

® *European*
School Sport
Day

#ESSD2021



Movement Spaces Toolkit

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About the Handbook

Hungarian School Sport Federation (HSSF), as one of the biggest civil organisations in Hungary, went through a major transformation in 2012, extending its mission beyond school sport. The mission of our organisation is therefore significantly wider today than it was before: the main goal is to increase the number of children who are actively involved in physical activity programs and promote the concept of health-enhancing physical activity (HEPA) and grassroots sport.

HSSF also participates in promoting values like volunteering and social integration through PA. To effectively follow these goals, we are also keen to further strengthen our international activities. Today, HSSF is a proud member of the International Sport and Culture Association (ISCA) and the European Physical Education Association (EUPEA). Alongside like-minded organisations, we managed to build up a truly pan-European event, which – since 2015 – is a key event of ISCA's NowWeMOVE Campaign and the European Week of Sport. By 2019, we have reached over 40 countries worldwide with this unique program, the European School Sport Day® (ESSD), and we are committed to further develop the program at international level in the next years.

Despite the ambitious goals, our philosophy remains simple: we shall establish the opportunity for all children to participate in sports beyond school PE, and we shall promote physical activity as a part of their daily routine. Following this goal, in 2021 ESSD aims at exploring the topic “MOVEment Spaces” in school settings. By this, ESSD wants to reflect on and place emphasis on three focus areas:

- 1) to transform a school space into a MOVEment space and find answers to challenges in schools that lack appropriate infrastructure,**
- 2) to use existing equipment in a different, new way: thinking out of the box - be creative, think green and sustainable and**
- 3) to get active in a different way: try something new, with someone new, in a new setting, to exchange ideas, less known games and sports.**

MOVEment Spaces are places that encourage local community members to use their surroundings to be active. In school settings it can mean that students, teachers, parents (if possible, with the involvement of the local stakeholders) can re-imagine school facilities into a

new and safe MOVEment space not just for one day but possibly for a longer term.

The project implements the objectives included in the EU policies on education and sport in a holistic way; interlinking the policy areas defined in the Guidelines: sport, health and education. ESSD 2021 aims to further strengthen this holistic approach by jointly addressing the promotion of sport, physical activity with the dimension of making active movement spaces, involving students, teachers and local community in a more active way.

We hope that the philosophy behind ESSD – to echo and amplify the societal role of sport and to help children acquire habits that lead a healthy lifestyle – will be tangible for all partners upon joining our international network of dedicated and determined partners. We hope that this toolkit will be another proof that with a little bit of creativity and dedication can broaden the scope of spaces in and out of school to #BeActive.



Gábor Balogh
President

Hungarian School Sport Federation

Objectives of the handbook

- **To help you change the environment of your school:**
Transform a school space into a MOVEment space – and find answers to challenges in schools that lack appropriate infrastructure
- **To help you use existing equipment in a different, new way:**
Think out of the box – be creative, think green and sustainable
- **To help you organise activities for your students in a different way:** Try something new, with someone new, in a new setting. Exchange ideas, less known games and sports
- **To help you actively involve children** by listening to the ‘children’s voice’ during the planning and organising process based on the grassroots model

The Why behind this book and why do we need more MOVEment spaces at schools?

Gyöngyvér Lacza – Associate Professor at University of Physical Education, Department of Recreation, Hungary

The inactivity and obesity crisis is getting serious globally. In the European Region and North America 80% of 13–15-year-old kids are inactive, doing fewer than 60 minutes of physical activity per day (HBSC study, 2018). At the same time, one in five children is overweight or obese at the age of six, and this rises to one in three by the age of 14 (www.worldobesity.org).

The COVID-19 pandemic has deepened the problem, as the activity levels of children have decreased even more. Many parents, 36% percent in the US, 94% in South Korea and 42% in the Netherlands, estimate that their child was less physically active during the COVID-19 pandemic compared to prior to the pandemic. However, time spent behind screens has doubled to up to 4 hours a day. In Hungary only 16% of girls and 24% of boys met the recommended 60 minutes of activity per day during the 2020 lockdowns. Younger children aged between 6-10 years from villages or with dogs or private gardens were more active than children in cities (Hungarian School Sport Federation, 2020).

The Aspen Institute Sports and Society Program published a report in 2018 (www.aspenprojectplay.org) proving that active kids are healthier kids because:

- **Active kids are more likely to maintain a healthy weight from childhood to adulthood, with one-tenth of the risk of obesity as compared to inactive children.**
- **Active kids perform better in school.**
- **Active kids make healthier choices as teenagers.**
- **Active kids are less likely to participate in risky behaviors, including smoking, drinking, and drug use.**
- **Active kids are less likely to have chronic diseases later in life. Regular exercises can decrease the risk of seven out of 10 of the most common chronic diseases, including heart disease, stroke, cancer, and type 2 diabetes. As a result, healthy habits experience fewer health costs and an overall decrease in morbidity.**
- **Active kids tend to become healthy active adults. And, children of active parents are twice as likely to be active themselves.**

According to statistics from Unicef, children play sport for the joy of being physically active (29%), spending

time with friends (22%), recreation (14%), success or overcoming their limits (13% and 12%, respectively) and last, but not least, for their personal outlook (9%) (Hungarian Unicef study, 2014). If youth are to be engaged and participate in sport and physical activity they need to find it fun and enjoyable.

