



EU ON THE MOVE GUIDE

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GINÁSIO
CLUBE
PORTUGUÊS



Sportivo
Dravsko
GIB
SIŠKA
1902



BRAVO

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EU ON THE MOVE GUIDE

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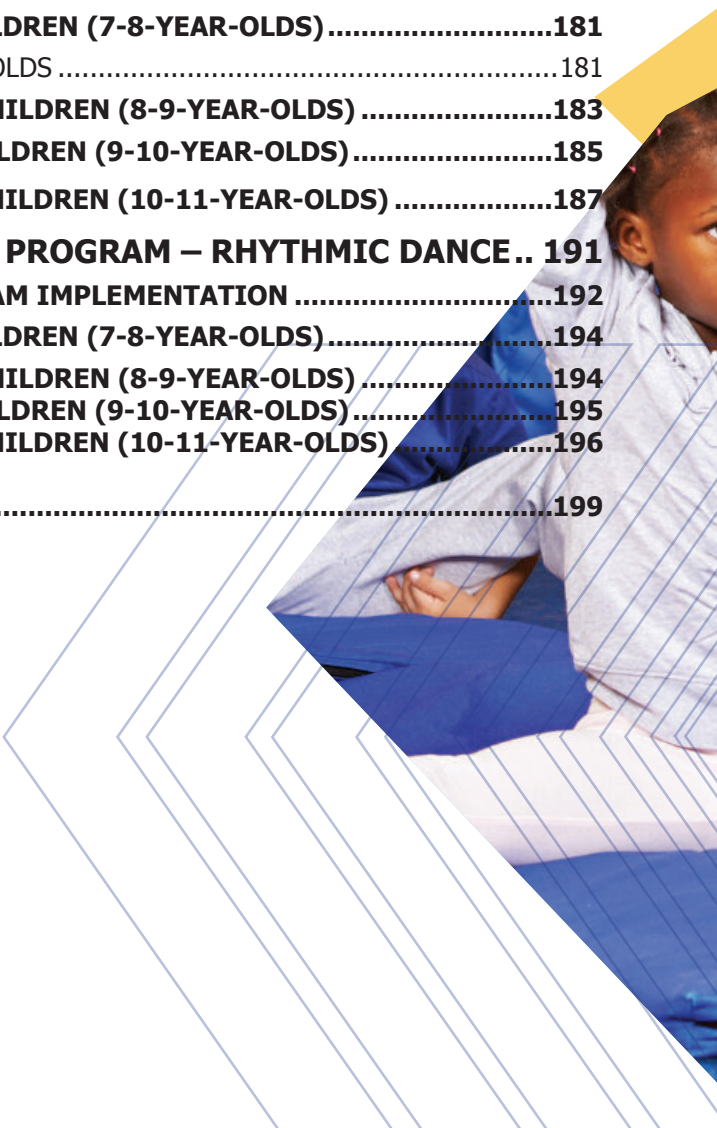
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INTRODUCTION

Does your child run, play, and move for at least 60 minutes a day?

For school-aged kids, physical activities are (and should be) fun, but they're also important.

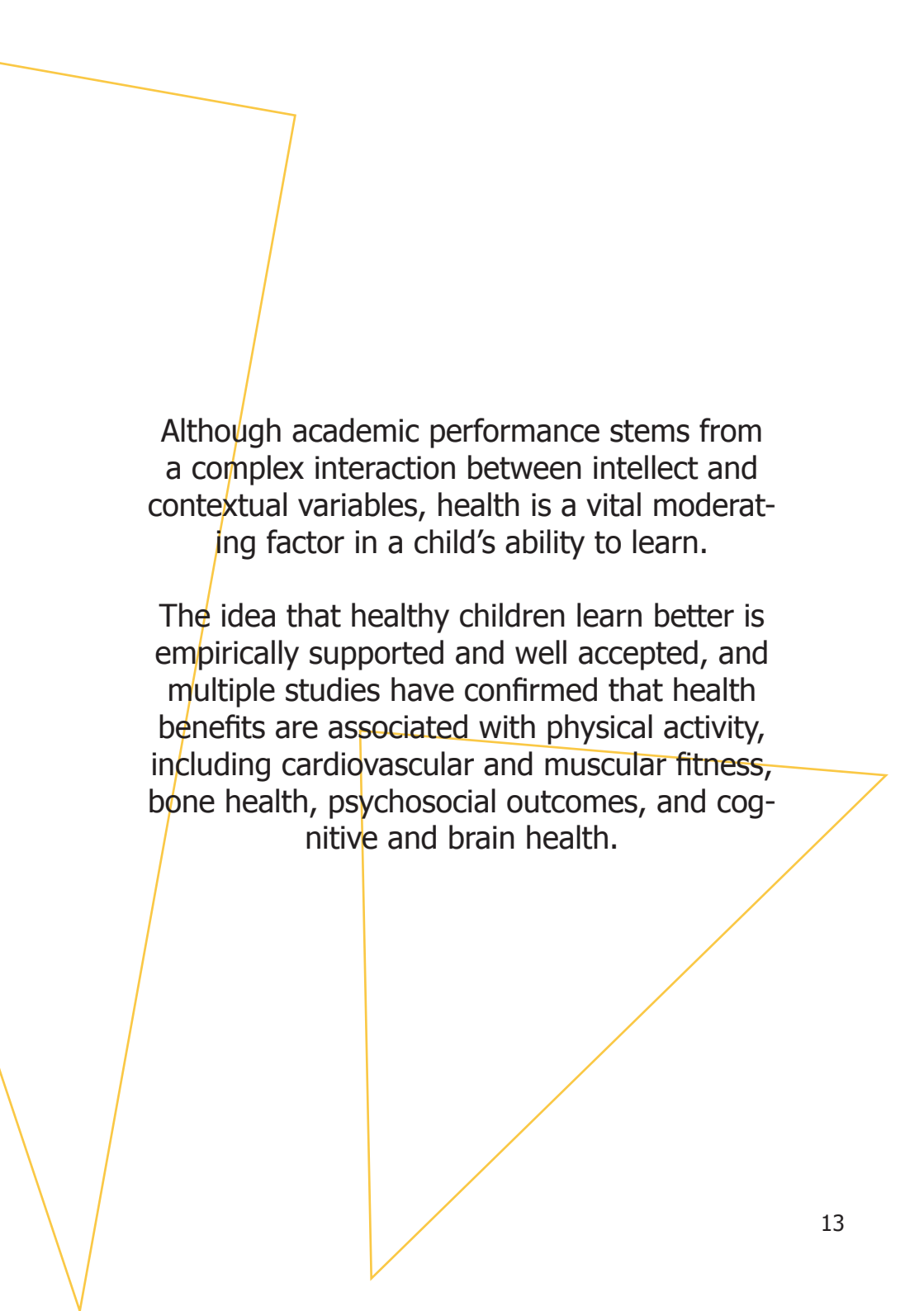
Kids this age need that daily hour of moderate to vigorous activity to stay fit and healthy. Schools are in a unique position to help students attain the recommended 60 minutes.



According to the Communication on Developing the European Dimension in Sport, time spent on sport and physical activity in education could be improved at low cost both outside and inside the school curriculum. The quality of physical education programmes and the qualifications of teachers involved remain a concern in a number of Member States. Cooperation between sport organisations and educational institutes is beneficial for both sectors. Furthermore, physical activity is one of the most important health determinants in modern society and can make a major contribution to the reduction of overweight and obesity and the prevention of a number of serious diseases. Sport constitutes a fundamental part of any public policy approach aiming at improving physical activity.

There are large differences in physical activity levels and public approaches between Member States and the concept of health-enhancing physical activity (HEPA), covering a variety of sectors as diverse as sport, health, education, transport, urban planning, public safety and working environment, poses considerable challenges. Physical activity could be further encouraged in national educational systems from an early age. Transnational exchange of good practice to support the design and implementation of national physical activity guidelines has high EU added value and should be further developed.

According to White Paper on Sport, sport generates important values such as team spirit, solidarity, tolerance and fair play, contributing to personal development and fulfilment, which is also one of the idea of EU on the move initiative. We want to educate children on this values through sport activities implementation. Furthermore, the potential of the sport movement to foster health-enhancing physical activity often remains under-utilised and needs to be developed. The White Paper on Sport noted that sport organisations are encouraged to take into account their potential for health-enhancing physical activity and to undertake activities for this purpose. Rijeka Sport's Association (the Project Coordinator) recognized the need for health-enhancing physical activities and will undertake EU on the move initiative together with our partner organizations.

A decorative graphic consisting of several thin yellow lines forming a large, irregular, abstract shape that resembles a stylized 'V' or a series of connected triangles, spanning the left and bottom portions of the page.

Although academic performance stems from a complex interaction between intellect and contextual variables, health is a vital moderating factor in a child's ability to learn.

The idea that healthy children learn better is empirically supported and well accepted, and multiple studies have confirmed that health benefits are associated with physical activity, including cardiovascular and muscular fitness, bone health, psychosocial outcomes, and cognitive and brain health.



ABOUT THE PROJECT

The main aim of the EU on the Move project is to increase awareness of the importance of physical activity among children aged 7 to 11, elementary school pupils, by additionally educating sport professionals (trainers, kinesiologists) and by implementing sports activities for children in schools and sports clubs in each partner country.

Physical inactivity became European but a global public health problem, and because of health, increasing participation in physical activity has multiple mental, social, economic and environmental benefits, especially at a young age.

The main objectives of the EU on the Move project are:

- raise awareness of the importance of physical activity among children;
- increase physical activity levels in children
- increase the proportion of children that participate in after-school sports activities;
- additionally, educate sports professionals (trainers/ kinesiologists) who work with children;
- combine sport with culture/ecology/nutrition and educate children on the other values through sport.

The training session will consist of a

theoretical and practical part, focusing on the methodological approach and adaptation to a psychologically acceptable age level of children with whom the pilot project will be implemented.

Through a training session, trainers/ kinesiologists will learn the elements of athletics, gymnastics, judo, football, rugby and rhythmic dance as a starting point for developing various motor skills, multilingual development and a whole range of pedagogical, sociological and psychological skills in young age.

Learning to play the sports mentioned above is meticulously pervaded with play and entertainment elements, emphasising the development of various positive sports values such as respect, self-control, help, friendship, self-confidence, competitive spirit and communion.

Designed modules intend to educate professionals in sport to apply elementary knowledge of primary sports for children aged 7-11.

Physical activity is a basic human need from birth to old age. The modern way of life has changed the life habits of not only adults but also children.

INTRODUCTION

Children are increasingly using “fast food”, large amounts of sweet (carbonated) drinks, and less exercise. Children spend more time indoors with computers and television, and from home to school, they walk less and less. On the other hand, watching television is associated with an increased intake of “fast food” and a reduced intake of fruits and vegetables.

The detected problem of lack of physical activity in school children aged 1-4 grades of primary schools due to the lack of kinesiologists requires the need

to launch additional sports programs at all levels. Through various projects and programs at the state or local level, attempts are made to improve children’s physical activity.

The Eu On the Move is a project to enable children to engage in primary sports during their extended stay at school in cooperation with clubs, schools and all competent institutions. Eu On the Move is conceived as a project that will be effective as an initiative that will involve many children with professional guidance and monitoring.



GOAL OF A PROJECT

The goals of the project are defined through different phases, and according to their specifics, we can divide them according to the impact into several groups:

1. In the course of participants (children/pupils)
2. Development of sports and sports culture in primary schools
3. Influence on the development of sports culture at the city level
4. Development of sports at the county level
5. Opportunities for development at the interregional, national and international level

Impact on participants (children)

The impact of the increase in physical activity on children is helpful because, in addition to the many motor skills developments, it also affects sociological and psychological skills and characteristics. Through sports, children get acquainted with other sports and skills, the functioning of sports, sports culture and are directed according to their abilities after testing and assessing individual sports for which they have predispositions or affinities.

To influence school-age children and physical education and health as a compulsory subject, it is also necessary to encourage them to join a

sports club.

When children are allowed to learn the basics of a sport after school time, it affects their physical and mental well-being and can also affect their possible successful future in sports life.

Development of sports and sports culture in primary schools

The schools involved in the project will undoubtedly enrich and enrich their sports content many times over. Through the offer of existing sports that bring together target groups for individual sports, the project is designed for all children in a fun way, increasing the number of children involved in sports and creating opportunities to start new sports activities.

Opportunities for development at the interregional, national and international level

The project's inclusion in other counties and regions and its possible adaptation can be an excellent precondition for creating new project development levels. There is no same project as Eu On the Move, but many others can be a link for interregional, national or international cooperation through their activities and goals.

Influence on the development of sports culture at the city level and international level

Through its activities, the project also influences the development of the city's sports culture because its content and activities promote all sports activities, clubs, and facilities in a coordinated manner. The project creates a population that, through its sports education, becomes a prerequisite for the development of sports at all levels. It is also inevitable that the city's position creates a relationship of care for children and citizens and their health.





MEET OUR PARTNERS

Methodology developed in this project was executed in 7 different countries ensuring wide reach and impact on brother region, due to the inclusion of target groups from multiple Europe countries (Croatia, Italy, Slovenia, Romania, Portugal, Turkey, Bosnia and Herzegovina).

The collaborative partnership between those countries not only enabled transfer of experiences, good practices and innovative solutions among partners, but also gave the project greater relevance when addressing regional and national policy makers.

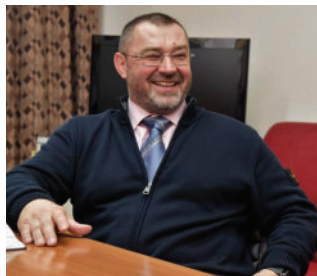
This is further supported by the development of the “EU on the Move” Guide that promotes physical activity and supports the development of fundamental movement skills of children, that project partners created in scope of the EU on the Move project.



RIJEČKI SPORTSKI SAVEZ



„The problem of organized physical activity among children is reflected in the lack of professionals, primarily kinesiologists who should work with children, which negatively reflects on the general health of children. The “EU on the Move” project is designed as a model that will directly connect different sports, clubs and children in primary schools. The project is adapted to the specifics of each partner in such a way that all available and selected sports are transmitted to children in a methodologically acceptable manner, which achieves a positive impact on the psychophysical development of children. The specifics and values of all available sports in the environment in which the partners operate are presented in this way, and this certainly develops the general sports culture, which is the basis for mass development.”



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Rijeka Sport's Association (RSS), allying all sporting clubs within the City of Rijeka, in accordance with art.48 of Sports Act, is the promoter of the Programme of public sports programme co- funding in the City of Rijeka, which is presented through the City administration department for sports and technical culture to the government of the City of Rijeka and to the City Council of Rijeka for adoption.

RSS is a non-profit community of sports clubs and associations of the City of Rijeka whose goal is to contribute to the development and promotion of sports, encourage top creativity and create conditions for achieving top sports, development of sports activities for children and youth, sports and recreational activities of citizens and people with disabilities, promoting the educational functions of sports, fair play, understanding, tolerance and responsibility through playing sports and spreading Olympic ideals and strengthening the Olympic movement.

CENTRO SPORTIVO EDUCATIVO NAZIONALE



cSEN

„Sport, the engine of healthy growth and the realization of European citizenship. These are the pillars that have moved CSEN's participation in the EU ON THE MOVE project. Creating a common strategy at a European level that brings together and makes sporting activity attractive for children has given us the opportunity to re-propose this project also at a national level. A project that has given the possibility to primary school teachers who do not have the knowledge of a certified kinesiologist to be able to learn those elements that allow the healthy psycho-physical development of children. The children aware of participating in a project where other children, from other nations, "-did the same things", showed their affection and pleasant participation in the proposed activities. We are happy to have participated and contributed to the development of a model of support for the psycho-physical well-being of future European citizens and also for this we thank the organization Rijecki sportski savez in the person of Slaviša Bradić for giving us the opportunity to be part of the project.”



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csen

C.S.E.N. (Centro Sportivo Educativo Nazionale) is a non-profit association already recognized as a National Sports Promotion Agency by the National Council of the CO.N.I.

CSEN can count on 1.650.000 Managing Members, Technicians, Athletes, Amateurs, 15.540 Sports Associations A.S.D. / S.S.D., 4.300 Sports Associations (Sports Associative Bases), 2,000 Social Promotion and Free Time Associations, 1.300.000 Sport athletes, 500.000 Free Time Members, 20 Regional Committees, 106 Provincial Committees, 25 Local Area Committees.

CSEN operates on a national and international level through amateur sports associations and societies; cultural, social, recreational, environmental, travel and leisure clubs; social co-operatives, social enterprises, foundations, non-profit organization affiliates and delegations established for that purpose, schools, families and social structures.

GINÁSIO CLUBE PORTUGUÊS



GINÁSIO
CLUBE
PORTUGUÊS

„With the main goal of raise awareness of the importance of the physical activity of children in primary schools ages, the “EU on the Move” Project developed and provided, in each partner country, additional tools to sports professionals (coaches, exercise physiologists and teachers) to conduct sports activities for children in schools, sports clubs and other organizations.

Using selected sports and methodologies adapted to that ages, we strongly believe that it's possible to achieve a positive impact on the psychophysical development of children and, in this way, be an active stakeholder to grow the level of physical activity among this ages, increase the healthy lifestyle habits of this kids and its families and thus also contribute to the development of sports culture in Portugal.”



CRISTINA CAETANO, GENERAL-DIRECTOR OF GCP



Portugal

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**GINÁSIO
CLUBE
PORTUGUÊS**

The Ginásio Clube Português (GCP), founded in 1875, played an innovative role in physical and sports activities. It is a reference in Portuguese National Sport System and pioneer in the concept of a club with sports, social and cultural purposes.

With about 50 different activities and sports, it is one of the most eclectic club in Portugal and one of the oldest. Associated with modernity and permanent updating is characterized by being a first-rate club in training, competition and representation and in the area of Exercise and Health.

Under the motto Applying Scientific Research in the Life-Course Analysis of Exercise, Health and Sports Performance, the GCP Lab is a center of innovation and collaboration between researchers, health professionals, coaches and exercise physiologists, aiming to respond to the needs raised by both the Department of Sports Training and the Department of Exercise and Health.

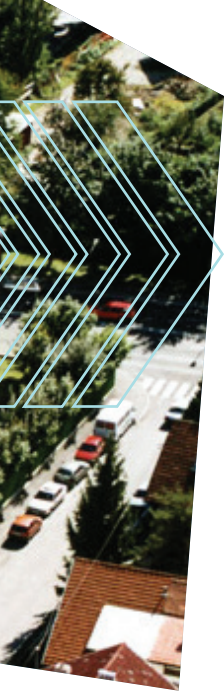
Actually, GCP has 7359 club members; 3641 active members practicing sports and physical activities at club headquarters and 2600 in the swimming pool. Our team is composed by 224 employees and 156 teachers/coaches. GCP is currently carrying out some funded ERASMUS+ Projects which are focus on sport, physical and mental wellness.

ŠPORTNO DRUŠTVO GIB LJUBLJANA

„Sports activities at school and in free time have special importance for the healthy development of growing children. Sports should therefore include mainly those contents that effectively influence children’s physical and movement development in this age period. Activities should encourage their creativity and instil positive values. From the point of view of sports and recreational effects, they are important for quality leisure time in all periods of life. To achieve these goals, it is necessary to further educate sports workers, which, in addition to increasing the level of physical activity, is also one of the purposes of the project.“

GENERAL SECRETARY: NATALIJA REGINA





Slovenia



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In its 120-year history, Sportno društvo GIB Ljubljana has already produced a rich sports story of success. Along with all traditions and voluntary work, today, the modern organised sports society GIB is recognisable in the narrower and wider Slovene territory, both with programs for sports recreation from 9 months to 100 years old and with programs of high-quality sports, for the fields of women's artistic gymnastics, judo, team gym, and cheerleading.

Sportno društvo GIB Ljubljana is one of the largest in Slovenia. It covers almost 5.000 m² of covered surfaces (8 sports halls) and 1.500 m² of outdoor sports surfaces. Employees, amateur instructors, and trainers cover 36 different sports programmes for more than 1.500 members.

We are introducing modern sports programs with enthusiasm. We follow the guidelines of modern sport; therefore, we are introducing new, modern programmes. In addition to the standard programs, we have many development projects that are also linked to partnerships outside of our society. We cooperate with Ljubljana's Sports Association, the Faculty of Sport, different schools and pre-schools in Ljubljana, the Slovenian Judo Federation, the Slovenian Gymnastics Federation and the Olympic Committee of Slovenia. Olympic Committee of Slovenia gave us the name of the regional society for judo and women's artistic and rhythmic gymnastics.

We also manage the Association for sports recreation of Slovenia, which brings together 25 societies.

We raise young athletes, we raise competitive sports for judo and women's artistic gymnastics, and we care for healthy adults and old age.

BOSNIA AND HERZEGOVINA BRAVO



„I believe that working on physical activities with kids, children and youth in the early stage of their lives is crucial for their health and development. That's why the "EU ON THE MOVE" project plays a crucial role for them since we are giving them opportunities to try different sports, and different physical activities and a chance to find place where they "belong". Another very important aspect of the project is a chance for parents to work with kids and to understand their needs and wishes."

ISMAIL ŠEHIĆ, BRAVO DIRECTOR





Bosnia and Herzegovina



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Bosnian Representative Association for Valuable Opportunities (BRAVO) is a non-profit and non- governmental organization. BRAVO is a professional organization based and focused on knowledge, entrepreneurship, civil society development, non- formal education and innovative learning and development techniques for young people and adults.

BRAVO has, for several years, served as one of the most successful platforms in Bosnia and Herzegovina for engaging more than several hundred members in learning about and experiencing Erasmus+ and other European programs.

SE POATE ASSOCIATION ROMANIA



„The benefits of physical activity in children are generally known. Also, unfortunately, in most European countries, we record an insufficient number of hours of physical education in primary schools. The EU on the Move project and the EU on the Move Guide provided a new and innovative way for children to get acquainted with various forms of sports and physical exercise in general.”

DANIEL ENACHESCU





Romania

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«Se Poate» Association is an NGO registered in 2014 made by young people for young people. The organization gathers volunteers, friends and youth workers from different parts of the country with a common interest in sharing their personal and professional experience with exploring active young people in the area of non-formal education.

We dream, create and craft educational experiences. We are active in the area of non-formal education by providing educational events for youths, international exchanges or training courses for trainers and youth workers. Until now, we have participated in intercultural exchanges in different countries, intercultural events in Bucharest, different cross and sports events, local social events, seminars and debates.

We strongly believe that individual change is possible when people take personal responsibility and that change in society is possible when we all create opportunities.

KARGENC CLUB TURKEY



„With this project, there were positive developments in children both physically and spiritually. While the students were working in different fields such as taekwondo and judo, they both gained awareness in different branches and the children developed in a positive way in terms of communication by socializing.

During the implementation process of the activities, talents in different branches were observed from some of our students. These talented students were directed to sports clubs in accordance with their fields.

Families also had a positive impact on this project. Our parents were also involved in some of our activities. They noticed the different aspects of their children.”



