates the tension
  - During relaxation, they feel the beneficial effects of relaxation
- The Jacobson method is based on muscle relaxation to achieve better mental relaxation
- The Jacobson method is among the first to scientifically prove that there is a close relationship between emotions and muscle tension
- The main idea of this method is to explore managing our emotions by relaxing our muscles
- Today, many therapists use the Jacobson method to overcome symptoms related to: insomnia, stuttering, stress, neck and back pain, and even some psychosomatic illnesses

Tips

Here are some recommendations that you can give to students (and follow as well!):

- If you feel that your mind is slipping into other thoughts, without forcing it, try to refocus it on your body and your sensations
- When the exercise is over, take your time, do not get up too quickly, pretend you have just slowly woken up
- Practice this exercise as regularly as you can to get the full benefit on your muscle tone, stress and tension
- Ideally, practice relaxation several times a week

Suggestions of knowledge and activities to teach the Johannes Schultz “autogenic training” method

Concepts of Schultz’s autogenic training method to pass on to students:

- Autogenic training means training on their own
- This relaxation technique is practiced in a sitting or lying position in a quiet place with little light
- Autogenic training can be done anywhere, anytime, as soon as the person feels the need
- The different phases of the autogenic relaxation method suggest focusing on different elements one after the other:
  - A feeling of heaviness in certain parts of their body
  - A feeling of warmth in the muscle areas they are trying to relax
  - Their heart rate
  - The rhythm of their breathing