Major motivators for kids to be active are:

- **Play and FUN: an activity that is non-threatening, success-oriented and exciting.**
- **Social interaction: provides the ability to relate to peers and express themselves in a supportive, positive environment.**
- **Physical skills and competence: children are excited to master skills such as balancing, jump rope, climbing, crawling, running, etc.**

This requires schools to provide “suitable outdoor space” in order to enable physical activity (PA) to be provided to pupils in accordance with the PA recommendations. Many researchers have examined the impact of the physical environment on children’s activity level and play on school playgrounds and found positive correlations between the quantity and quality of the movement spaces and children’s activity levels (Hyndman, 2016).

For whom is the handbook

With the handbook we aim to share ideas and inspire:

- **School staff – Headmaster and all teachers**
- **School activists and community leaders**
- **European School Sport Day (ESSD) national coordinators so they can support ESSD schools on their path towards becoming more active schools**

In addition, we hope that we will bring experts involved in planning and designing schools and playgrounds closer to Physical Education (PE) and school experts.

The purpose of the handbook

To provide ESSD stakeholders and network with a practical manual with easy to implement ideas for schools so they activate their school yards and other spaces to create them in Movement Spaces.

The users of the handbook can refer to the book to:

- **GET INSPIRED** by browsing the case studies shared in the toolkit
- **‘DO’** by implementing school spaces activation ideas ranging from simple to complex

How to use the handbook

The handbook is designed in four key sections.

- **SETTING THE SCENE** – definitions
- **GET INSPIRED** – where we share a number of existing examples of school yard intervention- ranging from gardening, to complete school yard overhaul and fun games and activities;
- **DO** – where we share existing tools that can be used by school staff and community activist to re-imagine and change their school space to become MOVEment Spaces. makers to include the children’s perspective into their projects. The tools, concepts and DIY guides are a collection of existing and tested interventions.
- **LIBRARY** of ideas, tools, manuals and resources

Setting the scene

WHAT ARE MOVEMENT SPACES?

MOVEment Spaces are places that encourage local community members to be active in their surroundings. In school settings for ESSD it can mean that students, teachers, parents (if possible, with the involvement of local stakeholders) can re-imagine school facilities as new and safe MOVEment space, not just for one day, but possibly for the longer term.

We can review school facilities: school gym, other school indoor facilities (corridors, stairs etc.), schoolyards, other school related open-air facilities can be rearranged, reset and become MOVEment Spaces through the use of methods like Placemaking. This can be important in all European schools, but can be extremely important in less developed regions where schools may lack the necessary infrastructure.

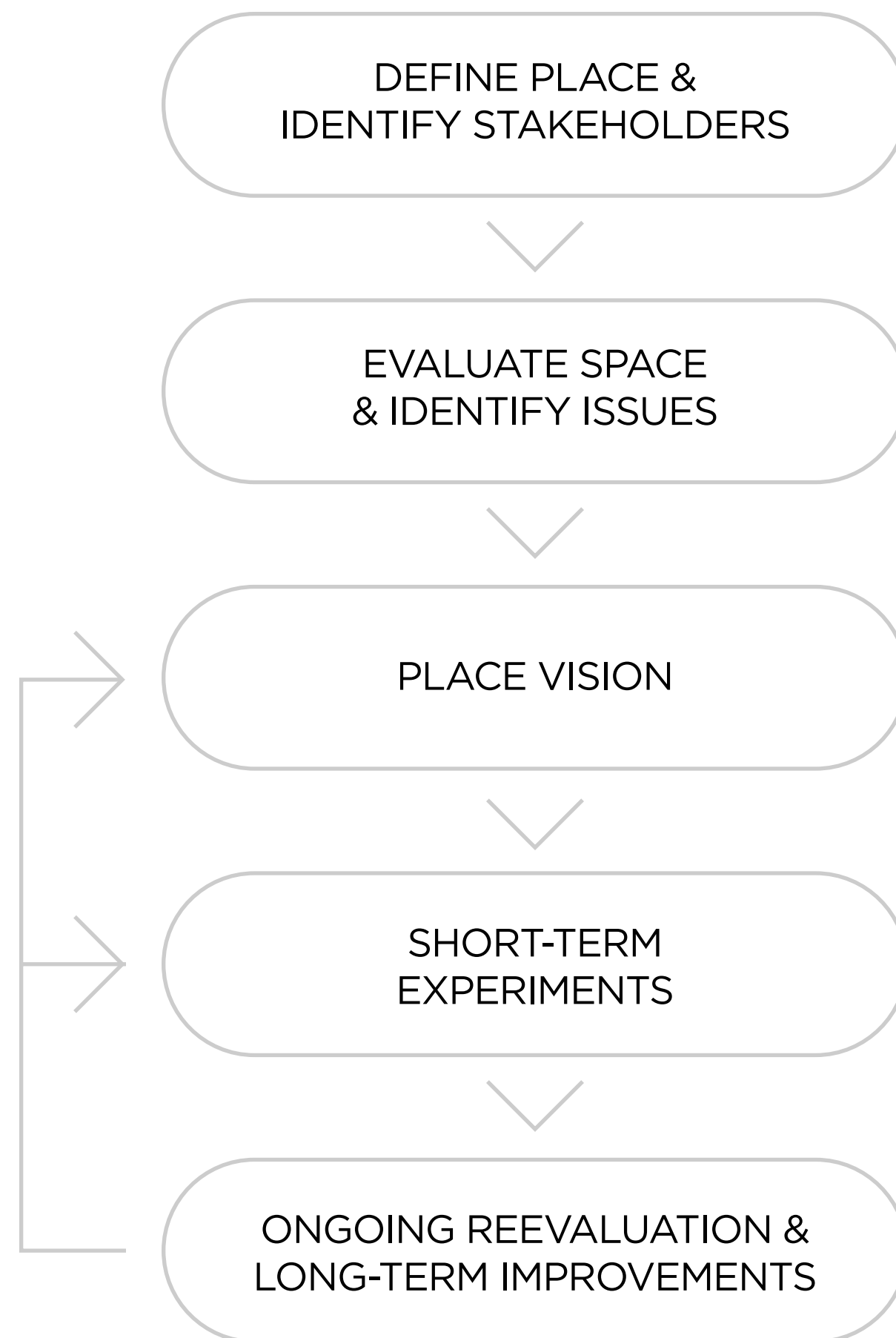
By creating more accessible indoor and outdoor school spaces for and with students to participate in sport and physical activity, we can play an important part in boosting their health and well-being, not only in PE lessons but also during long school days. In this new setting students can play and get active in all breaks, longer meal breaks or other free school times.