ERSEL AYDIN

Turkey

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KARGENC CLUB is a youth and sport association consisting of volunteer teachers, coaches, academicians and young people and is an active association in field of sport and youth in Sakarya, Turkey. As Kargenc Club, we aim:

- to guide young people and children to healthy diet alternatives and healthy living activities
- to encourage both children, young people and adults to have a physically active life with different sport activities
- to develop alternatives to keep young people away from harmful habits
- to conduct studies and guidance to enable children and young people to exercise regularly or to do sports actively

We accept the truth that obesity and inactivity are the biggest threats for humanity and main reasons for many illnesses. For this reason, we try to create an environment that encourages young people to do exercise and we want them to gain natural dietary habits. Every year we organize beach volleyball and beach soccer tournaments in cooperation with Karasu Municipality. Moreover, we help young people to avoid inactivity with hiking, traditional food days, village visits and awareness works, and we prevent the overuse of electronic devices that lead young people to many health problems by working together with District Governor, National Education Directorate, District Director of Youth and Sport in the region.



CHOOSING THE PERFECT SPORT FOR YOUR CHILD

As a parent, we all know that there's a lot of benefit in sports.

Health, fitness, confidence and physical skills are just a few of those benefits for kids. Kids in sports typically have a healthier weight and develop motor skills and muscle memory earlier. Lifelong friendships can be developed in sports, and social skills are shaped and refined when playing with others and working with coaches.

But what is the right sport for every kid? Choose poorly and your child may have a bad experience that can make them reluctant to try another one. In this Guide, we'll look at a few of the sport options we recommend for kids of every age.

Children Ages 2 to 5

This is a critical age for the development of a child. There are many intellectual, social, emotional and physical changes occurring as the child begins exploring and finding their place in the world. Younger kids in this age group are working on basic movements and developing muscle memory. While organized and team sports may seem exciting, they may not see much benefit until they have mastered the basics.

Activities that promote unstructured free play are the best option. Look at sports and lessons that promote and focus on motion, movement and fundamental play. Basic activities in a monitored group will promote social skills as well. These activities include:

- Running, races and simple obstacle courses
- Jumping, skipping and hopping
- Dancing
- Tumbling and basic gymnastics
- Throwing and catching
- Swimming
- Safe playground equipment and the opportunity to climb
- Riding a bicycle, or starting with a tricycle

Children Ages 6 to 10

At this age, your child's attention span and coordination are improved. They can better follow directions and are ready (potentially) for more team sports. Lessons in the sport can focus a little more on strategy, rules and how to play the game, and less on the basic fundamentals. Complex strategies may be too much, but it's a great time to teach them how to best play the game. Sport activities we recommend include:

- Soccer
- Gymnastics
- Dance
- Tennis
- Baseball, softball and rugby
- Martial arts
- Roller skating or ice skating
- Swimming

Children Ages 10 and up

Children at this age are ready for sports that are more complex. They can understand and act on sport strategies. They have more coordination and better vision and understand sportsmanship.

Most importantly, kids at this age are looking for activities that will mentally and physically push them (which is why so many parents hear “I’m bored” from kids this age). As a general rule, 30 to 60 minutes of physical activity will support overall wellness and prevent anxiety and depression. Healthy activities include:

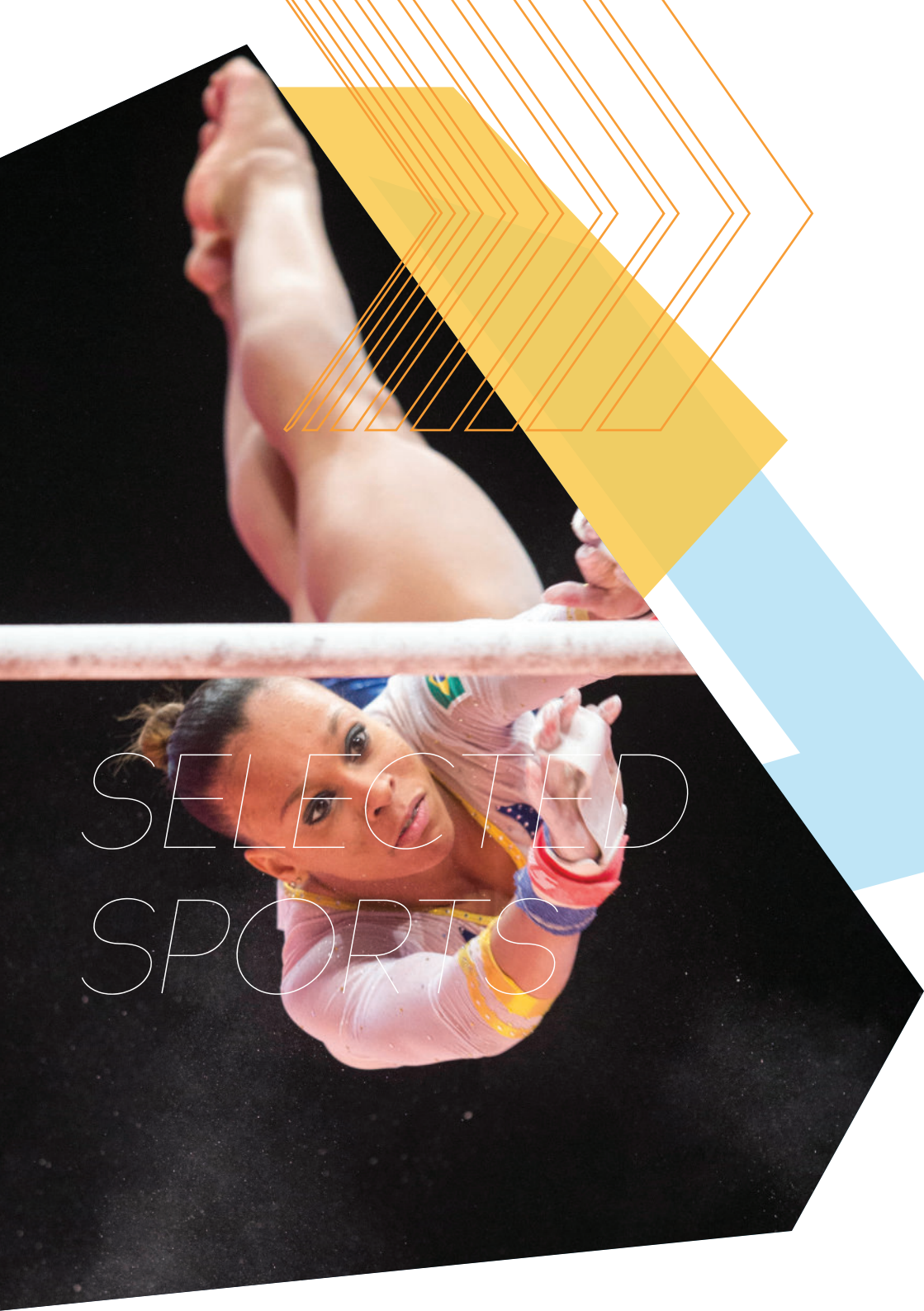
- Safe contact sports
- Football
- Basketball
- Volleyball
- Hockey
- Soccer
- Team sports that require coordination
- Sports with coaches that emphasize skills, training and technique like golf and tennis

The lists above are just suggestions. Every child is different, and there’s a range of coaches and programs out there that appeal to kids of all skills, experiences and interests.

These lists work as a starting point for parents and kids. Let the child test out a sport before signing up for a season. Talk to friends about what they find fun, then talk to the coach or the person in charge. Make sure the sport is safe.

Be supportive of their choice and opinions. Let the child explore and have fun. The memories and skills you learn in sports will last a lifetime!





SELECTED
SPORTS

IMPLEMENTATION PLAN BY SELECTED SPORTS

The project aims to increase the physical activity of children to develop fundamental abilities, multifaceted development, development of motor skills, and psychological abilities through sports. Therefore, sports that were selected contain these elements in their structure and can logically complement each other.

The EU On the Move project contains multiple sports in its implementation:

1. athletics
2. gymnastics
3. judo
4. football
5. rugby
6. modern dance

ATHLETICS

Athletics is a sport that includes elementary forms of movement (walking, running, jumping and throwing) that exist as various competitive disciplines, but also as additional activities that are applied in almost all sports and work with all age groups. In recent times, many children are involved in various sports activities and programs in preschool, and one of the main components of all activities and programs are elementary forms of movement.

GYMNASTICS

According to several studies, gymnastics is undoubtedly one of the most comprehensive physical activities available to children as it combines exercises of flexibility, speed, balance, coordination and strength. As it is known, gymnastics, along with swimming and athletics, is the basis of all sports and is undoubtedly an excellent start to organised physical activity at an early age because it is this. A sport that helps children master many motor and coordination skills helps develop a perception of their own body and capabilities.

JUDO

Judo is a relatively young sport derived from several martial arts with and due to many different elements of gymnastics, specific exercises and judo techniques is helpful for multifaceted development of the children's organism, and in addition to physical development has an educational component and positively affects children's emotional development and socialisation. Judo quickly entered schools as well and, as such, is in the school sports competition system. Children accept it exceptionally well because it is closest to their way of moving - rolling, falling, with play and customised judo technique. Training, fights and competitions for children have been adapted to the rules and controlled conditions to maximum safety of children. Judo for children contains customised practical teachings that are excellently upgraded with other sports, so it belongs to primary sports. Ju-do means gentle way.

FOOTBALL

Football as a physically demanding game creates an opportunity for children to improve speed, agility, strength, hand-eye coordination and overall cardiovascular endurance.

Regular football-playing builds strength by using the whole body. Due to shifts between walking, running and sprinting, coordination is key to football. Body coordination is improved through complex movements like dribbling, turning, and passing, which are performed at varying speed and direction rates. Hand-eye coordination is improved when players either kick the ball or receive a pass from someone. The better the coordination, the better advantage in a match. Since the core of such a game is teammates working towards a common goal - the ability to work in a team and communicate opinions and ideas is necessarily put to the test and allowed to develop in the right direction. Similarly, it creates a place for a healthy competitive habit to be nurtured. This camaraderie is a lifelong benefit for children, as it will indirectly teach them to appreciate the importance of developing relationships with others.

RUGBY

Rugby, born in 1823 in England, is a complete sport that involves the whole body and helps the development of basic motor patterns, coordination, explosive strength and agility. Furthermore, it helps socialisation, teamwork, communication, and respect for the rules on a psychomotor level. In the regulation, it is foreseen that the ball's passage with the hands is possible only backwards, which means that whoever has the ball has constantly needed a teammate at his side, support. A fundamental feature that goes very well with school dynamics helps children in human growth and social relationships.

MODERN DANCE

The term modern dance generally defines the developments in dance, starting from the end of the 19th century, led to a new way of conceiving stage dance instead of classical-academic ballet.

Modern dance is a form of dance that starts from the search for “freedom” initially expressed through the solo, often performed in non-theatrical and official spaces, precisely to create a clear contrast with classical academic dance.

Modern dance prefers to express itself with linear movements, highlighting the dancer's character and personality, starting from his natural gestures. The body moves driven by the desire to find a relationship with time and space while respecting certain technical and expressive canons: the dancer must therefore follow the internal rhythm of his body.



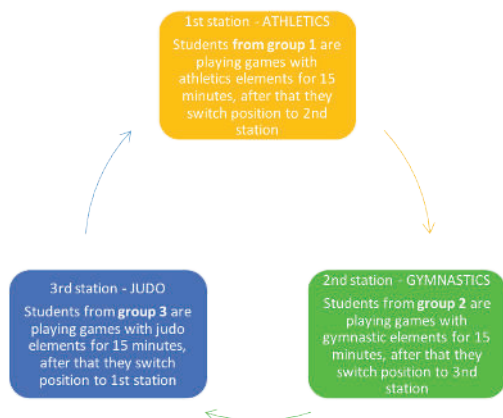
TRAINING SESSION PLAN

THE PROJECT IS CARRIED OUT AS FOLLOWS:

1. Classes begin with stations prepared for each sport. If three sports will be played in one school hour, it is necessary to provide three (or more) experienced trainers/coaches or professionals who will play sports games with the children.
2. The children are divided into three groups, and each group gets acquainted with the basic of the sport; they practice through a specific station. Each of the trainers chooses a game or more that they will spend playing with the children for 15 minutes as they spend at a particular sports station.
3. After 15 minutes, the children change the station and go through all of the three selected sports and/or "healthy lifestyle games" during one school hour (approx. 45 minutes).

If in agreement with the elementary school where the pilot project takes place, permission is obtained to run the program for more than 45 minutes, the time children spend at each sports station should be extended in proportion to the time and number of sports to be conducted.

EXAMPLE:



IMPLEMENTATION PROGRAM

- NUTRITION AND HEALTHY LIFESTYLE -

A Healthy Lifestyle is a complex behavioural option because it results from cognitive and affective dimensions that are influenced by internal and external factors. Thus, there is a need for short-term action plans during the growth and development of children and adolescents, with continuous and lasting educational measures that improve the relationship between the body, physical activity, and food.

In the Eu on the Move training module, this program aims to influence the energetic balance, involving increasing energetic expenditure and reducing caloric intake. To this end, it is necessary that, when appropriate, young people reduce sedentary behaviours, increase physical activity (preferably moderate and vigorous), and improve their diet quality, making them critical, conscious and autonomous in their choices about physical activity and food options. This program includes games through which children are educated in a fun, interactive and active way, but also encourages the con-

sumption of healthy food and active sports life.

If in a particular country where the pilot project Eu on the Move is implemented, it is not possible to organize the implementation of any of the sports listed in this training module - nutrition and healthy lifestyle interactive games will be more than a worthy replacement for one of the planned "sport stations".



NUTRITION AND HEALTHY LIFESTYLE

INTERACTIVE GAMES

Smoothie

The children are arranged in a row, sitting next to each other. Children are named after ingredients for smoothies e.g. child 1 = blueberry, child 2 = banana, child 3 = strawberry, child 4 = blueberry, etc.

Opposite them is a cone representing a smoothie blender. On the side, we have marked another area representing "the smoothie".

The teacher invokes a particular ingredient, e.g. banana. All children with this name run around the cone/blender, back to their seat. The one who comes last to his place is placed

in the marked "smoothie" area.

The teacher repeats several times, calling out different names. When there are several children in the "smoothie" area, the teacher can call out "SMOOTHIE" - then all the children from that field run around the cone/blender and back to the "smoothie" area. The child who is first in this position is placed back in the starting row and becomes an ingredient again as at the beginning of the game.



Caloric game

On the floor are pictures of various foods (chocolate, chips, apple, broccoli, meat, carbonated sugary drink, fish, fried potatoes, carrots, rice...) and no. of calories contained in this food (per 100g). On the back are written various exercises that children must do to consume the "consumed" calories of the selected food.

The higher the caloric value of the

food, the greater the number of exercise children's repetitions. Each child goes around the hall or moves the marked field as they wish, choosing their choice foods. In this game, they will learn that they also need to expend more energy through exercise while eating high-calorie foods.

Example:

Picture of a banana, 88.7 kcal / 100 g

The exercise/task is written on the back of the picture: 5 squats

Image of chips, 536.1 kcal /100 g

Exercise/task is written on the back of the picture:
10 rounds along the outer line of the court.

The game lasts until each child visits all the pictures or the teacher determines the game's duration.

Ecology game relay

The children are arranged in 3-4 groups/columns. Each group has several different pictures with different waste. We can also use real waste instead of pictures.

Opposite the groups are placed containers/bins for garbage, which are marked, for example:

- paper and paper packaging,
- plastic and plastic packaging,
- biological waste,
- hazardous waste and
- mixed waste.

At the teacher's signal, the first student in each group takes one piece of waste and tries to sort it into a container. When she/he correctly sorts the waste into the correct container, she/he runs back to his group, giving the next student a "high five" or a sign, which means that the next student can continue the relay. The group that distributes all waste correctly first, wins.

After the game, all students and teacher have a debate about the garbage and waste – the pictures of each waste can also include some specifics, for example, how long does it need to recycle itself in nature, why some waste is dangerous and what damage polluting waste can do to Earth.

Where do I belong?

We need three buckets / boxes or any three marked places with the words: paper, glass, plastic, various waste or similar.

We will take three different balls (different colors, shapes or purposes); for example basketball, football and volleyball ball. Each ball represents one type of waste. For example, basketball is paper, volleyball is plastic, and football is various waste.

The children are lined up in front of three marked places (distance 2-3m). The coach alternately passes one of the three balls to the child standing first in line and he/she must throw the ball to the designated place for the "waste" that the ball represents. Then that child runs to the end of the line and the ball is thrown to the next child.

The game can be organized in two lines with the same number of children where the children compete against the others which line will finish sooner.

BAD FOOD-GOOD FOOD

We line up the kids in a row. On their right side at a distance of 3-5m (or arbitrarily) place an object or determine an object that already exists, which children must touch - do the same on their left. Explain that the object on the right is the "healthy food side" and the "unhealthy food side" on the left.

Then we say to the first child in a row some kind of food, for example: "Apple!" the child must then touch the right side or the side of the healthy food as quickly as possible, then touch the shoulder of the child next in line so that the child can start playing, and get out of line. If the child misjudges, he still has to touch the object, touch the next child who is next but he/she must return to the end of the line, and it will be his/her turn to play again.

The game can be organized in two lines with the same number of children where the children compete against the others which line will finish sooner.

The same game can be played with both good and bad actions in nature. For example, children are told the statement "I throw rubbish on the forest road" - so the child should touch the object on the left side, or for example "When I blow my nose, I will throw the handkerchief in the container and not on the ground" - children should touch the right side.

The veggie bag

Try this activity to increase children's recognition and awareness of different vegetables. Place some vegetables (real or plastic) in a bag (e.g. pillow slip). Ask children to feel inside the bag and guess which vegetables are there. As a variation, blindfold children and place a vegetable in their hands. Ask them to guess what the vegetable is by feeling, smelling and even tasting it.

POLYGONS

Polygon for ecology

If we do not take care of the Earth, different things can happen like earthquakes, floods, fires, tornadoes, garbage in the sea, garbage on the land...

GAME: The teacher sets up the tools and tells the story about the ecology - children pick up "garbage", pretend to "swim" in or escape the flooded area, hide by the wall (earthquake), put out the fire etc.

Polygon for a healthy diet

Students make posters with healthy and unhealthy foods. Compile menus and daily meal schedule...

The Kitchen polygon is set up; children run to the garden, store, and compose menus. Food can be a tool or just written notes or picture.

Polygon for a healthy lifestyle

What are the elements of a healthy lifestyle? Exercise, healthy eating, hygiene, care for the environment etc.

Trainer sets up a polygon and tell a story; the children run around the polygon and do different tasks. We can connect elements of previous polygons and other tasks.

Exercise

Healthy eating

Hygiene

Environment





ATHLETICS



IMPLEMENTATION PROGRAM

- ATHLETICS -

Athletics is a sport that includes elementary forms of movement (walking, running, jumping and throwing) that exist as various competitive disciplines, but also as additional activities that are applied in almost all sports and work with all age groups. In recent times, many children are involved in various sports activities and programs in preschool, and one of the main components of all activities and programs are elementary forms of movement.

Athletic facilities are aligned and adapted to the developmental characteristics and age of the children. Topics (disciplines) according to the umbrella athletic organisation IAAF project - (International Association of Athletics Federations) Kids' Athletics and the Curriculum for primary school is included. Themes (disciplines) are also adapted to the names, which is an additional motive, and different methodological procedures adopt each discipline. If some of the topics are repeated from class to class, then they represent a higher demand (greater distance, faster performance, distance, etc.).

Athletics as the sport is an excellent part of the Eu on the Move project because of its simplicity of implementation, interest in children, non-demanding material working conditions, increased efficiency on psychosomatic development and positive transformations in morphological, motor and functional space.



GOALS AND TASKS OF THE PLAN

The athletic plan's primary goal is to enable children to apply theoretical and motor knowledge that enable independent physical exercise for longevity and quality of life. At the same time, work will be done on a significant change in traits and abilities to promote health. Male and female students 1., 2. 3rd and 4th grade of primary school is marked by similarity in morphological, motor, and functional characteristics. The program tasks are presented by three-year development

periods (triads), especially for school children, and classes classify the program contents (topics) and within the classes by units. The task of the athletic plan in the first triad is to meet the essential needs of children, and they relate to: meeting the need for movement, developing motor and functional abilities, encouraging socialisation and recognising and directing gifted children to sports clubs.

GRADE-BASED ATHLETICS TRAINING MODULE CONTENT

FIRST GRADE CHILDREN (7-8-YEAR-OLDS)

GYMNASTIC EXERCISES FOR GENERAL WARM-UP:

1. Circulations (in all directions)
2. Kicks (forward, backward, side)
3. Side bend, bend forward, bend backwards
4. Turns



EXERCISES AND WARM-UP GAMES

1. »LISTENING GAME«

The trainer explains the game rules and tells the keywords on which the children do a particular exercise:

- GO - run
- STOP - stop
- CLAP - jump into the air and continue running
- TWO CLAPS - squat and continue running
- HOP - lie on the stomach, get up and continue running
- HIP - lie on back, get up and continue running

2. »FLOOD, EARTHQUAKE, FIRE«

Children run around the marked area. Before the game, the trainer tells the keywords on which the children do a particular exercise. When it calls, e.g. flood, children must climb a ladder or step on a bench.

- EARTHQUAKE - lean against a wall;
- FIRE - skipping (because it is hot) or rolling on the ground (extinguishing the fire);
- PLANE - lie on the stomach, arms outstretched (wings);
- HOUSE - support on all fours;
- FIRE - stand in a line.



3. »BANANAS AND MONKEYS«

The hunter (one of the students) hunts other students (monkeys). When he catches someone, the student turns into a banana (standing still, arms outstretched above the head). „A banana“ can be rescued by remaining „monkeys“ that are „not caught“ - by „peeling the banana“ (placing outstretched arms over the child's side).

4. »TRAFFIC LIGHT«

In this game, the trainer needs three items in the colour red, yellow, and green. When the trainer shows a green object, the children run; when he shows a red object, the children stop, and when he shows a yellow object, the children run on the spot (skipping on the spot).

5. »POLICE OFFICERS AND CARS«

In one part of the gym, we place three markers or rings (red, yellow and green). We determine the child who will be a police officer and hunt wild cars (we can give him some object with which he „hunts“). When he catches the first child, he has to move to the red ring. When a police officer catches the next child, the child must withdraw into the red ring, and the child who was previously in the red ring will move to the yellow ring. Every time a police officer catches someone, they move to the red ring, and the others move to the next ring. When a trapped child transition from red to yellow and then from yellow to green, that child is rescued and can run again in the marked area.



EXERCISES AND GAMES FOR LEARNING ATHLETICS

Endurance training

1. »THE SMURFS«

One of the children is a hunter (Gargamel). He stands opposite the other children and is at least 8 meters away. The hunter shouts, "Who's afraid of me ?!" The other children say, "Nobody!" They then run to the other side; the hunter also runs to the opposite side and hunts the others in the meantime. Whomever he catches becomes his assistant. The last child caught becomes a hunter in a new game (Škof et al., 2010).

2. »HUNTING IN PAIR«

The children are divided into pairs, holding hands. The teacher determines the pair to hunt. Hunters chase other pairs, when they catch someone, the captured pair turns into new hunters.

3. »SPIDER KNITTED NET«

The trainer selects two hunters (spiders) to hunt the other children. Each hunter weaves his net so that when he catches someone, they hold hands and hunt together.

Everyone they catch joins the net. The net must not be dissolved during hunting.

4. RUNNING AND VARIOUS MAT MOVEMENTS - "JUNGLE"

Mats are arranged around the gym, one after the other, with an interval of 30 cm or more, representing the gap with crocodiles and snakes. Children must skilfully avoid the gaps by keeping an eye on descending from the mats with precise movement. They perform various tasks assigned to them by the trainer, and these have a specific goal and purpose.