More on MOVEment Spaces:

MOVEment Spaces course
learn.isca.org/courses/movement-spaces-course

MOVEment Spaces resources
movementspaces.isca.org

PLACEMAKING



Placemaking is both a philosophy and a practical process for transforming public spaces. It is centered on observing, listening to, and asking questions of the people who live, work, and play in a particular space in order to understand their needs and aspirations for that space and for their community as a whole (PPS.org, Dec 21, 2017).

There are five stages, defined by PPS, of turning a space into a place as shown in the diagram.

The process starts with activating the participation of key role players in a series of meetings, site visits and events to deepen their understanding of the targeted space. It requires place leaders and promoters to set up meetings with local stakeholders to discuss their issues and hopes for the spaces in question. As with most development processes, the focus should be on analysis before pushing for 'solutions'.

More on placemaking:

Project for public spaces
www.pps.org

Crush intro to placemaking with Vivian Doumpa
www.youtube.com/watch?v=Wm7zBwSAdzA

Placemaking Europe
placemaking-europe.eu

If you need a placemakers advice reach out to the **Placemaking Europe Kids** working group with your questions:
placemaking-europe.eu/placemaking-europe-kids-working-group/

8 KEY STEPS TO ENGAGE CHILDREN

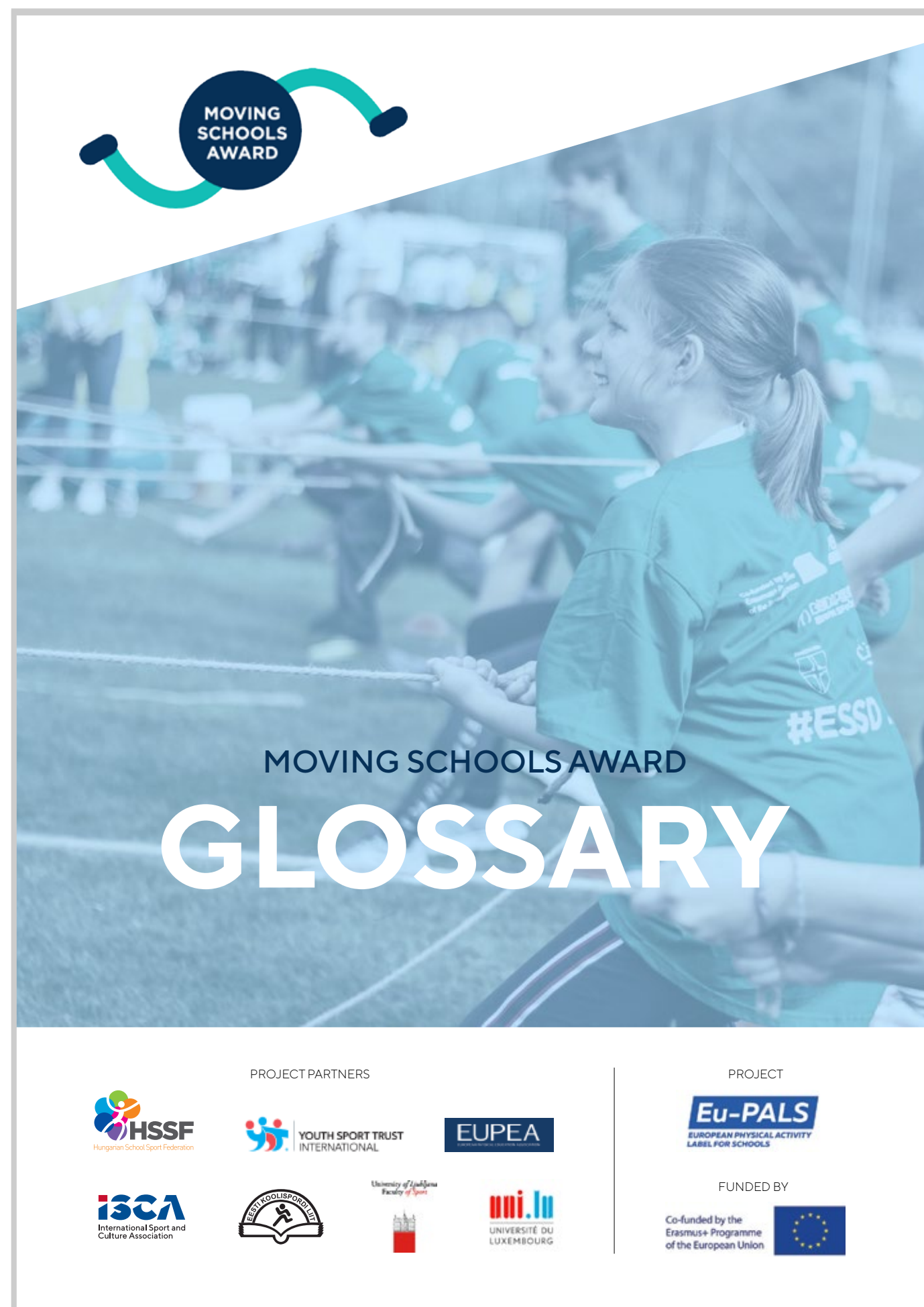
1. Make engagement child-led




8 KEY STEPS TO ENGAGE CHILDREN

1. Make engagement child-led
2. Make engagement playful
3. Make engagement reciprocal
4. Stimulate Kids' creativity
5. Build Trust
6. Learn by doing
7. Use tactical urbanism for kids
8. Experiment

GLOSSARY OF SCHOOL PHYSICAL ACTIVITY RELATED TERMS





Physical Activity

Question	Term	Definition / Description
2.10	Active break	An active break is a short bout of physical activity performed as a break from academic instruction to increase or decrease students activation. In order to use it optimally, one should find the situational appropriate moment, as it should be used precisely when, due to declining activation, the attention of the students falls and their learning performance weakens, or in the case when students are overly activated and disturb the learning process. Short breaks are unrelated to the learning content of the lesson and can be implemented at the beginning, during or at the end of the class.
2.17	Active/dynamic sitting	At school, children are used to sitting for a long time, but this can have negative consequences for their development and ability to concentrate. For example, sitting too long leads to poor blood circulation, resulting in poor oxygen supply to the brain and high stress on the back muscles. With skittering back and forth, tilting or supporting the head, the body endeavors to counteract this. Dynamic or active sitting means allowing students to frequently change seat positions. The students learn that they can switch between sitting positions, take other seat variants or use other seat furniture. This leads to the reduction of internal tensions and to an improvement of the ability to concentrate.
2.9	Active homework	One way to motivate students to be active outside of school is active homework. Active homework consists of tasks that are linked to movement activities. Here, it is important to first explain and demonstrate the active homework tasks to the students. An advantage of active homework is that students are active at home, in a safe environment. Thus, they are not exposed if they do not master a task so well. There are a variety of opportunities for active homework, including challenging tasks such as juggling with balls or cloths or simple relaxation and respiratory tasks.
2.23	Active learning	The method of active learning enable students' to move in the classroom and reduce their sedentariness. In this case, the lessons are designed for students to learn the contents through, with or in movement and thus through experiencing, thinking and acting and recognize contexts. This allows students to capture and process content through multiple sensory channels. Contents learned in this way are better anchored in the child's memory. At the same time, muscle activity stimulates the growth of brain vessels, synapses and neurons, increases the inflow of oxygen and fuel in the brain, raises the level of hormones in the blood, and thus increases children's concentration, and improves their cognitive functioning and psychological status. But also the joy of learning is maintained by active learning, as more activities in the everyday school life ensure a greater satisfaction with the students.

The current glossary was developed by a team of partners under the project Moving Schools Award and gives you additional definitions of physical activity at school.

[Visit the link to read the Physical Activity Glossary](#)

Do it yourself

Get inspired: Case Studies

Do: Place Interventions

Do: Events

Before you DO, get inspired and learn from your peers across the world

Case studies – re-imagining school yards and playgrounds

CASE STUDIES

ART AND PHYSICAL ACTIVITY: CONSTRUCTIONS AND REFLECTIONS ON THE CITY

Developed by:
Sesc Carmo / Parque Bambu



The Sesc Carmo is a small unit located in the heart of São Paulo. It does not have its own sports facilities such as courts and gyms and its activities are carried out in partnership with a public agency that allows the use of the nearby square. Due to these peculiar characteristics, sports and leisure actions are always thought of in their interrelation with the surroundings. It is a region surrounded by historical buildings, commercial buildings, cultural centres, but it is also a region of great social vulnerability.

In this context, the purpose of the Semana Move 2018 campaign, in addition to promoting physical activity

and sport, was to build a new relationship with the city, seeking new looks of questioning and reflection for what is common to us.