To facilitate the performance and "experience" in the game, the trainer should name the animals from the jungle, together with the exercise's professional name - e.g. to walk on all fours should be cheetahs, flamingos for one-legged jumps, etc.



5. »ENDURANCE POLYGON«

Polygon can be run as a continuous activity. The trainer can choose several ways to limit the activity (time limit, limit to the number of laps) (Škof et al., 2010).

Examples of the polygon tasks:

- Climbing the wall bars to the side;
- Running between cones;
- Jumps over the coordination ladder/rings;
- Crawling under an obstacle and jumping over an obstacle;
- Jumping from mat to mat;
- Crawling backwards;
- Jumping over a bench with hand support;
- Jumps of various athletic obstacles (Dekleva et al., 2017).





Sprint running

1. »TAIL HUNTING«

Every child has a handkerchief tucked behind their pants (tail). The trainer chooses a hunter who tries to take as many handkerchiefs as possible in a given time (Videmšek, Stančević and Permanšek, 2014).

2. »BIRDS IN NESTS AND TREE-TOPS«

Rings representing nests and cones representing treetops are arranged around the gym. Children are birds running around the gym; when the trainer calls the birds to the nests/ treetops, they go to a suitable place. The game can be continued by the trainer moving the rings and cones away so that one of the children is left without - he is out of the game.

3. »DRY/STORE THE LINEN«

Trainer divides children into two groups standing in a column behind the starting line. The children stand opposite wall bars, which are at a distance of 15-20 meters or instead of wall bars, strings representing "laundry racks" are stretched on racks of

suitable height (at the height of the child's head). Each team gets a pile of handkerchiefs. The first child in the group runs to the mentioned stand as quickly as possible at the trainer's signal, put a handkerchief on it and return to the next child - gives him a high five. Then the next child can take the new handkerchief to the wall bar/string. The group that takes all the handkerchiefs on the wall bar/string first wins. The game can be repeated by "storing" the laundry (the child runs for the handkerchief and puts it in the crate, then the next child in the column continues - the game continues until all the handkerchiefs have been stored).



Starts (high and low start) and quick response games

1. "CHANGE PLACES QUICKLY!"

The children are arranged in two equally numbered groups, which are placed opposite each other behind a line on opposite sides of the playground. The teacher determines the starting and ending position (e.g. low/high starts, sitting/lying position ...), the form of movement (running, on all four, jumps ...), but can include different movements with props (guiding or rolling the ball with the hand, leg, jumps over jumping rope ...). At the sign, both groups run simultaneously, change sides and place themselves in an agreed final position, which is previously determined by the teacher (Videmšek, Šiler and Fišer, 2002).

2. "LISTEN TO THE BALL"

The children are arranged behind the line. The start and finish lines (10-15 meters) are clearly defined. Behind their backs stands a trainer with a ball so they cannot see it. The children listen carefully and wait for the trainer to signal the start of the run. When the teacher drops the ball from his hands (bouncing the ball), the children start running to the marked goal (Dekleva

et al., 2017). The teacher determines the starting and ending position (e.g. low/high starts, sitting/lying position ...).

3. "HUNTING FROM A HIGH START"

The children are placed in two rows, 2 meters apart. They take a high starting position and start running at the start signal. Kids from the back row try to catch the kids from the front row. The roles of the hunter are later reversed. The length of the hunt is 20-25 meters (Škof et al., 2010).

4. "IMPROVE TAKEOFF!"

With various exercises, children can improve the take-off from the starting blocks, because they have big problems at the beginning:

- jumps in succession from the low start position from the starting blocks by changing the foot in front,
- long jump from starting blocks,
- double jump or triple jump from the starting blocks, pushing off from the starting blocks against the partner's resistance,
- running in a "yoke" from the starting blocks (Dekleva et al., 2017).





Relay games

1. "BRING, TAKE

The competition takes place between two groups arranged in a column. In front of each column are 2 rings or 2 drawn circles with a diameter of 1 meter. The first ring is placed 2 meters from the starting line and the second 15 meters. In the first ring, three objects are placed (baton, bat, soft ball). It is the child's turn to transfer the objects individually to another ring or circle. The next child to follow brings the same items from the second to the first round, etc., until it is the turn of all the team members (Čoh, 1992).

2. "HANDING OVER THE BATON ON THE SPOT"

The children place their hand in receiving the baton on the hearing sign "Hop!" or "Now!". When the stick reaches the first child, the baton goes to the end of the line, and by passing the baton to the last child, the baton goes back to the front in the line. The exercise is performed first in pairs, then in a group (column) (Dekleva et al., 2017).

Hurdles

1. "WATCH OUT FOR SNAKES!"

Children pass various obstacles on the ground (drawn lines and fields, ropes, sticks, floor strips). Obstacles follow one another; they are at a suitable distance and sequence.

Variations: the task can be performed in different learning forms, such as relay games, swing relay, polygon, or various gym walks (Dekleva et al., 2017).

2. "LET'S CROSS THE NILE"

Several consecutive obstacles or fields need to be passed and skipped:

- various floor markings,
- classic mats (children run on mats and skip gaps between them), different shapes of polyvalent mats (semi-circular, triangular, rectangular),
- marked or drawn area,
- figures made of soft foam, cones, plastic hats ... (Dekleva et al., 2017).



3. "RISING BARRIERS"

Obstacles are placed in a row at a suitable distance of 1 meter. The height of the obstacles is gradually increasing. The first obstacle should be raised 10 cm from the ground, and the last 40 or 50 cm (the heights of the obstacles are adjusted to the height of the children). The task of the children is to sequentially jump over obstacles (Dekleva et al., 2017).





Long jump

1. "JUMPING IN PLACE, JUMPING IN MOVEMENT"

We introduce children to different jumps that are performed in different ways. Tasks, directly and indirectly, affect the child's jumping motor skills and some motor skills:

- a) straight jumps,
- b) half-squat jumps,
- c) tuck jumps,
- d) leap jumps,
- e) jumps with a ball between legs,
- f) high hops,
- g) long hops,
- h) bounding (Antekolović in Baković, 2008).

2. "FROG MATCH"

Children are placed behind a particular line. They all perform four consecutive frog jumps (squat-jump-squat) at the same time. Which frog will jump the longest?

3. "KANGAROO JUMPS"

The cones mark a distance of 10 meters. The task requires children to make as few jumps as possible at this distance, so the jumps should be as long as possible (kangaroo jumps). The winner is the one who made the least amount of jumps (Dekleva et al., 2017).



High jump

1. "ACROSS THE TRACKS"

The children perform one-legged jumps, swinging the other leg up and forward. They skip lying ropes, bars, coordination ladder, hoops, small athletic obstacles. The distance between obstacles is 50 cm (Dekleva et al., 2017).

2. "STAIRCASE"

Children gradually move from lower to higher, landing with jumps or one-legged jumps. Jumps can be straight, sideways or backwards, two- or single-legged. Gradually, the landing area is raised; this is achieved with various tools: mats, vault box frames, benches... It is necessary to pay attention to safety and the landing area, which must not be too soft (Dekleva et al., 2017).

Throws

1. "CATCH A BALL"

The children are placed in a circle and pass the ball to each other. In the middle of the circle is a child that moves freely in a circle and tries to catch or intercept the ball. If he catches the ball or touches it, he is replaced by the one who held the ball last (Videmšek and Stančević, 2004).

2. "HIT THE BURNING BALL"

All children have their own ball and are divided into pairs. Freely moving around the room, at the teacher's signal, one in a pair rolled his ball across the floor towards his partner. He tries to hit it with his ball. The roles are then reversed; the winner is the one who scores more goals (Dežman and Dežman, 2004).



SECOND GRADE CHILDREN (8-9-YEAR-OLDS)

GYMNASTIC EXERCISES FOR GENERAL WARM-UP:

1. Circulations (in all directions)
2. Kicks (forward, backward, side)
3. Side bend, bend forward, bend backward
4. Turns

EXERCISES AND WARM-UP GAMES

1. "SAVE ME"

The hunter hunts the children. When he catches someone, he stands with his legs apart, his arms outstretched. The other children can save him in such a way that they crawl under the trapped child.

2. "CELLS"

The trainer chooses the hunter who chases the other children. When he catches someone, they hold hands and hunt together. When four children are already holding hands, they divide into two pairs - they become two hunters in a pair.

3. "BRIDGE"

The hunter hunts the children. When he catches someone, he stands on all four with belly facing ceiling (bridge). The other children can save him by crawling under the him.



EXERCISES AND GAMES FOR LEARNING ATHLETICS

Endurance training

1. "MARATHON"

A large circle is marked or drawn in the middle of the field. The children are arranged in four columns and stand with their faces facing the centre of the circle. Each child has a predetermined number. When the teacher calls one of the numbers, the caller must cross the marked circle from each column as quickly as possible. The child who runs the first round is placed at the starting point, earning a point to the group. The winning team is the one that gets the most points after a certain number of repetitions (Dekleva et al., 2017).

2. »TOUCH«

Two lines are defined, which are 20-25 meters apart. The children are lined up, behind the front line. Behind them stands a trainer who accidentally touches one of the children. He then tries to run to the other line while the others follow him and try to outrun him (Žerjav, 1998).

3. »OUTRUN THE BALL«

The children are placed behind the line. Behind them is a trainer with a ball rolled towards the children. When the ball crosses the line on which the children stand, they start running and try to overtake it before the ball reaches the end of the field, 15-20 meters away (Dekleva et al., 2017).

The game can also be played in pairs - instead of a coach, one in a pair rolls the ball to another child, switching roles.





Sprint running

1. “FAST NUMBERS”

Two groups of children are placed in two parallel rows. Everyone on the team has their number. The leader determines the start from an atypical position (lying on their backs or bellies, kneeling, sitting...). When one of the numbers is called, all children with that number run around their group and return to the starting point. The one who is faster gets the point for his team. The winning team is the one that achieves a higher number of points after a certain time (Dekleva et al., 2017).

2. “SUDDEN SPRINTS”

The children move around the gym, sprinting at the teacher’s signal. Transitions can be as follows:

- walking – sprinting,
- skipping – sprinting,
- slow running – sprinting,
- backward running – sprinting forward,
- backward skipping – sprinting forward,
- lateral skipping – sprinting forward



Starts (high and low start) and quick response games

1. "WHO WILL BE FIRST AT THE BALL?"

The children are in pairs, facing each other. They stand behind lines 6-7 meters apart. Between each pair, right in the middle, stands a ball. They take different positions (high/low start, lying on their back/belly, sitting position, kneeling ...). At the start signal, they both run to the ball in the middle. The one who gets to the ball first lifts the ball over his head and thus gains a point (Dekleva et al., 2017).

2. "WHO IS THE FASTEST?"

The children take the correct starting position (high start); on the starting commands "Ready" and "Go!" they start and run a distance of 20 or 30

meters. The starting line and the finish are marked with coloured adhesive tape. The task should be performed in a competition (in pairs, triplets) (Dekleva et al., 2017).

3. "SPRINT FROM STARTING BLOCKS"

The children take the correct starting position from the start blocks (low start). They run 10m, 20m or 30m on the starting command in the sprint. The start and finish are marked with coloured tape, chalk or cones. The task should be performed in competition (in pairs, triples) (Dekleva et al., 2017).



Relay games

1. "HOOPS AND BATON"

The relay is played by two or more teams in columns with the optimal number of members. The rings are away from the starting line (first 5m, second 10m, third 15m). The group has three relay poles placed in front of the starting line. The first child's task is to bring the first stick into the first ring, return after the second and bring it to the second ring, then return after the third and bring it to the third ring. The next child picks up the baton in the same order as his predecessor. The group that completes the required task first wins (Škof et al., 2010).

2. "BATON HANDOVER"

The children place their hand in receiving the baton on the hearing sign "Hop!" or "Now!". When the baton reaches the first at the head of the column, the baton goes to the line's end. By handing the baton to the last, the baton goes back to the front at the head of the column. They practice both lower and upper handovers. The exercise is performed first in pairs, then in a group (Dekleva et al., 2017).



Hurdles

1. "DANGEROUS RAYS"

Children run between several consecutive cords that are tied horizontally to racks of different heights.

Variation: the task can be performed in different learning forms - relay race, swing relay, polygon or various gym walks (Dekleva et al., 2017).

2. "RUNNING OVER SMALL SOFT ATHLETIC HURDLES"

Children pass several consecutive obstacles rhythmically and fluently in any way.

Variation: the task can be performed in different learning forms - relay race, swing relay, polygon or various gym walks (Dekleva et al., 2017).

Long jump

1. "MULTI-JUMPS"

Performing various multi-jumps (sequentially connected jumps), with or without props (mats, ropes, hurdles...).

Tasks:

- frog jumps
- consecutive jumps
- multi-jumps with the ball between the knees
- one-legged jumps
- alternating one-legged jumps
- lateral jumps (Dekleva et al., 2017).



2. "TOGETHER TO WIN"

The task takes the form of a competition or relay game. The children are divided into two or three equal groups. Behind the starting line, the group members jump from place to place, one after the other. Each member of the group makes one jump. The landing site becomes the next member's starting point; the jumps add up to each other. The assistant marks the landing place (heel) with chalk and the starting place of the next jump. If the child falls back while landing and rests his hands or another part of his body, this part is marked. The task is completed when all members have made the jump, and the final distance of the team's total jumps is measured. The total distance of the team is the result of the team. The task is repeated several times, and the results are recorded and compared with the previous ones (Dekleva et al., 2017).

High jump

1. "SCISSORS JUMP"

Children with various imitations of jumping (overstepping technique) gain a sense of takeoff, swing, flight and landing:

- swings with outstretched legs forward at the wall bars (standing sideways at the wall bars),
- swings with a swinging leg - the child leans with his hands and back on a high vault box,
- running and pushing with the outer leg over the marked lines of the gym, lying ropes, bars, small athletic obstacles or benches,
- running through space (5 steps)

and imitating jumping with overstepping technique (Škof et al., 2010).

2. "JUMP WITH OVERSTEPPING TECHNIQUE"

The children measure a 5-step run for the overstepping technique. They jump over an obliquely placed elastic, which the teacher gradually raises to a horizontal position (Škof et al., 2010).



Hitting targets

1. "HITTING OBJECTS ON THE VAULT BOX"

The children are arranged in groups standing in columns. There is a vault box at a suitable distance in front of each group, and cones can be placed on it. The task requires children to knock objects to the ground with a ball. On the ground is drawn a line in front of which he performed throws. The teacher determines the method of throwing using different balls. After each throw, they pick up the ball and return to the starting position for the throw. The winning team is the one that hits more objects after a certain amount of time.

Variation: the task can be made more difficult by increasing the distance between the transition line and the goal (Videmšek and Stančević, 2004).

2. "CRASH"

The children are divided into pairs, each in pairs is a few meters away from each other and has their own heavy ball (up to 1 kg). At the teacher's signal, they roll the balls against each other at the same time or throw them into the air. How many times out

of 10 attempts do the balls crash to each other? The pair with the most collisions wins (Dekleva et al., 2017).

3. "SCORE THE MOST POINTS"

Children compete individually in throwing a heavy ball out of place or two steps. Zones 1 to 3 are marked. Each zone measures 2 meters, all three together 6 meters. Each throw brings a certain point, which depends on the length of the throw. The nearest point is marked with the number 1 (= 1 point), the intermediate 2 points and the last 3 points. The winner is the one who has the most points in total after five throws (Dekleva et al., 2017).



THIRD GRADE CHILDREN (9-10-YEAR-OLDS)

GYMNASTIC EXERCISES FOR GENERAL WARM-UP:

1. Circulations (in all directions)
2. Kicks (forward, backward, side)
3. Side bend, bend forward, bend backward
4. Turns

EXERCISES AND WARM-UP GAMES

1. "OVERTAKING TRAIN"

The students line up in a column/train and start running. The last student's task in the column is to overtake all the students in the column and place themselves at its front. When the last student becomes the first, the new last student repeats the task. It is played until the student at the head of the column at the beginning of the game reaches its head again.

2. "SNEAK RUN"

The students line up in a column. The game consists of 2 intervals. Walking

interval and running interval (tasks performed). Tasks: running, low skip, high skip, lower leg throw, lower leg throw, children's jumps, sideways movement, cross-movement, torso jumps, sprint...

- Intervals are alternated at the teacher's signal;
Students move along the volleyball court lines: perform a task on the side lines, walk on the base lines.



3. "MOM DUCK AND DUCKLINGS"

The students line up in a column. The 1st student in the column is mom duck; the rest are ducklings. The first student moves in a circle or along the lines of the playground and excerpts:

- walking on toes
- walking on heels
- running
- low skip
- high skip
- lateral movement
- cross step
- children's hopscotch.

Other students (ducklings) imitate him.

- e. squats with the ball
- f. throwing the ball in the air and catching
- g. placing the ball on the shoulder/neck - simulation of throwing (stretching the hand with the ball, pulling the other hand back) (the other hand is in the area above the height of the head, helps when aiming)
- h. placing the ball on the shoulder/neck - turn to 180° and throwing simulation
- i. placing the ball on the shoulder/neck - 360° turn and throwing simulation

4. "ROTATE, TURN" (methodical exercise)"

- required: heavy balls
- Each student takes one heavy ball and places it freely in the hall. Performs the following tasks:
- a. circling the ball on the ground around the feet
 - b. circling the ball on the ground in the shape of the number 8 between and around the legs
 - c. circling the ball around the ankles, knees, hips, head in both directions
 - d. twisting arms to the left-right side with arms outstretched and the ball



EXERCISES AND GAMES FOR LEARNING ATHLETICS

Sprint running

1. "CATCH THE BALL"

- required: ball for each student

The students are placed in a column with the balls. The first from the column gives the teacher a ball and is placed on the volleyball court's baseline facing the middle/trainer with his back and with his legs spread. The teacher rolls the ball between his legs forward. The student's task is to overtake and catch the ball before it crosses the volleyball court's centre line. When the student catches the ball, it is placed at the end of the column.

2. "TURBO WORMS"

The students lay around the gym on their bellies. Two students stand (student A is a hunter; student B runs from him). Student B can save himself if he lays over some other student (student C). Now the hunter becomes student C; student A runs away from him. If a hunter catches a runner before he lay beside another student, they change a role (hunter = runner and vice versa).

Starts and quick response games

1. "START AND GAMES FOR REACTION SPEED - "FAST, FASTER"

The start and the finish line is determined (e.g., the volleyball court's baseline = start line, the centre line = finish line).

Students line up at the starting line. The task is to reach the finish line as soon as possible.

Students are in different positions at the starting line from which they start:

- a. stand facing the finish line
- b. stand with their backs to the finish line
- c. lie on stomach with head closer to the finish line
- d. lie on stomach with feet closer to the finish line
- e. lie on their backs on a starting line
- f. lie on back with head closer to the finish line
- g. sitting in a Turkish seat looking towards the finish line
- h. sitting in a Turkish seat with their backs to the finish line
- i. stand facing the finish line and perform on the trainer's signal:
 - 5 jumps: legs on the chest
 - 5 squats
 - 2 push-ups
 - 360° turn...

Different start positions: low start, high start, lying, sitting, kneeling, squat...





2. "LOW START – "MAKE A NAME"

Students are introduced to the three main words related to a low start in a fun way. These are: in place, prepare, go.

Students line up behind the line. The trainer invents 3 words that will represent the starting charcter. He can only pronounce words in another language or replace them with any other words - the essence of the game is for students to learn that there are 3 words related to a low start. The teacher also uses the right, prescribed words for a low start. Students perform it at the teacher's signal.

Relay games

1. "TAKE-LEAVE"

- required: one object (T-shirt, baton...) per group

The game is played by dividing the students into two groups (or more if necessary, depending on the number of students) and marking the starting position (it can be a line on the floor). A hoop is placed at a distance of 8-10 m. The game starts at the visual/audible signal of the trainer.

The student's task is to sprint to the hoop at the trainer's signal, place the object (e.g. a T-shirt or a baton) inside it and run back, where he gives his teammate a "high five" with his

hand. That next student now runs to the hoop, takes the object out of it, and hands it to the next one in the column. Then the next student is allowed to leave. When the last student in the group had finished the task, everyone in the group raise their hands in the air.







Handovers

1) "LOWER HANDOVER"

The students are at a distance of 1.5m. The student who has the baton holds it with his right hand for the lower third. The moment the student with the baton says "HOP", the other student extends his hand back so that the palm is facing the ground and the fingers and thumb are as far apart as possible. A student with a baton hands the baton to another student who grabs that baton in its upper third and carries it in front of the body so that it starts running. Students take 2 turns, and the students change the roles.

IMPORTANT: hands over from right to left hand or vice versa

2) UPPER HANDOVER

The students are at a distance of 1.5m.

The student who has the baton holds it with his right hand for the lower third. When a student with a baton says "HOP", the other student extends his hand back so that the palm is facing up and the fingers and thumb are as far apart as possible. A student with a baton hands the baton to another student who grabs that baton in its upper third and carries it in front of the body so that it starts running. Take 2 steps, and the students change the roles.

3. "VOLLEYBALL / BASKETBALL RELAY"

- required: one or more relay batons

Students line up on the volleyball/basketball court. Depending on the number of students, the distance between them will be smaller or larger. If there are many students, more batons are added to the game.

The first student who will start the game has a relay baton. He/she runs to the next student and hands the baton a) upper or b) lower pass and takes his/her place. So the baton circulates from student to student.



4. "FROGS AND CROCODILES"

Mats (water lilies) are placed in a row at different distances and one cone at the end of the relay.

- a. FROGS - students jump from water lily to water lily, go around the cone and run back. They give a high five to the next in line, and he then sets off.
- b. CROCODILES - students jump over mats.

Students are divided into 2 groups and compete between groups, who will finish the relay first. The first student in the group takes the baton, do the task, and then he gives a "high five" to the next student in the column (the next student can start the relay after he gets "high five"). When the last student on the team has finished with relay, everyone in the group raises their hands in the air. The group that performed the relay first and, according to the rules, wins.



Long jump

1. "FROG CROAK"

The students are placed on the starting line and represent the frogs. At the teacher's signal, they start jumping like frogs (from squat to squat). The winner is the one who reaches the finish line first.

High jump

1. "MOWING"

- required: jumping rope

The students are placed in a circle (they are grass), and inside the circle there is a student with a screw (he is a mower). The student turns the jumping rope so that it is in constant contact with the ground. Grass students must jump when the jumping rope reaches them. If the jumping rope catches (mows) the student (grass), he and the mower change the roles.

2. "HIGH, HIGHER, HIGHEST"

- required: mats, benches, Swedish box (objects that students can jump on).

Objects are placed in the gym from lower to higher. The task of the students is to jump to each object.

3. "NEEDLE, BALL, SCISSORS" (lower heights)

- required: two stands, elastic, mat
Students are placed in a column 8 steps away from the elastics. One after the other, they perform a high jump in 3 different ways:

a) NEEDLE - students approach in a straight line towards the elastics in such a way that the first 2 steps they walk and the next 3 they run. When they are in front of the elastics at the takeoff point, they take off with one leg and skip the elastics like needles (the body needs to be as rigid as possible).

b) BALL - students approach in a straight line towards the elastics so that the first 2 steps they walk and the next 3 they run. When they are in front of the elastics at the takeoff point, they take off with one leg and skip jumping rope like needles (legs to chest).

c) SCISSORS - students approach the elastics semi-laterally. At the point of takeoff (1/3 the length of the elastic) they take-off with the outer leg (away from the elastic) and skip the elastic first with one leg and then with the other (scissors).



Throws

1. "BEE"

- required: ball

The students are placed in a circle and are passing the ball. One of the students is inside the circle (bee). His task is to touch or catch the ball while the other students pass the ball. When a bee student touches or catches a ball, he/she is replaced with the student who threw the touched/caught ball.

2. "STONES FROM SHOULDER"

- required: heavy balls

Students are divided into pairs, and each pair takes one ball. They are placed at a distance of 3m opposite each other. They place the ball on the shoulder/neck and try to throw it to the partner by pushing it. The distance can be reduced or increased depending on the student's abilities.

3. "TORNADO"

- required: heavy balls

Students are divided into pairs, and each pair takes one ball. They are placed at a distance of 3m opposite

each other. They place the ball on the shoulder/neck and try to throw it to the partner after a 180° turn and after a 360° turn. The distance can be reduced or increased depending on the student's abilities.

4. "HOT POTATOES"

- required: softball

The students are placed in a circle with the ball. At the teacher's signal, the students pass the ball to each other and start to count from 10 to 0. The game's goal is to catch and throw the ball (hot potatoes) as quickly as possible. When the students reach 0, the student with whom the ball is burned and must do 3 jumps/squats/push-ups. The game then continues.



FOURTH GRADE CHILDREN (10-11-YEAR-OLDS)

GYMNASTIC EXERCISES FOR GENERAL WARM-UP:

1. Circulations (in all directions)
2. Kicks (forward, backward, side)
3. Side bend, bend forward, bend backward
4. Turns

EXERCISES AND WARM-UP GAMES

1. "THE BALL IS SALVATION"

The trainer explains the rules.

The game is played by choosing a hunter from among the students; the hunter chases other students. When she/he catches one, they switch roles. However, there is a ball in the game (given the number of students, the number of balls also increases) which is „salvation“. This means that the hunter cannot catch that student who has the ball in his hands. Students help each other by passing the ball. It is played in a particular area (e.g. a volleyball court).



2. "GRASSHOPPER AND FLOWER"

The game is played so that the students gather in a circle by touching their feet (the feet are placed so that one is forward and the other back). The student who will be the first grasshopper is chosen - he says "GRASSHOPPER".

At that moment, the other students (flowers) jump out of the circle backwards (just one jump). The grasshopper then chooses the student (flower) to jump towards. The grasshopper's goal is to jump on the other student's leg (and thus catch him).

If it fails, they change roles. The rule is that the new grasshopper cannot catch the old one - until only 2 students remain in the game. If a grasshopper lands on a flower - the flower falls out of the game. Only one jump is always allowed.

3. "HUNTER FIGHT"

The teacher chooses 2 hunters who compete with each other. Every hunter has his side to which his caught students go.

The goal of the hunter is to catch as many students as possible. The game lasts 2 minutes. The winner is the one

who caught more students. The hunters for the next game are the first two caught students.

4. "SLALOM"

The students are placed in a column so that there is about 1m distance between them. They start running in a circle, maintaining a distance between them. The last student's task in the column is to run a zigzag (slalom) between all the students in front of her/him and stop at the beginning of the column.

When that student came to the column's head, the last one in the column starts with the same task. The game ends when the student who started the column at the beginning of the game completes the task and finds himself at the column's head again.



5. "ROTATE, TURN" (methodical exercise)"

- required: heavy balls

Each student takes one heavy ball and places it freely in the hall. Performs the following tasks:

- a. circling the ball on the ground around the feet
- b. circling the ball on the ground in the shape of the number 8 between and around the legs
- c. circling the ball around the ankles, knees, hips, head in both directions
- d. twist arms to the left-right side with arms outstretched and the ball
- e. squats with the ball
- f. throwing the ball in the air and catching
- g. placing the ball on the shoulder/neck - simulation of throwing (stretching the hand with the ball, pulling the other hand back) (the other hand is in the area above the height of the head, helps when aiming)
- h. placing the ball on the shoulder/neck - turn to 180° and throwing simulation
- i. placing the ball on the shoulder/neck - 360° turn and throwing simulation



EXERCISES AND GAMES FOR LEARNING ATHLETICS

Sprint running

1. "DOGS AND CATS"

Students are divided into two equal groups.

One group of students are DOGS, the other group are CATS. They are placed in 2 lines looking at each other face to face. They are located at a distance of about 2-3m. Determine the end of the playground on both sides (e.g. volleyball court: the students are 1m away from the centerline on each side, and the end of each side of the playground is the baseline).

The trainer is on the centerline and pronounces DOG or CAT.

The students' task is to catch as many students of the second group as possible at the teacher's signal: if the teacher says a dog, the students from that group start hunting cats. Cats have the task of turning 180° and running away from dogs outside the playground (baseline).

There, dogs are no longer allowed to catch them. Caught students join the dogs, and all return to the starting position.

A new game follows. The group that has more students after a few attempts win.

2. SPRINT, CHANGE OF DIRECTION, LOW AND HIGH START, ENTERING THE GOAL - "TOUCH THE LINE"

On the volleyball court, 3 lines are determined (end line, middle line and baseline – 3m between the lines). Students are placed on the baseline in the low/high start and sprint on the teacher's sound or visual signal.

The task is to sprint to the end line (9m away), touch it with hand, change direction and sprint back to the baseline. The student does the same on the baseline, then on the middle line and his/her return (entering the finish line); she/he tries to cross the baseline as soon as possible.

The one who crosses the baseline first is the winner. The student who came last to the finish line - has the task to do 5 squats.

- The game can be modified by adding the number of lines or repetitions.



- The game can be made more difficult by specifying a specific order of touching the line (e.g. line 3m on the other side of the court - line 3m on the other side, baseline on the opposite side - centreline - line 3m on the opposite side - our axis line)

- The game can be modified by adding the number of lines or repetitions

- the game can be made more difficult by specifying a specific order of touching the line (e.g. line 3m on the other side of the court - line 3m on our side, baseline on the opposite side - centerline - line 3m on the opposite side - our baseline)





Starts and quick response game

1. "GET SET, READY, GO"

Students line up behind the line. At the teacher's signal, they perform the following tasks:

1) GET SET - students are placed in a low start position (hands are placed in the same plane so that the fingers are facing outwards and the thumb is inwards, the hands are placed slightly wider than shoulder-width, one-legged kneeling, gaze directed to the floor).

2) READY - from the above position, students, raise their hips as high as possible, direct their gaze and focus forward.

3) GO - students run away and start running to achieve as much speed as possible by extending the steps. Students take 5 to 6 steps, and then they stop.

Relay

1. "TAKE-LEAVE"

- required: relay baton (1 baton per 2 students)

Divide students into pairs and take 1 baton.

1) LOWER HANDOVER

The students are at a distance of 1.5m. The student who has the baton holds it with his right hand for the lower third. The moment the student with the baton says "HOP", the other student extends his hand back so that the palm is facing the ground and the fingers and thumb are as far apart as possible. A student with a baton hands the baton to another student who grabs that baton in its upper third and carries it in front of the body to start running. Take 2 steps, and the students change the roles.

IMPORTANT: hands over from right to left hand or vice versa



2) UPPER HANDOVER

The students are at a distance of 1.5m.

The student who has the baton holds it with his right hand for the lower third. When a student with a baton says "HOP", the other student extends his hand back so that the palm is facing up and the fingers and thumb are as far apart as possible.

A student with a baton hands the baton to another student who grabs that baton in its upper third and carries it in front of the body to start running. Take 2 steps, and the students change the roles.

2. "THE FASTER- THE BETTER"

- required: baton, stopwatch

Students are divided into teams of up to a maximum of 6 students.

They are placed along the lines of the volleyball court or drawn lines. A student who has a baton starts the game at the trainer's sign (measures the time needed for relay).

The group remembers their time. Then the 2nd, 3rd group does the same and based on the time the final places are determined.



Hurdles

1. "ATHLETICS POLYGON"

- Required: floor ladders, cones, hoops, mats, 2 stands and elastics, hurdle

The students line up in a column and start performing tasks one after the other.

Tasks:

- a. different variants of jumping and running on floor ladders (low skip, high skip, jumps on one leg, 2 steps forward-1 back, 2 steps forward-1 out)
- b. winding run with the change of direction between caps (slalom)
- c. running with a sharp change of direction from cap to cap
- d. three steps of acceleration, long jump on the mat (mark the take-off point on the parquet)
- e. place the hoops on the floor - the task is to jump into each of them (one-legged/two-legged jump/hopping)
- f. place 2 stands with elastic band on them, and a mat behind the elastic band - students jump high with the scissors technique (adjust the height of the elastic band to the age)
- g. place the hurdles in a row - running low hurdles
- h. walk over high hurdles by properly raising the legs
- i. lateral walk, by one leg and the other, overcome the hurdles



Long jump

1. "JUMP COUNT"

The teacher places 2 cones at a certain distance (or determines 2 lines). The student's task is to line up on the starting line. Students jump further and count how many jumps they needed to reach the finish line.

2. "BEWARE, BEWARE - STUDENT ON THE TRACK"

Students are divided into 2 groups. Each student from group A voluntarily puts himself somewhere in the hall in one of the positions (lying, kneeling, support on all four) - they represent obstacles. Group B students' task is to run up to each student of group A and skip them. When all the students in the group have done this, they switch roles.

3. "FOR SERIOUS"

- required: mat, chalk, cloth, meter

Students line up one after the other. They can be divided into 2 groups: girls and boys.

The take-off point is drawn on the parquet with chalk, a mat is placed, and a meter is placed parallel to the mat. Students perform a long jump with approach, takeoff, flight and landing. Each student has 3 attempts. The teacher is at the mat and measures the skipped distance and says it to the student.



High jump

1. "BEWARE OF YOUR FEET"

- required: jumping rope

The students are divided into groups of 3.

Two students grab one end of the jumping rope and place it at a distance so that it touches the ground when the jumping rope is turned. The third student is in the middle, skipping the jumping rope.

- a. facing laterally towards the approaching jumping rope (L/R side)
- b. facing the incoming jumping rope
- c. with his back to the incoming jumping rope

When to change roles:

1. When a student is tangled in a jumping rope in the middle, the students are replaced.
2. When tangled two times, they change roles
3. After 1.5 min, at the teacher's signal

2. "NEEDLE, BALL, SCISSORS" (higher heights)

- required: two stands, elastic, mat

Students are placed in a column 8 steps away from the elastics. One after the other, they perform a high jump in 3 different ways:

a) NEEDLE - students approach in a straight line towards the elastics in such a way that the first 2 steps they walk and the next 3 they run when they are in front of the elastics at the takeoff point they take-off with one leg and skip the elastics like needles (the body needs to be as rigid as possible).



b) BALL - students approach in a straight line towards the elastics so that the first 2 steps they walk and the next 3 they run.

When they are in front of the elastics at the takeoff point, they take off with one leg and skip jumping rope like needles (legs to chest).

c) SCISSORS - students approach the elastics semi-laterally. At the point of takeoff (1/3 the length of the elastic), they take off with the outer leg (away from the elastic) and skip the elastic first with one leg and then with the other (scissors).

The elastic is initially low and gradually raised.

Throws

1. "STONES FROM SHOULDER"

- required: heavy balls

Students are divided into pairs and each pair takes one ball. They are placed at a distance of 3m opposite each other.

They place the ball on the shoulder/neck and try to throw it to the partner by pushing it. The distance can be reduced or increased depending on the student's abilities.

2. "TORNADO"

- required: heavy balls

Students are divided into pairs, and each pair takes one ball. They are placed at a distance of 3m opposite each other.

They place the ball on the shoulder/neck and try to throw it to the partner after a 180° turn and after a 360° turn. The distance can be reduced or increased depending on the student's abilities.

3. "SLALOM BALL"

- required: 2 heavy balls

Students are divided into 2 equal groups.

They are placed in parallel, but so that each group forms its own path. Each group has its ball. At the teacher's signal, the students pass the ball in a zigzag pattern.

The game is played by first pushing the ball on the floor from student to student and then throwing a heavy ball by pushing it from the neck/shoulders.





JUDO



IMPLEMENTATION PROGRAM

- JUDO -

Judo is a complex martial sport introduced into the modern sports system by prof. Jigoro Kano in the late 19th century to enter the family of Olympic sports in 1964. The number of countries participating in world championships (Paris 2011 - 131 participating countries) as well as at the last Olympic Games in London (135), where judo was third in representation, speaks of the growing popularity and prevalence of this essential martial art. today it is practised by all ages - children, cadets and juniors, seniors and veterans. As a sport that affects the harmonious development of the body and helps educate children and youth, judo is today in the system of many educational institutions worldwid. Judo as an activity contains several elements that, in addition to physical development, positively affect the development of self-confidence and self-control, affecting the mental and moral characteristics of the individual.

Particularly positive experiences in youth development in judo practice come to us from Portugal, France, Great Britain, the Netherlands, Italy, Spain, Germany, Slovenia, Russia, Brazil, etc.

Experience shows that regular practice of judo works on:

- Development of motor skills (coordination, strength, speed, flexibility, balance and precision)
- Development of functional abilities (long-term, medium-term and short-term endurance)
- More harmonious development of morphological characteristics (optimal ratio of muscle mass and subcutaneous adipose tissue),
- Development of competitive spirit,
- Acquisition of control and self-control,
- Development of self-defence skills,
- Development of social skills and adoption of moral categories (friendship, honesty, punctuality, seriousness, modesty, helping, respecting and acknowledging others).



Based on judo's above characteristics as a sport, their own, and other countries' experiences in the introduction of judo in primary schools and considering the broader social needs, two groups of project goals can be distinguished.

General SOCIAL OBJECTIVES of the project include:

- Development of a healthy lifestyle and social skills,
- Involvement of school-age children in systematic training work and acquiring the habit of regular sports,
- Promoting the idea and movement of Olympism.

SPECIFICS OF PROGRAM IMPLEMENTATION

The entire program performed adapted to the age, i.e. the program participants' anatomical and psychological characteristics. Children of younger school age (from 1st to 4th grade), which coincides with the phase of balanced and less rapid growth and development, as the primary goal of the training will be to adapt to the specific requirements of judo as well as learning falls and basic movements and principles, and basic throwing and holding techniques, and following the principles of judo.

It is possible to organize systems of evaluation and progress of judo knowledge acquisition in addition to belt exams and simple forms of competition (different systems and characteristics of acquisition and minimum knowledge aimed at motivation, as well as competitions in different parts of judo, presentation of techniques, simple forms of wrestling, etc.).

At any age, the emphasis is on other things.

- First, they play and get used to tatami mats and judogi (judogi = sport uniform).
- Uke (trainee's partner) moves, tori (trainee) discovering the technique.
- Proper implementation of the technique is not essential, it is crucial to understand the principle (push-pull and vice versa).
- Falling school.
- Later, tori (trainee) produces movement suitable for a particular technique, correctness of technique, and physical abilities (strength, coordination, rhythm, speed, mobility, explosiveness).
- Combat techniques and Kumikata (Judo grip fight), psychological preparation for a fight/match and learning the bow protocol.

There is a synthesis (joint movement and approximate technique) that children can discover independently in the first phase. The second phase is an analytical and individual approach, where the coach focuses on each step of the technique separately and each child individually.

Falling techniques are a significant part of injury prevention and a constant emphasis on taking care of partner's safety and proper execution techniques.

Judo is not just a performance of techniques; judo is also Japanese culture and tradition derived from bushido and zen. Therefore, our suggestion is to devote some time to this from an early age - ethical principles, meditation, and other "differences" between our cultures. Above all, the emphasis is on respect and humility, but also determination and self-confidence.

JUDO GLOSSARY

HAJIME – start

MATTE - stop

TORI – trainee

UKE – trainee's partner

USHIRO UKEMI – judo fall backwards

MAE UKEMI – judo fall forward

YOKO UKEMI – judo fall sideway

MAE MAWARI UKEMI – judo roll forward

TACHI REI – standing bow

ZA REI – kneeling bow



GRADE-BASED JUDO TRAINING MODULE CONTENT

FIRST GRADE CHILDREN (7-8-YEAR-OLDS)

EXERCISES AND WARM-UP GAMES

1. "HAJIME – MATTE"

The teacher explains the rules of the game. When he calls Hajime (meaning "start"), the children run, but when he calls Matte (means "stop"), the children stop - they freeze. The teacher continues the game. In between, he can also joke and say the wrong word. In this game, children learn the meaning of the words Hajime and Matte and listening carefully.

2. "SAMURAI STATUE"

The teacher explains the rules of the game. He chooses the child who will chase the others by touch. When a hunter catches someone, they turn into a statue and are not allowed to move. Children who are not trapped can save the "statue" by bowing to it and introducing themselves. In this game, they learn the standing bow (Tachi Rei).

3. "BROTHER SAVE ME"

Brother save me is a hunting game. One child is a hunter; the others run. When someone is caught, others can save them if they carry out an activity agreed to be rescued. Someone is a hunter until he catches everyone playing the game. However, we can also change hunters faster, so the game is more dynamic.

- Brother (schoolmate) saves him if he goes under his legs.
- Brother saves him if he gives him "high five", and both do the judo fall back (Ushiro ukemi).
- Brother saves him if he hugs and lifts him.

4. "STINKY BALL"

The trainer determines the first one to have the "stinky" ball. The task of the one who has the ball is to catch someone else as soon as possible, to whom he passes the ball and who will hunt forward.

EXERCISES AND GAMES FOR LEARNING JUDO

Contact games

1. "NUMBER AND CONNECT"

The children run across the marked area. When a coach calls one number, so many children hold hands.

2. "BOAT IN A STORM"

The children sit in a circle, holding hands and rocking left and right.

3. "WHO AM I, WHO ARE YOU"

The children run across the mat. When two students meet, they shake hands and introduce themselves (give each other hands and say their names).

4. "ROLLER"

Children roll freely on the mat. When they meet someone, they roll over him like a roller.

5. "WORMS"

Children crawl on a mat. When two worms meet, they climb over each other.

6. "A DOG IS LOOKING FOR IT'S HOUSE"

The students train in pairs. One in the pair is standing and is a house; the other is walking on all fours and is a dog. The dog walks around the world, and at the trainer's signal, he must immediately go to the house. The house can be the closest one or his house (his pair). Whoever comes last to the house gets a negative point. If the children are not in pairs, one of the puppies is left without a house.

7. "BROTHER, SAVE ME"

Brother saves me is a hunting game. One child is a hunter; the others run. When someone is caught, others can save them if they carry out an activity agreed to be rescued. Someone is a hunter until he catches everyone playing the game. However, we can also change hunters faster, so the game is more dynamic.



- a. Brother (schoolmate) saves him if he goes under his legs.
- b. Brother saves him if he gives him "high five" and both do the judo fall back (Ushiro ukemi).
- c. Brother saves him if he hugs and lifts him.

8. "STEP ON FRIEND'S TOES"

Kids can play this game by competing against everyone. The task is to step on the toes of as many friends as possible. It can be played with drop out (whoever gets on their toes, they drop out of the game) or adding points (for each one the child step on, he gets one point).

The game can also be played in pairs. The children hold hands or hug. Each counts how many times he has stepped on the opponent's toes.

Towing games

1. "YARD CLEANER"

One of the children is a yard cleaner; the rest are stains in the yard - they lie on their belly, resist but are passive (they must not move and hold). The task of the cleaner is to drag the stains to the marked field. When she/he suc-

ceeds in this, the stain turns into an assistant cleaner and helps with yard cleaning.

2. "SNAKE TAIL"

One child has another belt stuck to his belt, and it must touch the ground. The child runs, the others try to tear him off by stepping on his tail (belt).

3. "THE LION"

One of the children is a lion and hunts only on all four. If he catches someone, he turns into a lion. They can also play this game so that the lion has to put the child (prey) on the ground.

4. "TURTLES AND HUNTER"

Turtles crawl (on knees and hands) on the mat, the hunter turns them on their backs. The turtle that the hunter turns to become an assistant hunter. The winner is the last turtle in the game.

Falling techniques

1. JUDO FALL BACKWARD - "USHIRO UKEMI"

The children sit in a circle; the teacher is in the middle of the circle.

They bend their heads to their chests and rock on their backs. In doing so, they discuss whether the head has touched the ground or not. They then repeat the exercise by having the children hit the mats with outstretched arms as they lie on their backs. We prevent our heads from hitting the ground with the hit of our hands. The exercise can be made more difficult by rolling back from a squat position or standing position (stand-squat-roll).

Other exercises:

- a. With band: the student holds a band on his chest with his chin and roll back – does Ushiro ukemi.
- b. With band: in pairs, the students hold bands in the squat position. On signal, they drop the bands, roll back and do Ushiro ukemi.
- c. With ball: the student is lying on his back, he has the ball between his legs, he must be constantly focused on the ball (ball gazing); he only hits the mats with his hands.
- d. With ball: the student sits, has the ball between his legs, rolls on his back, raises his legs, his gaze is constantly focused on the ball. He finishes the movement by hitting on the mats.
- e. With ball: the student squats, has the ball between his legs and rolls back, raises his legs, his gaze is

constantly focused on the ball. He finishes the movement by hitting on the mats.

2. JUDO FALL SIDEWAY – “YOKO UKEMI”

The children sit in a circle; the teacher is in the middle of the circle. They put one hand on their belly; the other arm is outstretched. They lay sideways (in the direction of an outstretched arm) and hits with an outstretched arm on a mat. The head must stay in the air.

Other exercises:

- a. With one hand, hold the band on a belly; does the Yoko ukemi.
- b. In pairs, the students hold bands in a squat position. One student drops the band, the other rolls sideways and does the Yoko uke-mi.
- c. With ball: the student stands in front of the ball; when he kicks the ball, he rolls sideways and does the Yoko ukemi.



Fighting games

1. "STEAL THE BAND"

Children play in pairs. Each has a band tied to the ankle, knee, elbow or tucked behind the belt. The fight for the bands begins on Hajime - the child must steal the band from the opponent. He gets one point for each stolen band, then returns the band to an opponent who fixes it. We repeat the game several times; we can also change pairs.

They can start the game with different positions:

- they stand opposite each other,
- both hold the sleeve,
- both hold a collar,
- sitting, with their backs together,
- lie next to each other...

2. "FIND THE BAND"

Children play the game in pairs. The game should take place on mats in a kneeling position. Tori hides the band in his kimono, Uke has to find it. Tori resists. When Uke manages to find the band, they switch roles or switch roles after a specific time.

3. "DON'T STEP OVER THE BAND"

Children play the game in pairs. The game should take place on mats. The children stand facing each other, with a band between them. They hold on to the sleeves or collar. The teacher calls Hajime; they compete to see who will pull whom across the band. Count the points obtained.

4. "SUMO FIGHT"

Children play the game in pairs. The game should take place on mats. They make a circle from the belt on a mat – fighting area. When the teacher calls Hajime they compete to see who will push whom out of the fighting area.

5. "FUNNY SUMO FIGHT"

The game is played the same as "SUMO FIGHT" described above. They can perform tasks in different ways:

- they push each other only with their hips,
- they push each other only with their backs,
- they push each other only with their bellies;
- they stand on one leg,
- they get the point if they pull the opponent on the ground.

6. "GET A BAND"

Children play the game in pairs. The game should take place on mats. Each child lays a band 3m behind their back. The partners grab the sleeves, on Hajime signal, they start pulling. The winner is the one who first grabs his band (the partners must hold).