Thus came the proposal “Art and Physical Activity - constructions and reflections on the city”. Thinking about the predominantly grey space of concrete and hostile structures the organisation invited the artist Binho Ribeiro, recognised for his work with graffiti to re-imagine the space bringing more colour and lucidity with his 3D artwork.

In addition, the company Parque Bambu was hired to think about structures that would dialogue with 3D

graffiti and create the sensation of an imaginary universe in which children and adults could interact.

The acceptance of the children was great and monitoring was essential for them to learn and discover how to explore their own body and the possibilities of bamboo structures.

Link to the initiative:

www.sescsp.org.br/unidades/1_CARMO

Contact person:

Leo Calix

leonardo.calix@sescsp.org.br

CASE STUDIES

SCHOOLYARDS TO PLAYGROUNDS

Developed by:
NYC – Parks



Hundreds of schoolyards have been renovated and opened to the public during non-school hours through the Schoolyards to Playgrounds program. The NYC Parks is working with the Department of Education and the nonprofit Trust for Public Land to improve many of the schoolyards through capital improvements, including play equipment, painted sports surfaces, trees, and benches. *The project has a great social impact. It is good for the school children but also for the local community.*

PLAYGROUND IMPROVEMENTS

Schoolyards that participate in Schoolyards to Playgrounds receive improvements such as sports courts, play equipment, trees, and benches before they open to the public.

The school playgrounds are open:

Monday – Friday:

School close until dusk

Saturday, Sunday, & holidays:

8:00 a.m. until dusk.

Link to the initiative:

www.nycgovparks.org/greening/planyc/schoolyards

Examples of public school playgrounds before and after they were brought into the Schoolyards to Playgrounds program.
photo credit: www.nycgovparks.org/greening/planyc/schoolyards

CASE STUDIES

AMAGER FÆLLED SCHOOL

Developed by:
Thing Brandt Landskab



Amager Fælled School schoolyard has been transformed into a city park with different sport activities in the periphery surrounding an urban forest.

The project has taken form in a process with different workshops including the students from the school who have worked with their own ideas, wishes and inputs to the drawing up of the schoolyard project. The parents and the pupils have been active in gaining the local politicians interest in the project and explaining the need for a new schoolyard.

The new schoolyard for Amager Fælled School is a mixture of functionality and spatial design which combines different purposes throughout the day. The project has gained a lot of recognition as the first forest schoolyard using the large tree plantings as a main concept for an urban schoolyard. As well as the rethinking of the schoolyard from an introvert and enclosed pocket into an extrovert and including urban park.

Link to the initiative:

www.landezine-award.com/amager-faelled-school/?fbclid=IwAR0BQ5dSPpofAhmsaMnhPXcR5QAYjHdzOdn4jSAhPn31wp5CHO8YdMxhp0s

Contact person:

lila@landezine.com

CASE STUDIES

SPOT ACTIVE SCHOOLYARD

Developed by:
BG Be Active association



As part of a long-term placemaking program _Spot Bulgaria BG BeActive engaged with 3 schools for a joint co-creation process to improve the grounds of schools participating in the program. Each school had their own project in accordance with the vision and wishes of the students. The students, teachers and parents created 3 unique places for the schools.

Petleshkov School interventions included: Cleaning the chosen for refurbishing area, involving kids as active placemakers by contributing actively to the process (sense of responsibility), learning to work together in a collaborative process (teamwork), learning to use the spaces around them. The intervention also managed to get the parents involved.

Rayna Knyaginya School interventions: As a result of a workshop aiming to create a model of “School we dream of”, where students shared their ideas on how they would like to see their school space, different outdoor furniture was installed. The furniture was assembled and installed by the students themselves. The whole process was carried out based on the expectations of the children and was fully consistent with their needs. As an indirect result the participating students learned how to work with manual tools, build collectively and take care of their spaces at school.

Hristo G. Danov School intervention: The students created their own vision for a social place and together created an indoor space to meet and chat. Again, the

bulk of the work was delivered by the students - painting wall murals and constructing furniture.

Link to the initiative:

www.bgbeactive.org

Contact person:

Vlad Fedorov, Project Coordinator, BG Be Active,
vlad@bgbeactive.org

CASE STUDIES

THE SCRAPSTORE PLAYPOD®

Developed by:
Children's Scrapstore



The Scrapstore PlayPod introduces loose parts into schools and early years settings to transform playtimes. It provides a huge range of scrap materials such as cardboard tubes, tyres, lengths of material, netting, ropes, crates and bins which extends the choices and possibilities of play for all children on a regular basis. The unprescriptive nature of these loose parts in combination with children's inventiveness and creativity results in them using the items in endless different ways, enabling all ages, genders and abilities to find ways to play and socialise together. The Scrapstore PlayPods are then topped up with scrap materials on a regular basis.

Within the programme the organisation works with everyone in the school community, offering a complete training process with ongoing support and mentoring, equipping adults to support a quality play environment. This creates long lasting improvements for brilliant play to happen.

The Scrapstore PlayPod grew out of a research project in Bristol in 2007 that wanted to address the need for high quality, freely chosen, child directed play opportunities in primary schools. The results of this project were

extraordinary and created a huge interest from other schools and settings.