Different variations of the game:

- a. The game is played in a kneeling position.
- b. They need to get the opponents band instead.
- c. In teams: the bands are in a pile, one group guards them, and the other group is trying to steal them. One child can only steal one belt at a time.
- d. Only those straps that are stuck behind the thief's belt are valid.
- e. The defence must no longer touch the belt once the thief has it behind the belt.
- f. Each band needs to be taken to its "den".
- g. The defence has hidden belts in their judogis.
- h. Only one teammate of the defence group has hidden strips; the others defend.
- i. They hide the band in the judogi (the other must not see where it is); they fight over who will first find the partners band.



JUDO TECHNIQUES

Uki goshi, O goshi, Tsurigoshi, Kubi nage

1. "TOUCH THE UKE'S BELT KNOT"

- a. Uke is moving around the mat. Tori must touch Uke's belt knot with his buttock.
- b. Partners are holding the sleeves, collar or belt. They alternately touch each other's belt knot with their buttocks, or they compete which one will touch the partner's belt knot more times.

- c. The partners have their backs together. Tori has one hand in the forearm – stretched in front of him. The partners turn to their side, but they continue to touch each other from the shoulder. Tori grasps Uke's belt behind her/his back with her/his outstretched arm; with another hand, he/she grasps Uke's sleeve (the movement must continue interrupted). Tori finishes the technique with a throw (Tsurigoshi).

2. JUDO THROW

- a. Tori holds Uke's sleeve and belt (behind his/her back). He/she turns in place (showing his/hers back to Uke), pushes his/her hip forward, load Uke on the back and makes a throw.
- b. Other throws: Tori holds Uke's sleeve and hugs him/her around his/her waist. They move sideways. Tori overtakes Uke with his/her hip and makes a throw (Uki goshi or O goshi). It does not matter how Tori puts his/her feet – one leg can be outside Uke's feet (feet position like in Tai otoshi technique).

- d. "Excavator" – Tori holds Uke's sleeve; the other hand has outstretched. Tori turns toward Uke, with the outstretched arm he captures (like an excavator) around Uke's hip. The movement ends with Uke lying on his back.
- e. Koshi guruma technique - all the same, applies, except that the arm goes around the neck.

SECOND GRADE CHILDREN (8-9-YEAR-OLDS)



EXERCISES AND WARM-UP GAMES



All exercises and games described for younger students are also suitable for older students - beginners.

1. "HAJIME – MATTE"

The teacher explains the rules of the game. When he calls Hajime (meaning "start"), the children run, but when he calls Matte (means "stop"), the children stop - they freeze. The teacher continues the game. In between, he can also joke and say the wrong word. In this game, children learn the meaning of the words Hajime and Matte and listening carefully.

2. "CLOWN"

Children stand on the band and do different exercises:

- Standing on the band; jumping and turning for 180° or 360°; landing on the band.
- Standing on the band; moving forward-backwards without lifting feet.
- Standing on the band; moving sideways without lifting feet.
- One foot on the band; moving a

band in circles (O uchi, Ko uchi, O soto ...).

- Kicking the band (Hiza guruma).

3. "STINKY BALL"

The trainer determines the first one to have the "stinky" ball. The task of the one who has the ball is to catch someone else as soon as possible, to whom he passes the ball and who will hunt forward.

4. "PAPER, SCISSOR, ROCK"

All children hunt at the same time. When two children are caught, they play the game "stone, scissors, paper" at one point. Whoever loses sits down. He/she can rejoin the game only when the child who defeated him/her loses to another child.



EXERCISES AND GAMES FOR LEARNING JUDO

Contact games

Children and (also) adult beginners should get used to physical contact with other exercise participants.

1. "NUMBER AND CONNECT"

The children run across the marked area. When a coach calls one number, so many children hold hands.

2. "BOAT IN A STORM"

a) The children sit in a circle. They hold hands and rock left and right.

b) The children sit in a circle. They put their hands on neighbour shoulder, and rock left and right.

c) The children sit in a circle. They hug, and rock left and right.

d) The children sit in a circle. They hold hands and roll backward (touch the ground with their feet, then roll forward to sitting position).

3. "WHO AM I, WHO ARE YOU"

The children run across the mat. When two students meet, they shake hands and introduce themselves (give each other hands and say their names).

4. "ROLLER"

Children roll freely on the mat. When they meet someone, they roll over him like a roller.

5. "WORMS"

Children crawl on a mat. When two worms meet, they climb over each other.

6. "A DOG IS LOOKING FOR DOG HOUSE"

The students train in pairs. One in the pair is standing and is a house; the other is walking on all fours is a dog. The dog walks around the world, and at the trainer's signal, he must immediately go to the house. The house can be the closest one or his house (his pair). Whoever comes last to the house gets a negative point. If the children are not in pairs, one of the puppies is left without a house.

Towing games

1. "YARD CLEANER"

One of the children is a yard cleaner; the rest are stains in the yard - they lie on their belly, resist but are passive (they must not move and hold). The task of the cleaner is to drag the stains to the marked field. When he succeeds in this, the stain turns into an assistant cleaner and helps with yard cleaning.

2. "SNAKE TAIL"

One child has another belt stuck to his belt, and it must touch the ground. The child runs, the others try to tear him off by stepping on his tail (belt).

3. "THE LION"

One of the children is a lion and hunts only on all four. If he catches someone, he turns into a lion. They can also play this game so that the lion has to put the child (prey) on the ground.

4. "TURTLES AND HUNTER"

Turtles crawl (on knees and hands) on the mat, the hunter turns them on their backs. The turtle that the hunter turns to become an assistant hunter.

The winner is the last turtle in the game.

Falling techniques

1. JUDO FALL BACKWARD - "USHIRO UKEMI"

The children sit in a circle; the teacher is in the middle of the circle. They bend their heads to their chests and rock on their backs. In doing so, they discuss whether the head has touched the ground or not. They then repeat the exercise by having the children hit the mats with outstretched arms as they lie on their backs. We prevent our heads from hitting the ground with the hit of our hands. The exercise can be made more difficult by rolling back from a squat position or standing position (stand-squat-roll).

Other exercises:

- a. With band: the student holds a band on his/her chest with chin and roll back – does Ushiro ukemi.
- b. With band: in pairs, the students hold bands in a squat position. On signal, they drop the bands, roll back and do Ushiro ukemi.



- a. With ball: the student is lying on his/her back, he/she has the ball between legs, he/she must be constantly focused on the ball (ball gazing); he/she only hits the mats with hands.
- b. With ball: the student sits, has the ball between his legs, rolls on back, raises legs, his/her gaze is constantly focused on the ball. He/she finishes the movement by hitting on the mats.
- c. With ball: the student squats, has the ball between legs and rolls back, raises legs, his/her gaze is constantly focused on the ball. He/she finishes the movement by hitting on the mats.
- d. With one hand, holds the band on a belly; does the Yoko ukemi.
- e. In pairs, the students hold bands in a squat position. One student drops the band, the other rolls sideways and does the Yoko uke-mi.
- f. With ball: the student stands in front of the ball; when he/she kicks the ball, he/she rolls sideways and does the Yoko ukemi.

2. JUDO FALL SIDEWAY – “YOKO UKEMI”

The children sit in a circle; the teacher is in the middle of the circle. They put one hand on their belly; the other arm is outstretched. They lay sideways (in the direction of an outstretched arm) and hits with an outstretched arm on a mat. The head must stay in the air. Other exercises:

3. JUDO ROLL FORWARD (starting position) – “MAE MAWARI UKEMI”

The child holds the ball with his hands, pushes the ball between his legs back with his hands and rolls over. He can do the exercise by holding the ball and rolling over it in a Mae mawari ukemi - the ball can move or standstill.

Fighting games

1. "STEAL THE BAND"

Children play in pairs. Each has a band tied to the ankle, knee, elbow or tucked behind the belt. The fight for the bands begins on Hajime - the child must steal the band from the opponent. He gets one point for each stolen band, then returns the band to an opponent who fixes it. We repeat the game several times; we can also change pairs.

They can start the game with different positions:

- f) they stand opposite each other,
- g) both hold the sleeve,
- h) both hold the collar,
- i) sitting, with their backs together,
- j) lie next to each other...

2. "FIND THE BAND"

Children play the game in pairs. The game should take place on mats in a kneeling position. Tori hides the band in his kimono, Uke has to find it. Tori resists. When Uke manages to find the band, they switch roles or they switch roles after a specific time.

3. "DON'T STEP OVER THE BAND"

Children play the game in pairs. The game should take place on mats. The children stand facing each other, with a band between them. They hold on to the sleeves or collar. The teacher calls Hajime; they compete to see who will pull whom across the band. Count the points obtained.

4. "SUMO FIGHT"

Children play the game in pairs. The game should take place on mats. They make a circle from belt on a mat – fighting area. When the teacher calls Hajime they compete to see who will push whom out of the fighting area.

5. "FUNNY SUMO FIGHT"

The game is played the same as "SUMO FIGHT" described above. They can perform tasks in different ways:

- f) they push each other only with their hips,
- g) they push each other only with their backs,
- h) they push each other only with their bellies;
- i) they stand on one leg,
- j) they get the point if they pull the opponent on the ground.



6. "GET A BAND"

Children play the game in pairs. The game should take place on mats. Each child lays a band 3 m behind their back. The partners grab the sleeves, on Hajime signal, they start pulling. The winner is the one who first grabs his band (the partners must hold).

Different variations of the game:

d) The game is played in a kneeling position.

e) They need to get opponents, band, instead.

f) In teams: the bands are in a pile, one group guards them, and the other group is trying to steal them. One child can only steal one belt at a time.

a. Only those straps that are stuck behind the thief's belt are valid.

b. The defence must no longer touch the belt once the thief has it behind the belt.

c. Each band needs to be taken to its "den".

d. The defence has hidden belts in their judogi.

e. Only one teammate of the defence group has hidden strips; the others

defend.

f. They hide the band in the judogi (the other must not see where it is); they fight over who will first find the partners band.

7. "TACHI WAZA – STANDING FIGHTS"

a) Uke holds a ball; Tori tries to steal the ball from Uke.

b) Partners hold their sleeves (hon kumi kata – basic judo grip); they run the ball between them, kicking it carefully and moving around the mat. The ball must not escape them.

8. "NE WAZA – KNEELING FIGHTS"

a) The game is played in kneeling position. Uke holds a ball; Tori tries to steal the ball from Uke.

b) Uke hides the ball under his belly; Tori tries to steal the ball from Uke.

c) Tori is lying on his back, holding a ball on his chest. Uke lies on Tori. Tori tries to turn on his belly or remove the ball from his chest.

JUDO TECHNIQUES

O soto gari, Ko soto gari

1. "O SOTO GARI, KO SOTO GARI"

a) Tori puts a band on his shoulders. He must touch Uke's shoulder with his band.

b) Ashi waza: the partners tie the band to the ankle, and with that foot, they touch the partner's leg that has/ does not have the strap.

c) The partners tie the band to the ankle. He/she touches his/her partner's foot with or without the band with the foot on which he/she has the band (performs techniques, ashi waza).

d) Tori ties the band under his knee. With that foot, he/she touches/captures Uke's leg (from the outside).

e) Uke attaches a clip to the trouser (the inside of the foot) under the knee. Tori must bounce it off with his/her foot.

f) Tori combines all the exercises and makes a throw.

g) Tori places a band between Uke's legs. He/she makes a move for the O soto gari and kicks the band away.

2. "JUDO TECHNIQUES WITH A BALL"

a) Techniques that are performed so that the uke has a ball between the legs are:

- O soto gari,
- U chi mata,
- O uchi gari,
- Ko soto gari,
- Yoko guruma.

b) Techniques that are performed so that the uke has a ball by the foot are:

- O uchi gari,
- K ouchi gari,
- Sasei tsuri komi ashi,
- Giza house,
- Tai otoshi,
- Harai goshi,
- Yoko otoshi,
- Tani otoshi,
- O soto guruma.



Uki goshi, O goshi, Tsurigoshi, Kubi nage

1. "TOUCH THE UKE'S BELT KNOT"

a) Uke is moving around the mat. Tori must touch Uke's belt knot with his buttock.

b) Partners are holding the sleeves, collar or belt. They alternately touch each other's belt knot with their buttocks or they compete which one will touch the partner's belt knot more times.

2. JUDO THROW

a) Tori holds Uke's sleeve and belt (behind his/her back). He/she turns in place (showing back to Uke), pushes hip forward, load Uke on back and makes a throw.

b) Other throws: Tori holds Uke's sleeve and hugs him/her around waist. They move sideways. Tori overtakes Uke with his/her hip and makes a throw (Uki goshi or O goshi). It does not matter how Tori puts his/her feet – one leg can be outside Uke's feet (feet position like in Tai otoshi technique).

c) The partners have their backs together. Tori has one hand in the forearm – stretched in front of him/her. The partners turn to their side, but they continue to touch each other from the shoulder. Tori grasps Uke's belt behind his/her back with outstretched arm; with the other hand, he/she grasps Uke's sleeve (the movement must continue interrupted). Tori finishes the technique with a throw (Tsurigoshi).

d) "Excavator" – Tori holds Uke's sleeve; the other hand has outstretched. Tori turns toward Uke; with an outstretched arm, he captures (like an excavator) around Uke's hip. The movement ends with Uke lying on his back.

e) Koshi guruma technique - all the same, applies, except that the arm goes around the neck.
Hiza guruma, Sasae tsuri komi ashi
Attention: Tori performs the leg technique on the same side as the arm holding the sleeve.

3. "HIZA GURUMA, SASAE TSURI KOMI ASHI"

a) Tori walks backwards, Uke follows. Tori move away and set his/her leg as an obstacle for Uke.

b) The same exercise as described above. The partners hold by the sleeve and collar. When Tori move away and sets his/her leg as an obstacle, he/she pulls Uke's sleeve.

c) Uke turns around Tori; Tori sets his/her leg as an obstacle.

d) The same exercise as described above. The partners hold by the sleeve and collar. When Tori move away and sets his leg as an obstacle, he pulls Uke's sleeve and finishes with a throw.

e) The same exercise, only Tori takes a step aside with a standing foot and perform the technique.





THIRD GRADE CHILDREN (9-10-YEAR-OLDS)

EXERCISES AND WARM-UP GAMES

All exercises and games described for younger students are also suitable for older students - beginners.

1. "SNAKE TAIL"

One child has another belt stuck to his belt, and it must touch the ground. The child runs, the others try to tear him off by stepping on his tail (belt).

2. "CLOWN"

Children stand on the band and do different exercises:

a) Standing on the band; jumping and turning for 180° or 360°; landing on the band.

b) Standing on the band; moving forward-backwards without lifting feet.

c) Standing on the band; moving sideways without lifting feet.

d) One foot on the band; moving a band in circles (O uchi, Ko uchi, O soto...).

e) Kicking the band (Hiza guruma).

3. »BUILDING BRIDGES«

The hunter chases children. When he catches someone, he/she is placed in a bridge (support on all fours), and the other children can save him by crawling under him.

4. »PACKMAN«

The trainer determines the hunter. Children can only move along the floor lines.

When someone catches the hunter that sits on the site where it was caught and in this way closes the road (becomes an obstacle) - other children cannot cross the obstacle but must turn in front of the obstacle and go the other way.

EXERCISES AND GAMES FOR LEARNING JUDO

Contact games

Children and (also) adult beginners should get used to physical contact with other exercise participants.

1. "NUMBER AND SQUEEZE TOGETHER"

The children run across the marked area. When a coach calls one number, so many children squeeze together.

2. "BOAT IN A STORM"

- a) The children sit in a circle. They hold hands and rock left and right.
- b) The children sit in a circle. They put their hands on neighbour shoulder, and rock left and right.
- c) The children sit in a circle. They hug, and rock left and right.
- d) The children sit in a circle. They hold hands and roll backward (touch the ground with their feet, then roll forward to sitting position).
- e) The children sit in a circle. They hold hands and try to stand up / sit down.

3. "CALL THE NAME AND CATCH A BALL"

Child A throws the ball in the air and

says one name; the named child must catch the ball; if he catches it, he throws child A on favourite judo technique; if he/she does not catch it, child A throws the named child.

4. "BROTHER SAVE ME"

Brother save me is a hunting game. One child is a hunter; the others run. When someone is caught, others can save them if they carry out an activity agreed to be rescued. Someone is a hunter until he catches everyone playing the game. However, we can also change hunters faster, so the game is more dynamic.

- a) Brother (schoolmate) saves him if he goes under his legs.
- b) Brother saves him if he gives him "high five", and both do the judo fall back (Ushiro ukemi).
- c) Brother saves him if he hugs and lifts him.
- d) Brother saves him by making a throw of favourite judo technique.

Towing games

1. "IN PAIR"

a) Tori pulls Uke along its entire length. Uke resists.

b) Tori pushes Uke along its entire length. Uke resists.

2. "IN TEAMS"

Students are divided into 2 or more teams (approximately 4-5 students per team). They choose a team's name—the coach call which team will pull which team to the marked area. The students who are pulled to the marked become the member of the team, which pulled them.



Falling techniques

1. JUDO FALL BACKWARD - "USHIRO UKEMI"

The children sit in a circle (beginners); the teacher is in the middle of the circle. They bend their heads to their chests and rock on their backs. In doing so, they discuss whether the head has touched the ground or not. They then repeat the exercise by having the children hit the mats with outstretched arms as they lie on their backs. We prevent our heads from hitting the ground with the hit of our hands. The exercise can be made more difficult by rolling back from a squat position or standing position (stand-squat-roll).

2. "USHIRO UKEMI IN PAIRS"

Children do the exercise in pairs. Uke is lying on his belly; Tori sits on Uke's buttocks. Uke rolls sideways so that Tori rolls on his back and make a Ushiro ukemi. He can finish Ushiro ukemi with a rollover his head to the squat position.

3. "YOKO UKEMI IN PAIRS"

Children do the exercise kneeling in pairs and holding sleeves. Uke pull Tori by his sleeve, and Tori rolls sideways – makes a Yoko ukemi.

4. JUDO FALL FORWARD - "MAE UKEMI"

The students are standing with legs apart and bent arms. They fall forward, catching on bent arms; the head is looking forward. The belly must not touch the ground.

Extra exercise: Students first jump and turn for 180° and then make Mae ukemi.

5. JUDO ROLL FORWARD – "MAE MAWARI UKEMI"

The child holds the ball with his hands, pushes the ball between his/her legs back with his/her hands and rolls over. He/she can do the exercise by holding the ball and rolling over it in a Mae mawari ukemi - the ball can move or stand still.

Extra exercises:

- a) Mae mawari ukemi without a ball.
- b) Mae mawari ukemi over a lying friend.
- c) Mae mawari ukemi over a friend who is in position on all four.



Fighting games

1. "STEAL THE BAND"

Children play in pairs. Each has a band tied to the ankle, knee, elbow or tucked behind the belt. The fight for the bands begins on Hajime - the child must steal the band from the opponent. He gets one point for each stolen band, then returns the band to an opponent who fixes it. We repeat the game several times; we can also change pairs.

They can start the game with different positions:

- a) they stand opposite each other,
- b) both hold the sleeve,
- c) both hold the collar,
- d) sitting, with their backs together,
- e) lie next to each other,
- f) holding basic judo grip (hon kumi kata) ...

2. "STEAL THE BAND 2"

Children play in pairs.

- a) Each has a band tucked in front of judogi (part of a band must be seen).

They try to steal the band in different ways:

- they stand opposite each other,
- both hold the sleeve,
- both hold the collar.

b) Each has a band tucked in the sleeve of judogi (part of a band must be seen). They try to steal the band in different ways:

- they stand opposite each other,
- both hold the sleeve,
- both hold the collar.

3. "FIND THE BAND"

Children play the game in pairs. The game should take place on mats in a kneeling position. Tori hides the band in his kimono, Uke has to find it. Tori resists. When Uke manages to find the band, they switch roles or switch roles after a specific time.



4. "DON'T STEP OVER THE BAND"

Children play the game in pairs. The game should take place on mats. The children stand facing each other, with a band between them. They hold on to the sleeves or collar. The teacher calls Hajime; they compete to see who will pull whom across the band. Count the points obtained.

5. "SUMO FIGHT"

Children play the game in pairs. The game should take place on mats. They make a circle from the belt on a mat – fighting area. When the teacher calls Hajime they compete to see who will push whom out of the fighting area.

6. "FUNNY SUMO FIGHT"

The game is played the same as "SUMO FIGHT" described above. They can perform tasks in different ways:

- a) they push each other only with their hips,
- b) they push each other only with their backs,
- c) they push each other only with their bellies;
- d) they stand on one leg,
- e) they get the point if they pull the

opponent on the ground.

7. "TACHI WAZA – STANDING FIGHTS"

d) Uke holds a ball; Tori tries to steal the ball from Uke.

e) Partners hold their sleeves (hon kumi kata – basic judo grip); they run the ball between them, kicking it carefully and moving around the mat. The ball must not escape them.

f) The same exercise, only this time they compete, will give each other a goal.

8. "NE WAZA – KNEELING FIGHTS"

d) The game is played in a kneeling position. Uke holds a ball; Tori tries to steal the ball from Uke.

e) Uke hides the ball under his/her belly; Tori tries to steal the ball from Uke.

f) Tori is lying on his/her back, holding a ball on his/her chest. Uke lies on Tori. Tori tries to turn on his/her belly or remove the ball from his chest.



JUDO TECHNIQUES

O soto gari, Ko soto gari

1. "O SOTO GARI, KO SOTO GARI"

a) Tori puts a band on his shoulders. He must touch Uke's shoulder with his band.

b) Ashi waza: the partners tie the band to the ankle, and with that foot, they touch the partner's leg that has/ does not have the strap.

c) The partners tie the band to the ankle. He/she touches the partner's foot with or without the band with the foot on which he/she has the band (performs techniques, ashi waza).

d) Tori ties the band under his/her knee. With that foot, he/she touches/ captures Uke's leg (from the outside).

e) Uke attaches a clip to the trouser (the inside of the foot) under the knee. Tori must bounce it off with his/ her foot.

f) Tori combines all the exercises and makes a throw.

g) Tori places a band between Uke's legs. She/he moves for the O soto gari and kicks the band away.

Tai otoshi, Seoi otoshi

1. "TAI OTOSHI, SEOI OTOSHI"

a) Partners holds the basic judo grip. Uke has a band beside the outside part of the ankle. Tori steps with one foot on a band, turn and throw Uke over his leg.

b) Tori ties the band on his/her wrist. While he makes a Tai otoshi technique, he "wipes" his nose with the tied band.

O soto gari, Ko soto gari

1. "O SOTO GARI, KO SOTO GARI"

Attention to: contact of the shoulders, the Uke's head rests on the Tori's shoulder, the work of the legs (the children must not kick all around).

a) Partners jump on one leg and bump into the other with their shoulders.

b) Uke walks back, Tori overtakes him (no grip).

c) Uke walks back, Tori overtakes him and sets his leg (no grip).

d) The partners grab each other, hook their legs and compete over who will throw whom.

e) In motion (in all directions), Tori hacks the Uke's leg and throws him.

2. "JUDO TECHNIQUES WITH A BALL"

Techniques that are performed so that the uke has a ball between the legs are:

- O soto gari,
- U chi mata,
- O uchi gari,
- Ko soto gari,
- Yoko guruma.

Hiza guruma, Sasae tsuri komi ashi

3. "HIZA GURUMA, SASAE TSURI KOMI ASHI"

Attention: Tori performs the leg technique on the same side as the arm holding the sleeve.

a) Tori walks back, Uke follows him; Tori gets out of the way and sets foot in front of Uke's leg.

b) The same only that the Tori holds the Uke by the sleeve; when Tori moves away and sets the leg, he pulls Uke by the sleeve - movement to the right side.

c) Uke revolves around the Tori; the Tori sets his foot in front of Uke's leg.

d) The same only that the partners hold each other; Tori throws Uke.

e) The same only to take a step aside with a standing leg and perform the technique.