Watch video:

www.youtube.com/watch?v=nqilKyJJeKg

Link to the initiative:

www.playpods.co.uk

Contact person:

www.playpods.co.uk/contact

CASE STUDIES

PUMPTRACK IN BADHOEVEDORP

Developed by:
Quatrebras



Through the various lessons from the educational program, the organisers aim to make children aware of the importance of sustainability, recycling, sports and exercise, among other things. The ultimate goal is for the children from Badhoevedorp to collect plastic bottles to save for their own pump track made from recycled plastic. In this somewhat special time, playing outside is extra important for children. This way they can keep moving and still play together.

During the education program, the students will receive BMX lessons on the pump track of recycled plastic, there will be a 3D printer and recycling machines in the classroom, they learn everything about sustainable construction and they will control a robot!

Link to the initiative:

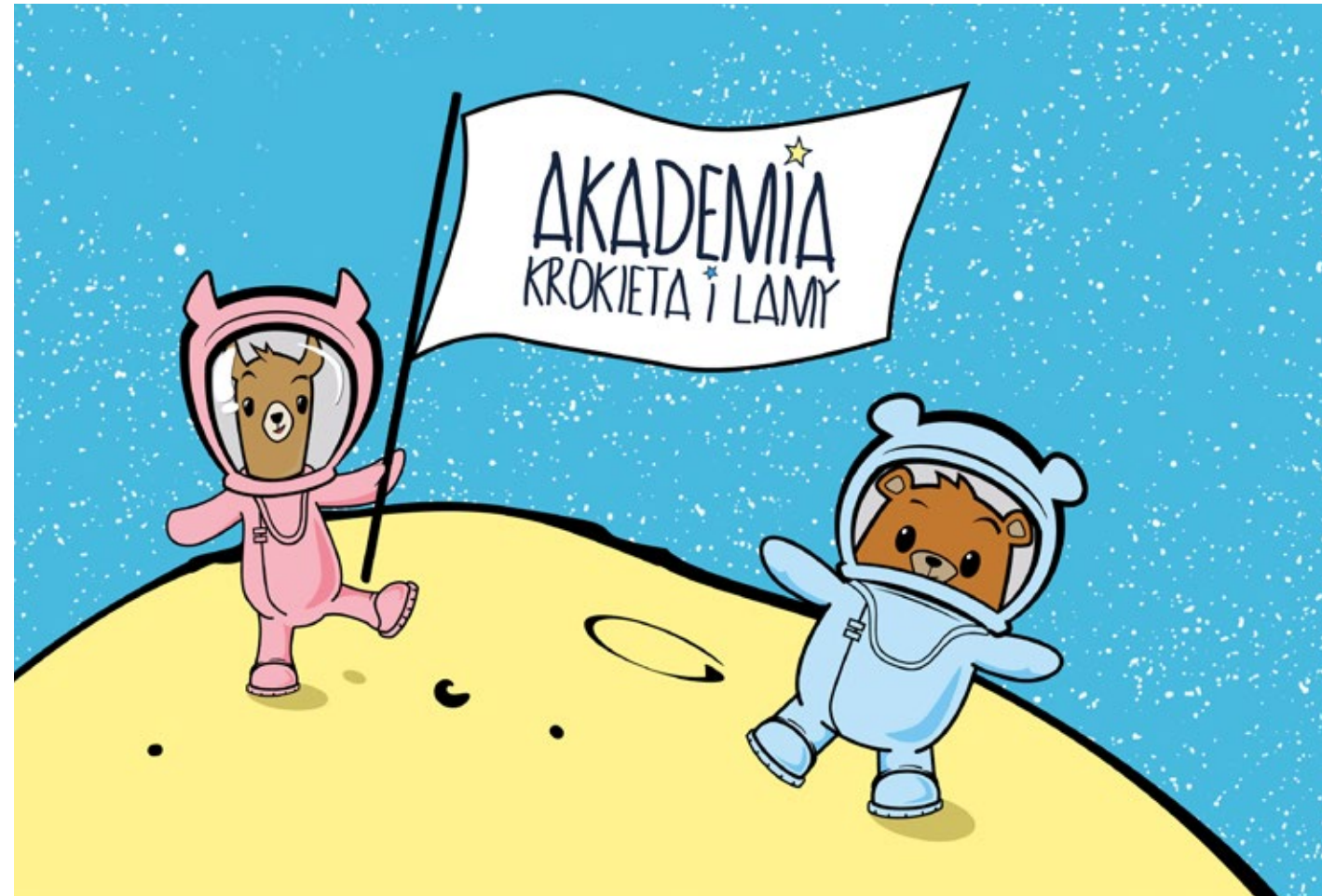
www.quatrebrasbadhoevedorp.nl/blog/getById?id=2240

Contact person:

Anneke Jongerius anneke.jongerius@am.nl

DISRUPTION IN EDUCATION

Developed by:
Krokiet & Lama Academy



The education system, which we all are familiar with, was created over 200 years ago. Back then its primary goal was to educate the obedient and task-oriented factory workers required by the industrial revolution. The entire system was designed in a way that fulfilled those goals. Kids were obliged to go to school, sit quietly in their classrooms and learn from their teachers and books that were provided.

Many things have changed since then. Old fashioned school bells have been replaced by electronic gong bells, chalkboards have become a thing of the past, as multimedia boards with an internet connection are now widely used, books are now more colorful, affordable and widely accessible and the knowledge can be accessed from anywhere.

One thing that has not changed, though, is the basic premise that in order to learn, kids need to sit still at their desks. And maybe back then this was ok, as kids were getting plenty of physical activity outside of school, but it definitely does not work today. Physical inactivity has become the fourth leading risk factor for global mortality.

BIG IDEA

In Krokiet & Lama Academy, believe that there is no subject or topic, which children need to learn only while seated. The goal is to build the entire school curriculum which would allow kids to learn while and by being active – in the classrooms, outdoors and at homes.

Krokiet & Lama Academy provides the resources that are designed to be used at schools, kindergartens and at homes, complementary to the regular class or activities. Movement videos, DIY cards, active homeworks are ready-to-use materials that are always at hand, thanks to the online platform and help to transform regular classrooms into movement/active spaces.

EDUTAINMENT – education & entertainment

The organisation reaches out to children using the multimedia forms they are familiar with, offering them attractive screen time in a smart edition.

Everything the organisation does is based on a solid foundation of four elements: physical activity, fun, storytelling and education.

Facebook:

www.facebook.com/AkademiaKrokietaiLamy

Youtube:

www.youtube.com/channel/UCLkK81DvLpsGIEaie9CWFAQ

Website:

krokielama.pl

Contact person:

b.arszczyk@krokielama.pl

SCHOOL ZONES

Developed by:
Urban Mobility, Health & Road Safety

Link to the initiative:

www.childinthecity.org/2021/05/26/low-speed-zones-save-lives-how-do-you-design-an-effective-one/?gdpr=accept

Contact person:

Simon Weedy, Child in the City Editor
simon.weedy@promedia.nl

Slowing speeds near schools is crucial. The number of children injured or disabled as a result of road traffic crashes is estimated to be around the 10 million around the world each year. Children are more vulnerable to collisions than adults due to their size, limited impulse control and slower reaction time.

Example of low-speed zone features in a school zone. Speeds in a school area should be no more than 20km/h. Streets must be equipped with visual, physical and regulatory cues such as traffic signs, high-visibility and raised crossings, curb extensions, and detectable road markings that alert drivers to the presence of children and reduce their speeds. Children are often obscured by parked cars, tall landscaping and other street elements, so sightlines are also important to consider. Parking restrictions near crossing locations should also be considered to reduce overall vehicle traffic.

SARSAI, the winner of the 2018-2019 WRI Ross Center Prize for Cities, implemented many of these elements to help reduce traffic injuries among children in Dar Es Salaam, Tanzania, and other African cities by 26% through targeted interventions in school areas.



SAFE ROUTES TO SCHOOL

Developed by: The National Center for Safe Routes to School (part of the UNC Highway Safety Research Center (HSRC))



The Starting a Safe Routes to School (SRTS) program is an opportunity to make walking and bicycling to school safer and more accessible for children, including those with disability, and to increase the number of children who choose to walk and bicycle. On a broader level, SRTS programs can enhance children's health and well-being, ease traffic congestion near the school and improve air quality and improve community members' overall quality of life. The steps outlined in this section are meant to provide guidance by providing a framework for establishing a SRTS program based on what has worked in other communities. Some communities may find that a different approach or a reordering of these steps works better for them.

1. Bring together the right people
2. Hold a kick-off meeting
3. Gather information and identify issues
4. Identify solutions
5. Make a plan
6. Fund the plan
7. Act on the plan
8. Evaluate, make improvements and keep moving

Each school starts from a unique situation with different circumstances. Some schools have great places for walking and bicycling, but few students taking advantage

of it. Other communities have children walking and bicycling to school in unsafe conditions or along poorly maintained routes. And some communities do not have children walking or bicycling to school at all. Successful SRTS programs involve the whole community. Parents, children, neighborhood groups, schools, law enforcement officers, community leaders and transportation and public health professionals help identify issues and solutions. Successful SRTS programs ultimately benefit all children, including children with physical and cognitive disabilities.

The implications of SRTS can be far-reaching. SRTS programs can improve safety for children and a community of pedestrians and bicyclists. They provide opportunities for people to become more physically active and to rely less on their cars. SRTS programs also benefit the environment and a community's quality of life by reducing traffic congestion and motor vehicle emissions.

Link to the initiative:

guide.saferoutesinfo.org/steps/index.cfm

Contact person:

National Center for Safe Routes to School,
info@saferoutesinfo.org



TRAFFIC GARDEN PROJECT

Developed by: Sam Balto



Traffic Gardens or Traffic Playgrounds are miniature street networks for children to practice their biking and pedestrian skills on a scale that is appropriate for them. Creating a Traffic Garden is a cheap and easy way to activate underutilized asphalt such as an empty parking lot or empty school playground space. With a little prep you can create a meaningful space for children to play, learn, engage with peers and have fun.