4. "JUDO TECHNIQUES WITH A BALL"

Techniques that are performed so that the uke has a ball by the foot are:

- O uchi gari,
- K ouchi gari,
- Sasei tsuri komi ashi,
- Giza house,
- Tai otoshi,
- Harai goshi,
- Yoko otoshi,
- Tani otoshi,
- O soto guruma.



FOURTH GRADE CHILDREN (10-11-YEAR-OLDS)

EXERCISES AND WARM-UP GAMES

All exercises and games described for younger students are also suitable for older students - beginners.

1. "CATCH A FRIEND"

Everybody holds a belt in hand. One is a hunter. He/she chases others by hitting with belt. The one who is caught is a new hunter.

The game can be played with "safe position". Children can be safe from the hunter if they lay on a back. They can lay only for 5 seconds; the hunter must hunt others.

2. "CLOWN"

Children stand on the band and do different exercises:

a) Standing on the band; jumping and turning for 180° or 360°; landing on the band.

b) Standing on the band; moving forward-backwards without lifting feet.

c) Standing on the band; moving side-

ways without lifting feet.

d) One foot on the band; moving a band in circles (O uchi, Ko uchi, O soto ...).

e) Kicking the band (Hiza guruma).

3. "PACKMAN"

The trainer determines the hunter. Children can only move along the floor lines. When someone catches the hunter that sits on the site where it was caught and in this way closes the road (becomes an obstacle) - other children cannot cross the obstacle but must turn in front of the obstacle and go the other way.

4. "BOMBS"

There are several balls (bombs) in the game. Everybody has 3 lives. They throw a ball and target others. If someone gets hit with a ball 3 times, he does some exercise (e.g. 10 squats, 10 push-ups, 10 squat jumps to regain new life).

EXERCISES AND GAMES FOR LEARNING JUDO

Contact games

Children and (also) adult beginners should get used to physical contact with other exercise participants.

1. "NUMBER AND SQUEEZE TOGETHER"

The children run across the marked area. When a coach calls one number, so many children squeeze together.

2. "BOAT IN A STORM"

a) The children sit in a circle. They hold hands and rock left and right.

b) The children sit in a circle. They put their hands on neighbour shoulder, and rock left and right.

c) The children sit in a circle. They hug, and rock left and right.

d) The children sit in a circle. They hold hands and roll backward (touch the ground with their feet, then roll forward to sitting position).

e) The children sit in a circle. They hold hands and try to stand up / sit down.

3. "CALL THE NAME AND CATCH A BALL"

Child A throws the ball in the air and says one name; the named child must catch the ball; if he/she catches it, he/she throws child A on favourite judo technique; if he/she does not catch it, child A throws the named child.

4. "BROTHER SAVE ME"

Brother save me is a hunting game. One child is a hunter; the others run. When someone is caught, others can save them if they carry out an activity agreed to be rescued. Someone is a hunter until he catches everyone playing the game. However, we can also change hunters faster, so the game is more dynamic.

a) Brother (schoolmate) saves him if he goes under his legs.

b) Brother saves him if he gives him "high five", and both do the judo fall back (Ushiro ukemi).

c) Brother saves him if he hugs and lifts him.

d) Brother saves him by making a throw of favourite judo technique.



Towing games

1. "IN PAIR"

a) Tori pulls Uke along its entire length. Uke resists.

b) Tori pushes Uke along its entire length. Uke resists.

2. "IN TEAMS"

Students are divided into 2 or more teams (approximately 4-5 students per team). They choose a team's name—the coach call which team will pull which team to the marked area. The students who are pulled to the marked become the member of the team, which pulled them.

Falling techniques

1. JUDO FALL BACKWARD - "USHIRO UKEMI"

The children sit in a circle (beginners); the teacher is in the middle of the circle. They bend their heads to their chests and rock on their backs. In doing so, they discuss whether the head has touched the ground or not. They then repeat the exercise by having the children hits the mats with outstretched arms as they lie on

their backs. We prevent our heads from hitting the ground with the hit of our hands. The exercise can be made more difficult by rolling back from a squat position or standing position (stand-squat-roll).

2. "USHIRO UKEMI IN PAIRS"

Children do the exercise in pairs. Uke is lying on his/her belly; Tori sits on Uke's buttocks. Uke rolls sideways so that Tori rolls on his back and make a Ushiro ukemi. He/she can finish Ushiro ukemi with a roll over head to the squat position.

3. "YOKO UKEMI IN PAIRS"

Children do the exercise kneeling in pairs and holding sleeves. Uke pulls Tori by sleeve and Tori rolls sideways – makes a Yoko ukemi.

4. JUDO FALL FORWARD - "MAE UKEMI"

The students are standing with legs apart and bent arms. They fall forward, catching on bent arms; the head is looking forward. The belly must not touch the ground.

Extra exercise: Students first jump and turn for 180° and then make Mae ukemi.

5. JUDO ROLL FORWARD – “MAE MAWARI UKEMI”

The child holds the ball with his hands, pushes the ball between his legs back with his hands and rolls over. He can do the exercise by holding the ball and rolling over it in a Mae mawari ukemi - the ball can move or standstill.

Extra exercises:

- a) Mae mawari ukemi without a ball.
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Fighting games

1. “STEAL THE BAND”

Children play in pairs. Each has a band tied to the ankle, knee, elbow or tucked behind the belt. The fight for the bands begins on Hajime - the child must steal the band from the opponent. He gets one point for each stolen band, then returns the band to an opponent who fixes it. We repeat the game several times; we can also

change pairs. They can start the game with different positions:

- a) they stand opposite each other,
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Children play in pairs.

c) Each has a band tucked in front of judogi (part of a band must be seen). They try to steal the band in different ways:

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Children play the game in pairs. The game should take place on mats. The children stand facing each other, with a band between them. They hold on to the sleeves or collar. The teacher calls Hajime; they compete to see who will pull whom across the band. Count the points obtained.

4. "SUMO FIGHT"

Children play the game in pairs. The game should take place on mats. They make a circle from belt on a mat – fighting area. When the teacher calls Hajime they compete to see who will push whom out of the fighting area.

5. "TACHI WAZA – STANDING FIGHTS"

a) Uke holds a ball; Tori tries to steal the ball from Uke.

b) Partners hold their sleeves (hon kumi kata – basic judo grip); they run the ball between them, kicking it carefully and moving around the mat. The ball must not escape them.

c) The same exercise, only this time they compete, will give each other a goal.

6. "NE WAZA – KNEELING FIGHTS"

a) The game is played in a kneeling position. Uke holds a ball; Tori tries to steal the ball from Uke.

b) Uke hides the ball under his belly; Tori tries to steal the ball from Uke.

c) Tori is lying on his back, holding a ball on his chest. Uke lies on Tori. Tori tries to turn on his belly or remove the ball from his chest.



JUDO TECHNIQUES

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a) Partners holds the basic judo grip. Uke has a band beside the outside part of the ankle. Tori steps with one foot on a band, turn and throw Uke over his leg.

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O soto gari, Ko soto gari

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Attention to: contact of the shoulders, the Uke's head rests on Tori's shoulder, the legs' work (the children must not kick all around).

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- Sasei tsuri komi ashi,
- Giza house,
- Tai otoshi,
- Harai goshi,
- Yoko otoshi,
- Tani otoshi,
- O soto guruma.







IMPLEMENTATION PROGRAM

- GYMNASTICS -

Gymnastics as a sports activity, according to the laws of kinesiology and generally recognized utilitarianism in the development of motor skills, according to some classifications, is classified in the group of primary sports and is programmatically contained and occupies an important place in the curriculum in physical education in the school education system. The scope of gymnastics in international and national programs far exceeds the school curriculum, but the part is applicable in schools.

We often hear the saying that gymnastics is a "difficult sport". But this is just a layman's assessment and evaluation of those who just watch gymnastics, and to whom the gymnastic elements and movements performed by gymnasts seem unreal. Looking at gymnastics as a sport with kinesiology point of view of its "weight" comes from the fact that gymnastics or all-round gymnastic competition, contains six different gymnastic disciplines in men's and four in the women with gymnastics which each have a low level of structural and bio-mechanical connection and because mastering program Gymnastics requires different abilities, knowledge and skills. Therefore, mastering some gymnastic elements requires a somewhat longer period of adoption, and some are improving and refining their entire sports career.

In large part because of these, and other reasons kinesiology, gymnasts / s with training start very early, at preschool age, while up to full competition ability, with daily 4 to 8 hours training required between 10 and 15 years.

This reality indicates special difficulties in the development of sports gymnastics programs for students in schools who in most cases do not have sufficient prior knowledge and motor skills. When we take into account the fact that the number of hours provided for gymnastics in one school year barely reaches the monthly hourly rate of the average gymnast, the question can really be asked how quantitatively and qualitatively the gymnastic elements covered by the school program can be processed.



GYMNASTICS FOR FIRST GRADE CHILDREN (7-8-YEAR-OLDS)

Gymnastic exercises for general warm-up:

1. Circulations (in all directions)
2. Kicks (forward, backward, side)
3. Side bend, bend forward, bend backwards
4. Turns

EXERCISES AND WARM-UP GAMES

1. "RABBIT JUMPS"

The student is in the position of a squat then he jumps forward and lean on both hands. Immediately after the end of this stage he jumps with his legs forward into the support. The exercise is suitable for strengthening the muscles of the arms and shoulder ring (Bolković and Kristan, 1998).

2. "PENGUINS AND SHARKS"

One of the students is a hunter (shark) who moves only seated on buttocks and hunts penguins with his legs (jaw). The rest of students are representing penguins which moves only on their knees. If a shark catches

a penguin, it turns into a shark and helps hunt the rest.

3. "BATMOBIL"

The student sits on the floor. The legs are slightly apart and bent at the knees. The student can only move around the buttocks by helping himself with his heels. His hands are in the air, holding the "steering wheel".

4. "LIMOUSINE"

The student sits on the floor. The legs are extended forward. The student can only move on the buttocks with outstretched legs. His hands are in the air, holding the "steering wheel".

5. "CATERPILLAR"

The student stands upright. He then leans forward and begins to walk with his hands straight into the board position (plank). Then the arms rest and the legs are joined with steps. This shows the movement of the caterpillar.

6. "SPIDERMAN"

The student is placed in support on all fours. Then he turn in the table position. The student continues the exercise along its entire length without touching the ground with its knees or buttocks.

7. "PIZZA MAKER"

The children sit with their feet stretched apart. In front of them, they place a imaginary pizza dough that they roll - the children lean forward, backward, left and right. They raise their hands high above their heads, take "salami / cheese from the fridge" and "stuff" the pizza.

The pizza is "baking in the oven" by placing legs together. To check if the pizza is already baked they move legs apart and together.

8. "ROLLER"

The children do the exercise in pairs. One lies on his back, the other is placed on a support on all fours over the first child - together they represent a roller. Then, at the trainer's signal, they move forward so that the lying child is rolling and the other child moves on all fours.

9. "MOVING TUNNEL"

Children do the exercise in pairs (possibly a larger number of children). They stand on their feet apart in the column one after the other. The last one in the column slides as fast as possible under the legs of the other children in the column. When he comes through the "tunnel", he stands up and the next one in the column continues the exercise.

10. "MAGIC WAND"

The trainer chooses a child (wizard) to hunt the other children. When he catches someone, he "enchants" him into some animal, object.... The captured child then moves as he was given the task. We can also assign a "rescuer" who rescues trapped children by touch.



EXERCISES AND GAMES FOR LEARNING GYMNASTICS

Rolls

1. "SWINGING HEDGEHOG"

The child (hedgehog) is rocking on his rounded back.

He sits and rolls back to the neck and then back to the sitting position. In the second part of the movement, he pulls his tibia closer to him with his hands and pushes his head forward strongly.

The child should repeat the exercise several times in a row. When training, we should pay attention to ensure that the child is as contracted as possible and that the second part of the movement (from shoulder to back) is sufficiently energetic (Bolković and Kristan, 1998).

2. "BOOMERANG"

The child sits on a slightly higher mat, their feet in front of the mat.

With their hands, they firmly pull their tibia towards them and bend their head towards the ground. He rolls back to the neck and returns forward to a sitting position. The child repeats the exercise a few times and then try it without the help of a mat.

This means that now the children are squatting, pulling their tibia hard towards themselves and pushing their head forward. They are then rolled down the back to the neck and forward again to the squat (Bolković and Kristan, 1998).

3. "THE ROCK IS ROLLING DOWN THE HILL"

To perform this exercise, we need an incline mat.

We can use a plain board or flexible springboard on which we place a mat. If we do not have a springboard, we can use the top of vault box, which we lean against a higher space with one end, or use two benches, which we stick or hang with one end on a wall bar.

The student squats at the top of the slope and makes a roll forward - rolling like a rock from a hill (Bolković and Kristan, 1998).



4. "FIND A MOLE IN THE HOLE"

The child stands with legs apart (makes a hole), pushes his head strongly towards his chest and tries to look as far as possible between his legs (find a mole in the hole). In doing so, it inadvertently leans forward and bends the arms. When he loses his balance, he rolls over his head forward to the squat position. Immediately after he loses his balance, he bends his legs and pulls his tibia with his hands (Bolković and Kristan, 1998).

5. "CHOCOLATE ROLL"

Once the students have mastered the exercises described so far, they should practice the roll on a flat surface (without inclination) - from the squat to the squat position. The children "spread the chocolate" on their bellies, then they roll forward over their head and down their backs into a squat position (wrap the roll) (Bolković in Kristan, 1998).

6. »PIZZA TRAY«

The students sit with bent legs and hold their palms upwards. He repeats this several times in a row. The teacher controls the posture of the elbow (elbows shoulder-width apart, thumbs

to the ears) (place the "pizza" on the child's palm).

7. "PUT THE STAMP ON THE GROUND"

The children sit with bent legs and imaginary paint their palms with a certain color. They bent their elbows and turn their palms up. Then they roll back on their backs and "puts" the stamp to the floor with their palms. The palms are placed on the floor next to the head at shoulder height, the thumbs are at the ears.

8. "THE ROCK IS ROLLING DOWN THE HILL"

To perform this exercise, we need an incline mat. We can use a plain board or flexible springboard on which we place a mat. If we do not have a springboard, we can use the top of vault box, which we lean against a higher space with one end, or use two benches, which we stick or hang with one end on a wall bar. The student sit on the top of the slope and makes a roll backward - they roll like a rock from a hill (Bolković and Kristan, 1998).



9. "CHOCOLATE ROLL - BACKWARD"

Once the students have mastered the exercises described so far, they should practice the roll on a flat surface (without inclination) - from the squat to the squat position. The children "spread the chocolate" on their bellies, then they roll backwards over their back, palms on the ground over their head into a squat position (wrap the roll) (Bolković in Kristan, 1998).

10. "ROLL AND MAKE A HOLE"

The children roll forward over their head and back. They end the roll in standing position with legs apart (Bolković and Kristan, 1998).

11. "THE SUPERMAN"

The child is lying on his stomach and stretches his legs and arms slightly off the floor - the position of "Superman". Hold for 5-10 seconds, then relax.

12. "THE FISH ON DRY LAND"

The child is lying on his stomach and stretches his legs and arms slightly off the floor. They roll forward and backwards (repeats several times).

We can add this exercise in a game: Trainer chooses a child (fisherman) who chases other students. Caught child moves on marked area and make 3-5 repeats of "Fish on dry land" exercise. Then he is rescued and can go back to the game.

13. "THE SEAL"

The student is lying on his stomach and he pushes his torso up with the support of stretched arms. In that position he moves forward, legs are resting.

14. "THE SEAL PLAYS WITH A BALL"

The student is lying on his stomach and he pushes his torso up with the support of stretched arms (the seal holds the ball on the nose). Then, by loosening his arms, he goes into rolling with a strongly bent body (Bolković and Kristan, 1998).

15. »THE BOAT«

The student is lying on his belly, bending his legs back – grasp with hands (making a boat). In this position, he rolls back and forth.

1. »THE CANDLESTICK«

The child lies on his back and stretches his legs vertically above him. They can help themselves by supporting with their hands on the side of the back or if they perform an exercise against a wall or along a wall bar. When they are able to hold their outstretched legs vertically above them, they extinguish the candle by blowing it - they slowly lower their legs to the ground.

2. »UPSIDE DOWN WORLD«

When performing this element, it is extremely important to place the hands and head correctly on the floor, which should be in the form of an equilateral triangle (can be marked with chalk / floor markings where to place the hands and head).

The width of the arms when leaning on the floor should be equal to the width of the shoulders or slightly larger. We rest our head on the ground more on its front (towards the forehead). As in the elbow joint, it should be about 90° (Bolković and Kristan, 1998).

The children start in a squat position, put the hands and head in shape of triangle. Without pushing with the legs, the hips are raised high by placing the knees first on the elbows and holding

the position for some time. They then try to stretch one leg high and then attach the other. The exercise can also be performed along a wall or slat.

3. "THE SQUIRREL GOES IN THE UPSIDE DOWN WORLD"

The children stand on all fours and then move backwards towards the wall / wall bars. They travel with their feet as high as possible along the wall / wall bars, their arms are strong in support on the floor. They hold for 5-10 seconds, then climb with their arms forward and their legs down from the wall.

4. "DONKEY KICK"

The child is placed in support on his hands:

- from squat position, swings strongly with one leg and at the same time pushes off with the standing leg;
- from standing position, take a step forward on the left (right) leg, bend forward, place the hands on the floor and swing the right (left) and push the left (right) leg up. (Bolković and Kristan, 1998).

Scales

1. "THE SWALLOW"

From a standing position, the students first lifts one leg back as high as possible. Then they bend the torso and at the same time pull the heel of the lifted leg up. In the last part of the movement, they raise the elbows through the pre-extension to the extension up. Hold the "swallow" position for at least 5 seconds.

2. "THE SWALLOW LEANING WALL BAR"

The students make a "swallow" position leaning toward wall bar (they are holding the bars). They lift the leg as high as possible and bent torso. The students do several repeats with both legs.

3. »THE SCORPIO«

In the squat position with support on hands the students swing one leg back and as high as possible (the scorpion's poisonous sting). With leg up they move around the marked area. They repeat the exercise with other leg.

4. "FIRST I AM STORK, THEN I AM SWALLOW"

The student stands on one leg by bending it high in front of him (the stork). He then tries to place himself in the "swallow" position without the foot touching the ground in between. Repeat the exercise with the other leg.

5. "SWINGING"

Children stand sideways on the wall bars and hold on with one hand. They then swing with their torso forward and one leg backward. Repeat the exercise a few times, then turn around and repeat with the other leg.



Bridges

1. "SMALL BRIDGE"

Children lie on their backs and bend their legs next to their buttocks. They lift their buttocks off the floor and hold the position for a while.

2. "BIG BRIDGE OVER YOUR FRIEND"

The student lay over the back of a classmate who is in a "turtle" position (knees under the belly, head hidden in between knees). The "turtle" can raise slightly, while stretching the torso of a classmate performing the bridge. They then switch roles.

3. "BIG BRIDGE"

Children lie on their backs and bend their legs next to their buttocks. Then they place their palms next to the head on the floor (hand position as in a roll back). They lift their buttocks off the floor and then raise their backs. The teacher helps if needed.

Handsprings

1. "OVER THE BENCH"

The student stands sideways by the

bench. He leans on the bench with his hands and jumps from left to right (oversteps). The exercise is then stepped up:

- the student no longer leans on the bench; he stands at the end of the bench, with hands on the floor and jumps over the bench;
- the other end of the bench is lifted; the slope is gradually increasing (Bolković and Kristan, 1998).

2. »CLOWN«

The child stands with legs apart - he outstretches the arms and starts rocking from one leg to the other. Then try to execute the cartwheel to any side.

3. "LINE CARTWHEEL"

We first place the students on a circular line, which we find drawn in the halls for the needs of basketball. We then move to a more open circular line (e.g. a 6-meter line in handball) and finally to a straight line.



The student must step on the line with both feet, then place both hands on the line when performing the cart-wheel to the side and land on the line. With a circular line, the object will be more inclined to the side and the body will be more and more flattened by performing the object to the side on more straight lines (Bolković and Kristan, 1998).

4. "HANDSPRING FORWARD – FROM HANDSTAND TO THE BRIDGE"

It is safest to do the exercise in the form of an exercise at the stations (one of the exercises, where the teacher protects and helps the students). The student pushes himself into a standing position on his hands (handstand) from a standing foot with one foot. He first pushes himself into a standing position with the usual swing of a swinging leg, and then, with the help of a teacher, continues to the position of the bridge. The exercise can also be performed with the help of a mat / vault box (1- standing in front of the mat; 2- handstand to roll; 3- lying over the mat).

5. "ROLL OVER A FRIEND - BACKWARD"

The student makes a roll backward over the back of a classmate (he is in

the position of a turtle).

Jumps on trampoline / spring-board

1. "STRAIGHT JUMP, HANDS FORWARD"

The student does the straight jump – a two-foot take off with the body vertical, fully extended - on trampoline or springboard. He lands with feet together.

2. "PIKE JUMP"

The student does a vertical jump with the body folding into a Pike, both legs lifted off the floor to a horizontal. The legs are parallel to or higher than the floor, arms and hands extended towards the toes. He lands with feet together.

3. "TUCK JUMP"

The student does a vertical jump where the legs are lifted, with knees bent close to the chest. He lands with feet together.

4. "STRADDLE JUMP"

The student does a vertical jump where the legs are lifted into an airborne straddle (90° wide open) with arms. The legs must be parallel to or higher than floor. He lands with feet together.

GYMNASTICS FOR SECOND GRADE CHILDREN (8-9-YEAR-OLDS)

All exercises and games described for younger students are also suitable for older students - beginners.

EXERCISES AND WARM-UP GAMES

1. "TRIPOD"

- required: multiple belts of nylon sock or stretchy ropes

Children perform the exercise in pairs. The first child in the pair puts the right foot in the upper part of the nylon socks (belt), and the second child puts the left foot in it. Together, they are a kind of tripod that walks around the room in different ways (forward, backward, sideways, jumping, etc.). If we do not have nylon socks, we can tie their legs together with some rope (Videmšek et al., 2002). The exercise can be made more difficult by involving even more children.

2. "SKIP THE TURTLE"

The children do the exercise in pairs. One is placed in the position of a turtle (knees below the belly, head tucked between the knees). The other jumps over him by placing his palms on his back and skipping the "turtle" with his

legs. They can do the exercise alternately lengthwise.

3. "WALKING THROUGH THE SWAMP"

- required: paper plates or hoops (2 per students)
Each child has two paper plates or hoops. He can only walk through the swamp if he steps on a plate or in a hoop (so that he does not step into the swamp). When he lifts one leg, he moves the plate or hoop forward, steps on it, lifts the other leg, and so on. (Videmšek et al., 2002).

4. "CATERPILLAR"

The children are placed in columns and hold hands or arms. Each column (caterpillar) has its own head, which guides it around the space past obstacles in different ways: in a squat, on one leg, backwards, under the benches, on the bench, between the stands, etc.



At the teacher's signal, the head goes to the tail and so on until all the children line up (Videmšek et al., 2002).

5. "BALL IN A TUNNEL"

The group stands in their column with their legs apart. The first in the column holds the ball (or some other object) and begins to roll it underfoot through the tunnel towards the last in the column. Each player must touch the ball. The last one catches the ball and runs to the beginning of his column. We repeat the game so long that all the players line up at the head of the column. Children should pass the ball over their head, to the side... (Videmšek et al., 2002).

6. "ALONE – WITH YOU"

For the next exercises we need a slightly larger object (ball, cube, foam...) – 1 per student.

The child performs tasks by himself ("alone"):

- Throw and catch an object (when the child throws the object high, he can do some additional exercise, e.g. clapping, squatting, turning...);

- The child sits, throws the object with his feet and tries to catch it with his

hands / feet;

- The object is between the legs, performs various movements (walking / running, jumping, rotating...);

- The child lies down, holds the object with his feet and carries it back over his head to his hands and vice versa (books);

- Standing on one leg, bent forward (swallow) with an object in his hand;

- Standing on one leg on an object, turning on an object, swallow on an object;

- Walking with an object on the head; walking on toes, on heels, backwards; The children perform tasks in pairs ("with you"):

- Passes the object from a lying position (torso lift);

- Passes the object sitting sideways (turning the torso); overhead (torso extension);

- Passes the object with the legs with a turn (with the object between the legs rotate on the buttocks, then hand the object to the partner and vice versa);

- Passes the object with the feet with the "roll back" (the child holds the object with the feet, then lies on his back and raises his legs back over his head, where he hands the object to his partner);

7. "SHADOW"

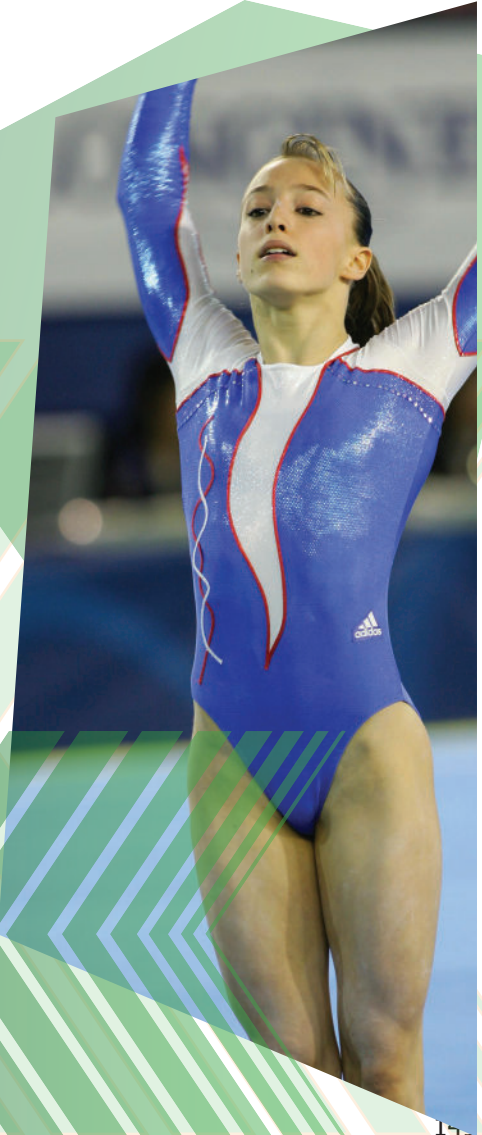
The children are arranged in pairs, standing one behind the other. The task of the first is to invent different forms of movement, and his partner tries to imitate him. They then switch roles (Videmšek et al., 2002).

Gymnastic exercises for general warm-up:

1. Circulations (in all directions)
2. Kicks (forward, backward, side)
3. Side bend, bend forward, bend backward
4. Turns

Gymnastic exercises for special warm-up:

They are intended for the local preparation of those muscles and joints that will be the most stressed in the main part (Pistotnik, 1999).





EXERCISES AND GAMES FOR LEARNING GYMNASTICS

Rolls

We can perform all the exercises and plays described for younger children.

1. "ROLL, ROLL, ROLL"

Children make several connected rolls forward.

When exercising, pay attention to fast and smooth rotation, to the rhythmic connection of one roll after another, and to a sufficiently distant grip with the hands on the ground. The more skilful should rest their hands on the ground well in front of the place of departure (Bolković and Kristan, 1998).

2. "ROLL FORWARD ON A VAULT BOX"

The students place themselves at the beginning of the vault box and make a roll forward. We demand that the roll be completely finished on the box, which forces the student to a bent posture (Bolković and Kristan, 1998).

3. "ROLL FROM THE KNEES/ SQUAT ON A VAULT BOX"

The student kneels or squats at the end of the vault box. He then leans

deeply, directs his arms vertically down toward the ground, and makes a roll on the mat. Both exercises can be used for learning hecht roll (long roll) (Bolković and Kristan, 1998).

4. "ROLL ON A VAULT BOX, ROLL DOWN THE VAULT BOX"

The children try to connect the roll on the vault box with the roll from the box.

5. "ROLL ON A VAULT BOX TO SEATED STRADDLE POSITION"

The student is at the beginning of the chest, making a roll from the squat position forward into the sitting straddle position (legs apart).

When training the roll using a vault box, we first use only the lid, and then gradually raise the box (Bolković and Kristan, 1998).



6. "ROLL BACKWARD WITH A BALL"

The student places the ball between his legs and makes a roll back.

7. "ROLL BACK TO THE STANDING STRADDLE POSITION"

The student makes a roll back and lands on straight legs spread apart. When exercising, pay attention to pushing with the hands and at the same time tilting the head. Much more demanding is the roll back to the support standing with feet together (Bolković and Kristan, 1998).

8. "BELLY ROLL FORWARD"

The student is kneeling and makes a roll forward on a belly to standing on his chest. Tries to hold for a few seconds (Bolković and Kristan, 1998).

9. "THE CANDLESTICK"

a) The student starts from the squat position and makes a roll back to the neck and stays on the shoulder blades (the candlestick) – holds in that position for few seconds;

b) The starts from the sitting position and makes a roll back to the neck and

stays on the shoulder blades (the candlestick) – holds in that position for few seconds (Bolković and Kristan, 1998);

10. "SIDEWAY ROLL"

The child makes a roll to the side from a lying position on the belly (Bolković and Kristan, 1998).

Stands

We can perform all the exercises and plays described for younger children.

1. "HANDSTAND"

The student places his hands on the floor shoulder-width apart, fingers spread apart and directed forward. In the first phase of the movement, they push their shoulders slightly forward and their arms should be outstretched. When they straighten up in a standing position, they push their shoulders back over the base so that the weight of the body presses vertically on the elbow.

Full extension in the shoulder joint is very important. In the handstand, the legs and torso are in a straight line, only the head is slightly inclined (Bolković and Kristan, 1998).

3

They try the exercise with the help of a teacher or by supporting a mat against the wall.

2. ELBOW STAND

The student places his elbows on the floor shoulder-width apart, hands on the floor. They slowly lift one leg and the other is following so that the stu-

dent is in a straight position. They try the exercise with the help of a teacher or by supporting a mat against the wall.



GYMNASTICS FOR THIRD GRADE CHILDREN (9-10-YEAR-OLDS)

All exercises and games described for younger students are also suitable for older students - beginners.

EXERCISES AND WARM-UP GAMES

1. "RABBIT JUMPS" (forward and backward)

The student pushes himself forward from the squat position, lands on both hands and immediately after that he pulls his legs forward into the squat position. The exercise is suitable for strengthening the muscles of the arms and shoulder ring (Bolković and Kristan, 1998). The exercise can also be repeated backwards.

Additional tasks:

- Who will get to a certain place faster with rabbit jumps?
- Who will jump longer distance with only four rabbit?

2. "KNEE WALK"

The student is kneeling, bending his legs and holding feet. In this position, he tries to "walk" as much distance as possible. The exercise is of course performed on mats. Complete extension

in the hip joint is extremely important for successful implementation. The task can be considered as a balance exercise (Bolković and Kristan, 1998).

3. "LOCOMOTIVE"

The student sits on the floor and raises his legs. The legs are slightly apart and bent at the knees. With an intense swing of the tibia forward, the student jumps forward on the buttocks. The skilled will soon rhythmically connect several jumps in a row. The exercise is considered as a coordination exercise.

Additional tasks:

- Who will rhythmically connect several jumps?
- Who will jump on the buttocks more than once?
- Who will cover a certain distance faster?
- Who will cover a longer distance without losing balance (Bolković and Kristan, 1998)?



4. "LIMOUSINE"

The student sits on the floor. The legs are extended forward. The student can only move on the buttocks with outstretched legs. His hands are in the air, holding the "steering wheel".

5. "CATERPILLAR" (forward and backward)

The student stands upright. He then leans forward and begins to walk with his hands straight into the board position (plank). Then the arms rest and the legs are joined with steps. This shows the movement of the caterpillar.

6. "KNEEL – SQUAT – SIT"

The student starts in the kneel position - with a swing he jumps forward into the squat position. The more skilful should try to jump from the kneel position to the sitting position. The second task should be performed by students on two pillows placed on top of each other (Bolković and Kristan, 1998).

7. "LITTLE GYMNASTS"

Students line up and perform the following tasks at the teacher's signal:

- a) walking on toes
- b) walking on heels
- c) walking with weight transfer from heel to toe
- d) running
- e) low skip
- f) high skip
- g) jumps
- h) one-legged jumps
- i) bear walk (support on all four) forward and backward
- j) table (support on all four, belly toward ceiling) forward and backward
- k) pancakes (side rolling from belly to back)

8. "ARM HOOPING"

- required: hoops, ball

Hoops are placed around the hall. Students assign a hunter. The hunter hunts the students by touching them with the ball. The caught student can save himself by doing 2 arm hoop- ing, first with the left and then with the right hand. After that, the stu- dent returns to the game. The hunter changes every 2 minutes. It is played 3 times.

9. "CHAIRS"

- required: hoops, whistle, cones

The cones are placed in the shape of a cube / rectangle, and hoops representing chairs are placed inside it. Students run around the cones and at the teacher's signal with a whistle must take their place on the chair (sit in the hoop). The number of hoops each circle decreases by 1-2. Students who do not find their place in the hoop drop out of the game.

10. "PANCAKE ROLL"

- required: 2 thin mats, cones

Students are divided into 2 groups that compete with each other. The students line up behind the starting line in a column and start the relay at the teacher's signal.

The task is to run to the mat, lie down and roll from the belly to the back and vice versa, the length of the entire mat (pancake roll). Then run around the cap and return to the group. After giving teammate a "high five", he can continue with the relay. The winning group is a group of students which complete the task correctly and faster.

Gymnastic exercises for general warm-up:

1. Circulations (in all directions)
2. Kicks (forward, backward, side)
3. Side bend, bend forward, bend backward
4. Turns





EXERCISES AND GAMES FOR LEARNING GYMNASTICS

Rolls

We can perform all the exercises and plays described for younger children.

1. ROLL FORWARD – “SMALL BALL FORWARD”

The students are on the incline mat in the starting position for the roll forward and perform it with assistance.

2. ROLL BACKWARD – “SMALL BALL BACKWARD”

The students are on the incline mat in the starting position for the roll backward and perform it with assistance.

Stands

We can perform all the exercises and plays described for younger children.

1. “CANDLES”

The students are on a thin mat, lie on their backs, and raise their legs as high in the air as possible. They help each other with their hands to support their hips. The legs are outstretched and the toes are directed upward. Students hold the position for a few seconds.

Bridges

We can perform all the exercises and plays described for younger children.

1. “BACK TO BACK”

The students are placed in pairs at approximately the same height. Pairs are placed in the hall so that each pair has about 2.5-3m of space. The students turn their backs to each other, hold each other's hands, and alternately lift themselves in such a way that one student does a forward bend and thus lifts the partner on his back.

They perform the exercise alternately.

2. “BIG BRIDGE”

The students come next to the mat and perform the bridge in a way that they lie on their backs, put their arms and legs in the position for the bridge and try to bend as much as possible in their backs.

They hold that position for a few seconds.

Handsprings

We can perform all the exercises and plays described for younger children.

1. "STAR"

- required: thin mats, soft little objects (foam cube, shirt...)

Students reach for the mat and turn on their better side (so that the left / right leg and arm are closer to the mat).

Students take the star to the better side by stepping with the closer foot forward, putting the hand as far away from that foot as possible. Then they place the other hand over the soft object located in the middle of the mat, cross the vertical and land on the mat with the other foot. The teacher assists.

2. "THREE WAY STAR"

- required: thin mats, soft little objects

Students reach for the mat and turn on their better side (so that the left / right leg and arm are closer to the mat). Students take the star to the better side by stepping with the closer foot forward, putting the hand as far away from that foot as possible. Then

they place the other hand over the soft object located in the middle of the mat, cross the vertical and land on the mat with the other foot. The students repeat the same thing on the worse side, and then turn frontally towards the mat. The teacher assists.

Jumps on trampoline / springboard

We can perform all the exercises and plays described for younger children.

1. "LITTLE NEEDLE, LITTLE STAR, LITTLE BALL"

- required: 2 springboards / small trampoline, 2 thick mats

A springboard is placed in front of a thick mat. The teacher divides students into two groups.

They perform a 3-step run, a two-legged jump on a trampoline / springboard and then:

- a) straight jump
- b) tuck jump
- c) straddle jump



EXERCISES ON GYMNASTICS EQUIPMENT

1. RINGS – “SWINGING”

- required: rings, 2 thin mats

The students grab the rings, take a step forward, and swing. Each time they cross the vertical in a swing forward, the students take a step.

BEWARE: that the students do not sway too much, that they are not on the rings for too long because because of that they could drop their hands and fall.

2. RINGS – “SWINGING WITH STEPS”

- required: rings, 2 thin mats

The students grab the rings (reach height - so they can take steps on the mat), take a step forward and swing.

Students swing back and forth, making sure the body is in the correct position (forward: legs are outstretched and together, hips are thrown forward at the max point of the front swing; backward: legs are outstretched and together, hips forward) and with steps back and forth when located on the vertical.

1. FLOOR – “STOP, TURN, JUMP”

- required: mats, wall bars, springboard

The trainer prepares 3 stations and divides students into 3 groups. They stay at each station for 3 minutes.

a) Station 1: Mats are placed in front of the wall bars; students at that station perform a stand by the bars.

They place their hands on the mat, and climb with their feet as high as possible on the wall bar, at the same time approaching the bars with their hands. They keep the standing position for 3-4 seconds and return to the mat in the opposite direction.

b) Station 2: A springboard is placed in front of it a thick mat.

The students have the task of reaching the springboard with a run, take-off with their feet and landing softly on a thick mat. In the next attempt, they perform a tuck jump. They do the straddle jump as well.



c) Station 3: Two thin mats are placed in a row.

Students perform 2 rolls forward in a row. If students have not adopted this element, 1 roll forward is made from the slope with assistance.

2. FLOOR - "LITTLE GYMNASTS"

- required: thin mats, springboard, low beam, thick mat

Tasks are set around the hall:

- a) roll forward down the slope
- b) roll back down the slope
- c) straight jump
- d) tuck jump
- e) walking on the beam
- f) candlestick on a thin mat
- g) handstand by the wall bar



GYMNASTICS OR FOURTH GRADE CHILDREN (10-11-YEAR-OLDS)

All exercises and games described for younger students are also suitable for older students - beginners.

Gymnastic exercises for general warm-up:

1. Circulations (in all directions)
2. Kicks (forward, backward, side)
3. Side bend, bend forward, bend backward
4. Turns

EXERCISES AND WARM-UP GAMES

1. "LIFT YOUR LEGS AND SAVE YOURSELF" 2. "FLOOD"

Within a certain space, students play catch.

One hunter is determined to hunt the other students. The rule is that a hunter cannot catch that student who sat on the floor and raised his outstretched legs in the air. The student in this position can stay max. 3 seconds, and the hunter must not stand and wait next to him, but hunt another student during that time. If the hunter catches him, they switch roles.

- required: mats, beam, vault box, wall bar, uneven / horizontal bars

Students run around the hall. At the teacher's signal, the students climb on a certain device as fast as possible so that their feet do not touch the ground. In this way he is saved from the flood.

EXERCISES AND GAMES FOR LEARNING GYMNASTICS

Rolls

We can perform all the exercises and plays described for younger children.

1. ROLL FORWARD – “SMALL BALL FORWARD”

The students are on the incline mat in the starting position for the roll forward and perform it with assistance.

2. ROLL BACKWARD – “SMALL BALL BACKWARD”

The students are on the incline mat in the starting position for the roll backward and perform it with assistance.

3. ROLLS – “FORWARD, BACKWARD, FORWARD”

Three thin mats are placed one behind the other. The students line up and perform the task one after the other. The task is to make 3 connected rolls in the following order: roll forward - turn - roll back - turn - roll forward. If necessary, the teacher can assist.

4. “BALLS”

- required: 2 thin mats, cones

Students are divided into 2 groups that compete with each other. The

students line up behind the starting line in a column and start the relay at the teacher's signal.

The task is to run to the mat, make a roll forward and then run around the cone and back to the teammate. The student gives his teammate a “high five”, and then he is allowed to continue with relay. The winning group is a group which complete the task correctly and faster.

BEWARE! this exercise is performed only if the students know very well how to perform the roll forward, due to the possibility of injury.

Stands

1. “CANDLEHOLDER”

The students lie on their backs, and raise their legs as high in the air as possible. The arms are on the mats a little wider than shoulder-width at the hips. The legs are outstretched and the toes are directed forward. Students hold the position for a few seconds.



Bridges

1. "TUNNEL"

- required: thin mats

Students line up in front of the mat. Everyone lies on their backs and puts their arms and legs in the starting position for the bridge. At the sign of the teacher, they all rise to the bridge and thus form a tunnel. The task is for the student to lower the bridge at the end of the tunnel and get to the beginning of the tunnel as soon as possible, where he is placed in the bridge again.

Students should be divided into groups of 5-6 students so that students can keep the bridge throughout the game and perform the game to the end.

Handsprings

Jumps on trampoline / springboard

1. "LITTLE NEEDLE, LITTLE STAR, LITTLE BALL"

- required: 2 springboards / small trampoline, 2 thick mats

A springboard is placed in front of a thick mat. The teacher divides students into two groups.

They perform a 3-step run, a two-legged jump on a trampoline / springboard and then:

- d) straight jump
- e) tuck jump
- f) straddle jump
- g) pike jump
- h) jump with turn for 180° or 360°

EXERCISES ON GYMNASTICS EQUIPMENT

1. FLOOR – “BIG GYMNASTS”

- required: thin mats, springboards, middle balance beam, thick mats

Tasks are set around the hall:

- a) 1x roll forward, 1x roll back, 1x roll forward
- b) tuck jump
- c) straddle jump
- d) handstand by the wall bar
- e) walking on the balance beam with squatting (dipping the legs) + 2 turns for 180°
- f) star (cartwheel)

Students are placed in a column and perform the following tasks:

- a) walking
- b) walking on toes
- c) walking with hands forward
- d) walking backwards
- e) walking with one-legged squat
- f) 180° turn
- g) squat
- h) jump from the beam (hands are apart)

2. BALANCE BEAM – “STAIRS”

- required: bench, low balance beam, medium balance beam, high balance beam, mats, box

In the gym there are benches, low, medium and high beams (stairs). After each of them is a mat. in front of the high beam there is a box for easier climbing.



FOR
KID
S

IMPLEMENTATION PROGRAM

- FOOTBALL -

Using socializing and play, the goal is to teach children basic motor skills from football. The most important thing is to achieve basic habituation to the ball and achieve a leg feeling. Through elementary and relay games with and without a ball, various polygons and a football game, it is unavoidable to learn and acquire social skills in children of the stated years.

FOR FIRST GRADE CHILDREN (7-8-YEAR-OLDS)

For first grade children, the goal is to develop basic motor skills and adaptation and adopt basic techniques. Also, running is a basic football movement and requires attention and training from an early age.

Apart from running, coordination is one of the fundamental aspects for the development of all other abilities. It is present from the simplest to the most complex forms, and its importance grows with the complexity of motor activities. The curriculum for this age of children must contain as wide a range of different exercises aimed at developing all anthropological status segments.

RUNNING

The goal is to develop the proper technique of running and placing the feet in contact with the ground, speed of movement, frequency of movement.

a) A variety of skips for children to adopt proper running techniques,

b) Running backwards with different

tasks (e.g. skips, side movements, two steps),

c) Running with various tasks (from walking in a squat, walking and running on all fours, running backwards, various jumps).



Game: **"Catch the Cone"** - The children run around in a specific area while the coach places the cones in different directions.

At his signal, each child must catch one cone as soon as possible. Through this game, children have to think about where they are running (so as not to collide) and perceive space (free cones).

JUGGLING

Ball juggling is part of the basic technique. The emphasis is on the correct execution and correction of errors. Every child owns a ball.

a) Throwing from the hand and hitting the ball with one left, one right foot back in the hands,

b) Throwing from the hand, the ball hits the ground, kicking with the better foot to the height of the head,

c) Throwing from the hand, the ball hits the ground, kicking with the better foot above the height of the head,

d) Throwing from the hand, the ball hits the ground, kicking with the better and then the weaker foot,

e) Throwing from hand to knee, kicking the ball back into the hands,

f) Throwing from hand to knee, transfer the ball to the other knee with one blow and return the ball to the hands with that blow,

g) Exercises performed in place and then in motion,

h) A competition can also be organized.

INDIVIDUAL SKILLS WITH THE BALL

This part involves working on controlling the ball, dribbling and turning. Every child owns a ball. The children are in free formation - all simultaneously performing the task under the direct guidance of a coach.

a) Running the ball in a straight line with the right foot,

b) Running the ball with a straight left foot,

c) Running the ball in a straight line with the right foot, with a turn,

d) Running the ball in a straight line with the left foot, with a turn,



- e) Leading the ball with the inner right foot,
- f) Leading the ball with the inner left foot,
- g) Leading the ball with the outer right foot,
- h) Leading the ball with the left foot,
- i) Rolling with the right foot,
- j) Rolling with the left foot,
- k) Feeling with the ball (in place, forward, backward),
- l) Feeling with the ball (jumping on the ball).

PASSING THE BALL

- a) Pair work - One player passes the ball to the other; he receives it and plays it back (different forms of receiving the ball), passing with one-touch - reducing the distance between two players.;
- b) Pass play - Pass with the inside of the player's foot and move to the back of your column.;
- c) Changing sides - The player who hands the ball to a teammate must run towards it and receive the return ball, after which he makes a turn and goes to the other side to repeat the cooperation with the other player. This is the primary, initial stage in the first phase for the children to develop a

"sense of play" better.

COORDINATION POLYGON / OBSTACLE

The polygon consists of various tasks that include various equipment such as: cones, ladders, mats, small crotches, sticks, hoops, etc. Bring the polygon as close to the children as possible: call it "living sand", "sea", etc.

LET'S PLAY FOOTBALL!

- a) Point out the basic rules to children, including some bad and good moves in the game. The attention of children in the game is achieved by the coaches with a whistle, which stops the game and warns of good and bad moves, thus children learn the rules of the game of football and respect for the referee, teammates and opposing players.
- b) Tom & Jerry - Players form a circle in a lying position (in pairs). Two players are chosen, one is Tom (chasing) and the other is Jerry (running away). Depending on which side Jerry lies on, then the other player on the opposite side rises and runs



For SECOND GRADE CHILDREN (8-9-YEAR-OLDS)

RUNNING

a) Game „Bring the Cone” (two groups)

– Two groups of children running around the marked space while the coach places cones in different directions and in different places. They run in the center of the marked space.

At the coach's signal, they must pick up all the cones of their color as soon as possible and return them to the center of marked space. In these situations, the influence of team action and cognitive thinking on the winner of the game increases.;

b) SAQ (SPEED, AGILITY, QUICKNESS)

- Goal is to develop children's rapid explosive abilities, agility and coordination. After the adoption of the basic movement structures of running and skips, start inserting SAQ training (speed, agility, quickness) into the training program.

Using simple props (coordination ladders, cones, crotches) and through various requirements (skips, step-by-step, in-out, forward-backward,

jumps, pull-ups, sprints) it is necessary to provide to children with such loads that test their neuromuscular system.;

c) Polygon “Running with specific tasks”

- When performing such a polygon, the child performs different types of movement and running in all directions.

In the first part of the polygon, the child has the task of jumping inside the circles with one-legged jumps (development of proprioception and timely neuromuscular activation), after which he/she makes a turn and sprints towards the obstacle/player. He/she runs backward, avoiding contact with obstacles/players, and in the last phase of the polygon, he/she runs around the cones, changing the direction and speed of movement.



INDIVIDUAL SKILLS WITH THE BALL

Every child owns a ball. Goal of these exercises is to develop a sense of space, agility, coordination and adoption of various ball guides.

a) Leading the ball in all directions;

b) „Slalom with ball and without ball“ (two groups)

- One group does running between cones (slalom) back and forth while the other group does running the ball between cones. Various tasks. This type of exercise works on the development of basic, but also specific abilities in ball manipulation.;

PASSING THE BALL

a) Pair work:

- One player passes the ball to another, he receives it and plays it back (different forms of receiving the ball),
- One-touch pass - reducing the distance between two players,
- One player throws the ball with his hand to the other, the other returns both legs inwards (by air),

- One player throws the ball to the other with his hand, the other returns both legs full (in the air),

b) Passing the ball and running

- The player passing the ball to a teammate and must run to his position. The player who receives the ball has the task of receiving the ball with a specific technique and taking it as soon as possible and passing it to the next teammate. He must also run to the position held by that teammate. Through such and similar situations, children develop a sense of the requirements of the game itself. Receive, deliver, move are some of the basic settings of the game that should be worked on from an early age.

c) Double pass and finish

- The player has the task of passing the ball to a teammate who makes sure he is not offside. A teammate returns the ball from another, diagonally, to a fictitious defensive player behind his back. The first player reaches the ball and tries to score a goal. It is important to emphasize that this is the initial phase (adaptation) of learning the elements and it can be allowed to play a double dog from another.



COORDINATION POLYGON / OBSTACLE

a) Polygon without the ball

- When performing such a polygon, the player performs different types of movement and running in all directions. In the first part of the polygon, the player has the task of jumping over the crotch and hoops, after which he/she goes to sprint towards the coordination ladder.

Before the polygon (relay), the trainer determines exactly which exercise is performed on the ladder. After that, the task of the player is to go around the cone as quickly as possible and back to his teammates.

b) Polygon with the ball

- The player has the task of leading the ball to the circle as fast as possible and leaving it there until he makes a turn around the cone and comes back for it. He then takes the ball again and leads it back to the teammate as quickly as possible. The ball must not go out of the circle when leaving and running around the cone as it brings disqualification. These and similar relays are very suitable for children because they develop togetherness and

competence.

LET'S PLAY FOOTBALL!

a) Point out the basic rules to children, including some bad and good moves in the game.

The attention of children in the game is achieved by the coaches with a whistle, which stops the game and warns of good and bad moves, thus children learn the rules of the game of football and respect for the referee, teammates and opposing players.;

b) Who is faster?

- The player has the task to get to the ball as quickly as possible after the coach throws it in the air or on the ground. At the same time, another player starts who also wants to get to the ball as soon as possible. The player who gets to the ball first must process the ball as soon as possible (as much as possible) and try to score a goal. The player who comes later should try to catch up first and react defensively by preventing the goal from being scored. Although this exercise is somewhat complex for this age, it has a beneficial effect on the level of motivation, competitiveness and speed of reaction.



For THIRD GRADE CHILDREN (9-10-YEAR-OLDS)

Children in this age are in a fairly stable phase of growth and development. In training, the multifaceted approach to coaching should be gradually reduced and the share of specific football training should be increased. Work is being done on improving and stabilizing the adopted elements.

RUNNING

a) Take the marker

- Inside the marked space, players move freely and try to take each other's marker shirt attached to the back of the shorts. The marker shirt must be attached in such a way that the other player can easily pull it out when he pulls it off. The players count how many marker T-shirts they pulled out, and the coach announces the winner at the end of the game.

b) Kick his ball

- The exercise takes place in a marked space of smaller dimensions where each player leads his ball and tries to kick the other out of the marked space. The goal of the ball is to try to save the ball by leading.

INDIVIDUAL SKILLS WITH THE BALL

a) Feints and dribbles:

- Step,
- Pull,
- Fake shot

b) Zigzag

- Make lines on the surface with tape to be used for dribbling.

PASSING THE BALL

a) 4 sides of the world

- The player has the task to run from one child to another (4 sides of the world) and thus play the return ball and constantly change the direction and speed of movement.

Goal of this exercise is to develop specific "football" coordination (reorganization of movement stereotypes, coordination of legs and whole body).



b) Double pass in groups

- A player plays the ball to a teammate on the other side who plays the return ball.

At that moment, they take a double pass and the player who started the action goes to the end of the opposite column, and the player who played the return ball now starts a new action.

The action is continuously repeated from one side to the other.;

c) Circle technique

- The players inside the circle perform the technical elements with the ball while the players on the outer edges of the circle do exercises without coordination without the ball and cooperate through the pass with the players inside the circle.

- Players move within a circle without the ball. They offer themselves to outside players, get the ball and hand it over in various ways (internal, external),
- Players within the circle control the ball and play a return pass with outside players,
- Players from outside positions

play a hand pass to players within the circle who receive and pass the ball to various body parts,

- Header from the ground and from the air.

COORDINATION POLYGON / OBSTACLE

- a) Polygon with the ball,
- b) Polygon without the ball.

LET'S PLAY FOOTBALL!

a) Point out the basic rules to children, including some bad and good moves in the game.

The attention of children in the game is achieved by the coaches with a whistle, which stops the game and warns of good and bad moves, thus children learn the rules of the game of football and respect for the referee, teammates and opposing players.;

b) Knocking down balls from cones

- The exercise is performed in such a way that two columns are formed, and three cones with balls are placed opposite each column.

One player from each column is on the other side of the cones and throws the ball to the players from his column on their heads while they try to knock down the balls with the cones.

The winner is the column that knocks all the balls off the cones first.

c) Football basket

- Using trash cans, players try to kick the basket.





FOR FOURTH GRADE CHILDREN (10-11-YEAR-OLDS)

RUNNING

a) Noughts and crosses

- The rules of this game are the same as in the famous game "cross circle".

Players are lined up in two columns with each column having three T-shirts in the same color. About 15 meters from the place where both columns start, a field is marked in which players insert marker T-shirts.

The winner is the column that manages to place its marker shirts in a row (length or diagonal).

PASSING THE BALL

a) Double pass with a finish

- The player plays the ball to a teammate before the cone representing the defensive player and continues to run forward.

His teammate plays a double pass (ball into space) behind the cone, after which the first player simply, in the shortest possible time, receives the ball and hits the goal.

b) Triple pass between cones

- Two players perform a series of continuous diagonal passes between cones. A greater degree of distance is needed between the technical elements of adding the inner side of the foot and the double dog as this exercise was performed well.

The emphasis must be on continuity and regularity of performance, taking into account the dosing of strokes.

c) Crossing maneuver

- Players stand in a "triangle" where the center player with the ball is slightly behind the line of the other two players. The first player passes the ball left or right and runs behind the player. The second player receives the ball towards the middle and at that moment he is the last central player and sends the ball to the third player and goes behind him. The task is continuously repeated until the end of the field.

Depending on the degree of adoption, the width and depth of performance can be shortened, as well as the number of touches, thus controlling the energy component of training.

DRIBBLING GAMES

a) Play on the "first"

- Five players stand in a "square" next to the cones. At the end of the first cone is a ball and two players. At the coach's signal, with a precisely agreed technique, the player leads the ball to a teammate on the second cone where he leaves the ball to him.

The second player leads to the third and so on. Exercise can be a great combination of technical and physical requirements.

b) Play on the "other"

- Five players stand in a "square" next to the cones. On the first cone is a ball and two players. At the coach's signal, the player passes the ball to a teammate on the second cone and runs in his place. The other player depreciates the ball and passes the ball to the third player and so on.

Also, depending on the running speed and the distance between the cones the exercise can be predominantly technical and / or physically demanding.

c) Playing on the "other" (double pass)

- Five players stand in a "square" next to the cones. On the first cone is a ball and two players.

Exactly at the coach's signal, the player passes the ball to the other leg (outer leg in relation to the cone) of the teammate on the other cone and runs towards it. The other player makes a short movement towards the ball and plays the return ball. After that he runs around the cone and again receives the ball from the first player (double pass around the cone). He amortizes the ball and repeats the action with the third teammate.

After a few rounds be sure to change the side of the run so that players can perform tasks with both feet.

COORDINATION POLYGON / OBSTACLE

- a) Polygon with the ball,
- b) Polygon without the ball.



LET'S PLAY FOOTBALL!

a) Point out the basic rules to children, including some bad and good moves in the game.

The attention of children in the game is achieved by the coaches with a whistle, which stops the game and warns of good and bad moves, thus children learn the rules of the game of football and respect for the referee, teammates and opposing players.;

b) Playing tennis in columns

- The first player from the column transfers the ball to the opponent's field. The first player from the opposite column receives it, plays high and transfers it to the field of the opposing team. Requirements: 10 points, mandatory victory.

c) Football tennis

- Two groups of three (or four) players facing each other. Players from one touch must control the ball in the air and pass it to their teammate, after which they transfer the ball over the net to the opposite group, provided that the ball must not fall to the ground. The winner is the group that scores more points.







RUGBY

IMPLEMENTATION PROGRAM

- RUGBY -

Rugby, born in 1823 in England, is a sport that sees two teams face off in a stadium, where thanks to hands and feet, an oval ball is brought to the end of the opposing team's half. This is a complete sport that involves the whole body and helps the development of basic motor patterns, coordination, explosive strength and agility. It is suitable for all ages, in fact, it is spreading more and more among children under 12 due to its educational spirit and respect of the opponent, but also because it seems to have human training at heart by putting together the team game, physical contact, speed, agility and strength.

The hallmarks of rugby are:

1. group dimension – it guarantees the highest level of involvement of all the children; no one is left out;
2. respect - no one but the captain can speak, let alone challenge the referee. If anyone does, the whole team is penalized. So they all pay for the intemperance of one;
3. motor development of the little ones - up to 12 years it is played without goals, without scrums, without throw-ins, without strokes and with a reduced number of players, male and female together. At this age, the important thing is to develop the motor patterns;
4. winning means playing well and not winning the game - winning is participating;
5. the third half - there are no enemies

Furthermore, it helps socialization, teamwork, communication, and respect for the rules on a psychomotor level. In the regulation, it is foreseen that the passage of the ball with the hands is possible only backwards, which means that whoever has the ball has constantly needed a teammate at his side, support. A fundamental feature that goes very well with school dynamics helps children in human growth and social relationships.

SPECIFIC OBJECTIVES

- Increasing knowledge about rugby among children;
- Increasing awareness of children of their own body and the space around them.



SPECIFICS OF PROGRAM IMPLEMENTATION

For FIRST GRADE CHILDREN (7-8-YEAR-OLDS)

1ST MODULE: 7-8-YEAR-OLDS

EVALUATION ELEMENTS	EVALUATION METHOD
Attention	Understanding
Basic Motor	What they got
Schemes	What they can do
Coordination skills	If they are afraid of
Affective problem	contact with a teammate, with the ground, the ball

WARM-UP GAMES

The students move freely, run, jump, roll, jump on one leg or imitate animals within a space bounded by pins trying not to collide with each other.



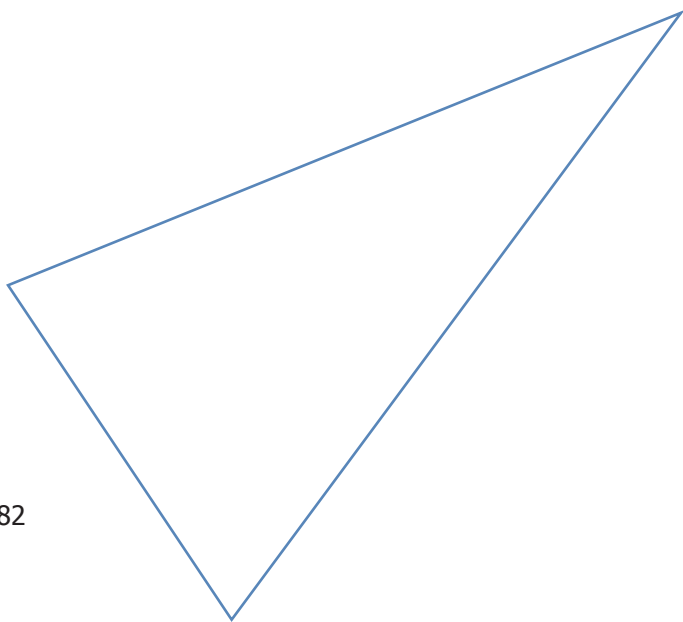
EXERCISE

The students have to get a try at the end of different motor paths:

- Running;
- Running backwards;
- Throw the ball in the air and catch it standing on one foot;
- Obstacle relay – At the signal, the first child leaves and jumps over his companions (living obstacles), turns around the poles and once he reaches the starting point, he takes over to the next companion (touch of hand).

Tag with the ball

– Two children have to chase into a suitable play enclosure and “capture” all the children, who can free themselves by touching their partner’s hand or passing under their legs.



For SECOND GRADE CHILDREN (8-9-YEAR-OLDS)

2ND MODULE: 8-9-YEAR-OLDS

EVALUATION ELEMENTS	EVALUATION METHOD
Basic Engine Schemes	Observing what they can do and what can be implemented.
Coordination skills	Issues encountered in adapting the proposal and developing capacities.
Grabbing and throwing objects	How they put their hands, they use their arms if they are afraid of receiving the ball.
Team play	If they move to look for the ball, if they help their teammates, if they are afraid of those who run, they are careful to see where they are going.
Challenge	Overcoming the difficulty in the one vs one game, problem-solving.

WARM-UP GAMES

The students have to score a goal at the end of different motor paths with circles and cones.

EXERCISE

- **Game of 10 passes**

The children are divided into two teams A and B; team A wins if they manage to reach ten passes without dropping the ball on the ground, while team B stands between the players of team A without touching them;

- **Challenge 1 vs 1 with flags**

A child has to overcome a defender who defends the goal line; if the defender detaches me a flag, he wins. If the other child gets a try, he/she wins.

**For THIRD GRADE CHILDREN
(9-10-YEAR-OLDS)****3RD MODULE: 9-10-YEAR-OLDS**

EVALUATION ELEMENTS	EVALUATION METHOD
Coordination skills	Issues encountered in adapting the proposal and developing capacities.
Taking and passing the ball	Posture assessment: hands, arms, body...
Fear of Contact	If they are afraid of contact with their partner or with the ground. Suppose they are careful not to get hurt and not to hurt.
Challenge	If they accept difficulties and if they know how to overcome them.

WARM-UP GAMES

The students have to try at the end of different motor paths with obstacles, circles and cones.

EXERCISE

- **Relay with the ball**

All children stay on a cone placed 2 meters from each other and are divided into two teams, the team that first manages to get the ball from point A, first child, to point B, last-child, without moving from the cone, letting everyone touch the ball;

- **Wrestling games on the ground**

This game is preparatory to tackle and takes place on rugs. The child must immobilize his partner's legs, hold him still by preventing him from crawling, do not let him stand up, keep him on his stomach, etc.;

- **Challenge 1 vs 1 + 1**

The child has to overcome two defenders before getting a try, in fact the defenders are placed one behind the other at a distance of 5 meters, with flag or rugby to the touch).

**For FOURTH GRADE CHILDREN
(10-11-YEAR-OLDS)****4TH MODULE: 10-11-YEAR-OLDS**

EVALUATION ELEMENTS	EVALUATION METHOD
Coordination skills	Issues encountered in adapting the proposal and developing capacities
Fear of Contact	If they are afraid of contact with their partner or with the ground. If they are careful not to get hurt and not to hurt.
Challenge	Problem solving
Passage	Knowing how to perform the technical gesture. Know when to do and not to do it.

WARM-UP GAMES

The students have to try at the end of different motor paths with ladders, obstacles, circles and cones.

EXERCISE

- **Wrestling games** in which the fundamentals of the tackle to be done on the ground are inserted exercise to be performed on carpets, showing the posture of a tackle in safety, starting from that on the knees.

Focus:

- for those who slap on head position and fall accompanying their partner;
- for those who fall on the shoulder closure to protect themselves and not reach out to cushion the blow.

- **2 vs 1 challenge**

Two attackers against a defender, introduction of the back pass, always with flag or rugby.

A female rugby player in a blue and white jersey is captured in the middle of a kicking motion on a grass field. The ball is in the air, and a kicking tee is visible on the ground. In the background, other players and a goalpost are visible. A large, semi-transparent blue diagonal graphic is overlaid on the left side of the image.

IMPLEMENTATION PROGRAM

- RUGBY -

RHYTHMIC DANCE

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IMPLEMENTATION PROGRAM – RHYTHMIC DANCE –

INTRODUCTION

The term modern dance generally defines the developments in dance, starting from the end of the 19th century, led to a new way of conceiving stage dance instead of classical-academic ballet.

Modern dance is a form of dance that starts from the search for “freedom” initially expressed through the solo, often performed in non-theatrical and official spaces, precisely to create a clear contrast with classical academic dance.

Modern dance prefers to express itself with linear movements, highlighting the dancer’s character and personality, starting from his natural gestures. The body moves driven by the desire to find a relationship with time and space while respecting certain technical and expressive canons: the dancer must therefore follow the internal rhythm of his body.

SPECIFIC OBJECTIVES

Modern Dance is a sport that fosters the creativity and expressive abilities of children and young people who, step by step, learn to communicate both through the uniqueness of their body language and precise technical work and setting.

Modern Dance for children and teenagers, indicated from 6 years of age, is a complete discipline that, like other dance genres, helps them develop agility, elasticity, and muscular endurance while improving concentration and attention and learning skills.

Furthermore, the Modern Dance exercises help to prevent overweight, postural defects and numerous cardiovascular diseases.

Thanks to dance, children learn to collaborate with others while having fun and regulate themselves according to a common goal and rejoice in the efforts made and the results achieved.



SPECIFICS OF PROGRAM IMPLEMENTATION

ALL AGES

EVALUATION ELEMENTS	EVALUATION METHOD
Physical skills	body conformation, instep, leg opening, back mobility
Coordination skills	arm / leg coordination when walking, opposite arm / leg exercises, opposite directions body / gaze
Response to exercise	execution of basic exercises

The program will be structured in the same way for each age group:

1. warm-up exercises
 - arms and head circling;
 - shoulder and pelvis rotation;
2. cardio exercises
 - jogging;
 - skip;
 - execution of opening/closing of the legs;
3. coordination exercises, different for each age group;
4. succession of basic exercises for different stations by age group;
 - cooling down
 - lying on the floor;
 - standing.

Materials for a group of 10 children:

- stereo;
- 10 mats;
- 10 circles.



For FIRST GRADE CHILDREN (7-8-YEAR-OLDS)

COORDINATION EXERCISES

- The child has to walk and shift his weight on the front leg by bending it;
- Alternation of simple steps to the rhythm

EXECUTION OF EXERCISES

Walking on demi-pointe and with the feet parallel:

- the toes are extended on the ground, while the rest of the foot is raised and the leg straight, in fact only the ankles work;

Jump „open and close“:

- the child jumps on the spot alternating the opening and closing of the legs and arms;

Quick rolling:

- the child rolls quickly on the floor, imitating a dance passage.

For SECOND GRADE CHILDREN (8-9-YEAR-OLDS)

COORDINATION EXERCISES

The child has to walk and shift his weight on the front leg by bending it and change direction every three steps;

Alternation of simple steps and arm movements to rhythm.

EXECUTION OF EXERCISES

Walking on pointe and with the feet parallel:

- the legs and feet are extended, creating a single line (the ankles do not bend), and only the tips of the feet rest on the ground;

Passé:

- movements of the legs free from the weight of the body in the transition from one direction to another (from front to back and vice versa);

Jumping:

- jumps in place with legs closed.

For THIRD GRADE CHILDREN (9-10-YEAR-OLDS)

COORDINATION EXERCISES

Chassé:

slipped step in which one of the two feet throws off the other taking its place;
Alternation of steps and arm movements to rhythm.

EXECUTION OF EXERCISES

Developpé:

The children start from a position with legs together and then lift one leg that from bent "develops" until reaching a tense position;

Alternating Chassé:

slipped step in which one of the two feet throws off the other taking its place with final leg change;

Quick rolling with scissoring:

the child rolls quickly on the floor, imitating a dance passage and at the end scissors his legs.



For FOURTH GRADE CHILDREN (10-11-YEAR-OLDS)

COORDINATION EXERCISES

Chassé with change of direction:

- slipped step in which one of the two feet throws off the other taking its place with change of direction every three steps;

Syncopated:

- the students are divided into two groups that perform a sequence of steps and movements alternately and simultaneously.

EXECUTION OF EXERCISES

Grand battement:

- leg swing movement that can be performed forward, sideways and backward;

Pas de Bourrée:

- alternation of steps and levels used to move the dancer on the stage;

The child takes a run and ends with a jump with legs together.

A young girl with blonde hair in a bun is performing a rhythmic dance pose. She is wearing a white long-sleeved leotard with red and black geometric patterns and gold trim. Her right arm is raised high, holding a pink and white striped baton. Her left hand is near her face in a 'V' hand position. She is in a dynamic pose with one leg bent and the other extended. The background is dark with purple diagonal stripes on the left.

RYTHMIC DANCE



CONCLUSION

Sport is a global phenomenon but at the same time a complex educational activity that includes people of different age groups. For children and young people, sports should be fun and enjoyable, it should provide proper education and create individuals who are ready for development and adaptation. The coach provides athletes with support and provides them with conditions for optimal and comprehensive personality development through the various sports presented in the guide.

The idea that was born in the City of Rijeka travelled around seven European countries and included a large number of sports and school employees, but most importantly, an even larger number of children.

It is a project that promotes sports, healthy living and activities among the youngest, involving children in sports, increasing their psychophysical abilities, and acquiring elementary knowledge and skills about sports.

This Guide was created to present the products and results of the joined work of the entire consortium during the duration of the project to the wider population.

Also, it is intended as a guide for future interested organizations that would like to introduce this model into their work program.

The Eu on the Move Guide offers a systematic overview of the benefits that this program offers, as well as a detailed methodological approach and implementation program for several sports recommended for elementary school-aged children.

The project was able to raise the awareness of the general public and provide added value by combining sports with different fields.

We hope that you, as readers, will recognize the joint effort and work behind this project and use the EU on the Move Guide to raise the level of physical activity among children in your communities in a fun and professional way. Finally, we would like to thank everyone who was part of this wonderful "EU on the Move" journey.



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Sportes
Dramáticos
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BRAVO
Cargo

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