Links to the initiative:

- www.trafficgardens.com/about
- www.trafficgardens.com/fun-at-home
- docs.google.com/presentation/d/1PJ5OfFHOGgh4Vy5-hP97mODLgVjVjUMOHqZBTI6HhH8/edit?usp=sharing

[Watch this video for more information](#)

TIME

30 minutes to 5 hours

RESOURCES

Up to 100 EU

m²

Depending on the size of the chosen space. Could be done on a sports court, unused parking lot, or in the street

MATERIALS

Chalk, Spray chalk, Stripping spray pain, paper tape

Did you know?

Multicolor playground markings can be a low-cost method of increasing children's daily physical activity levels in the short term. If these increases were sustained, then school playgrounds with multicolor markings would make a valuable contribution to physical activity recommendations for young people.

Source: Stratton G and Mullan E. "The Effect of Multicolor Playground Markings on Children's Physical Activity Level During Recess." *Preventive Medicine*, 41(5-6): 828-833, 2005.

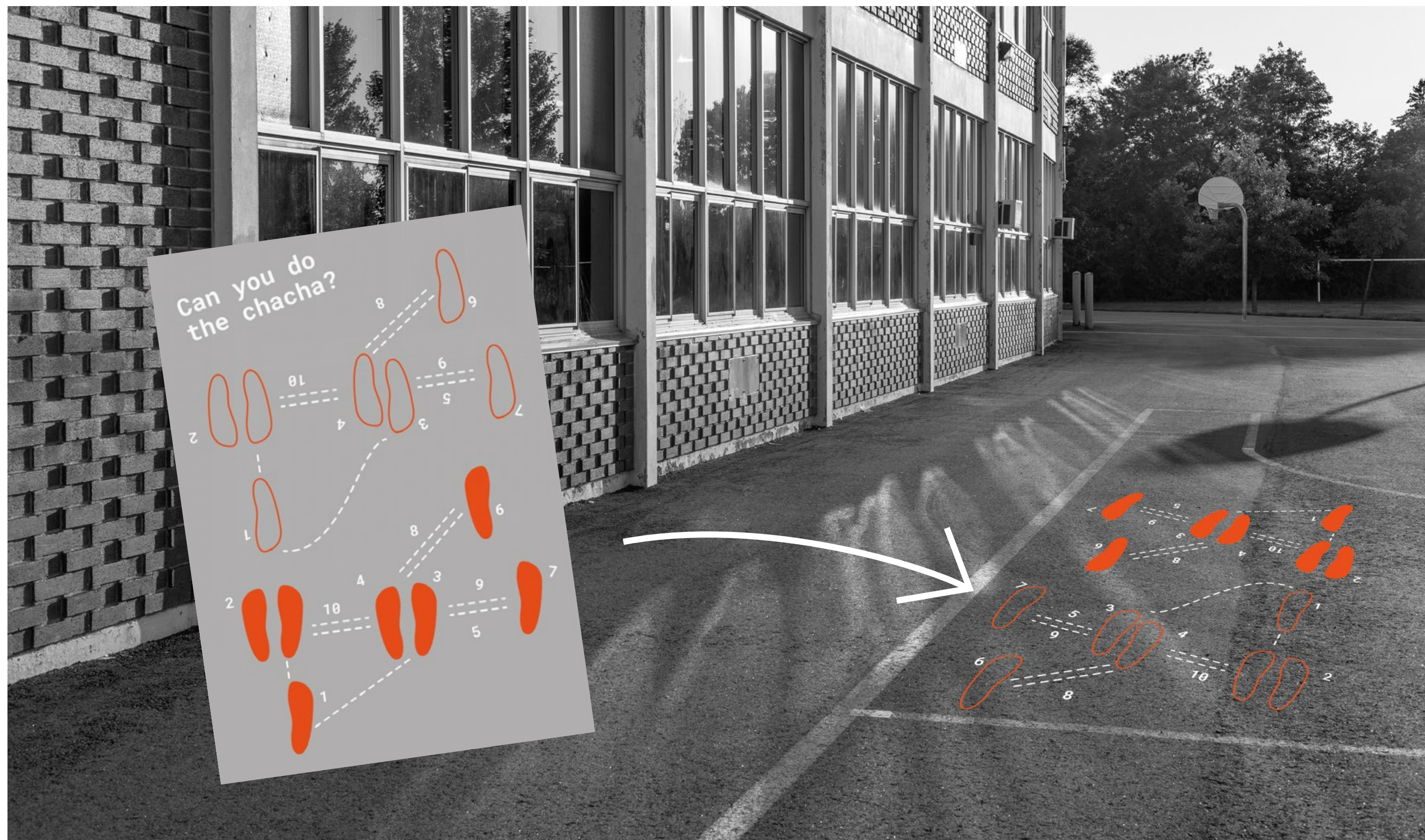
Do: Simple to do interventions

NOTE:

For all drawing activities try to:

1. Involve students early on. It is their playground!
2. Start drawing with chalk first and if the pattern and the activity is liked by the students, then finalise it with asphalt paint.
3. Enjoy!

DO: SIMPLE TO DO INTERVENTIONS



TIME

1 day

RESOURCES

50-100 EU

m²

5-10 m²

MATERIALS

Paint & Brush or Spray,
A cutting knife or scissors,
A 1:1 printed pattern

DANCE AT SCHOOL – WHY NOT?

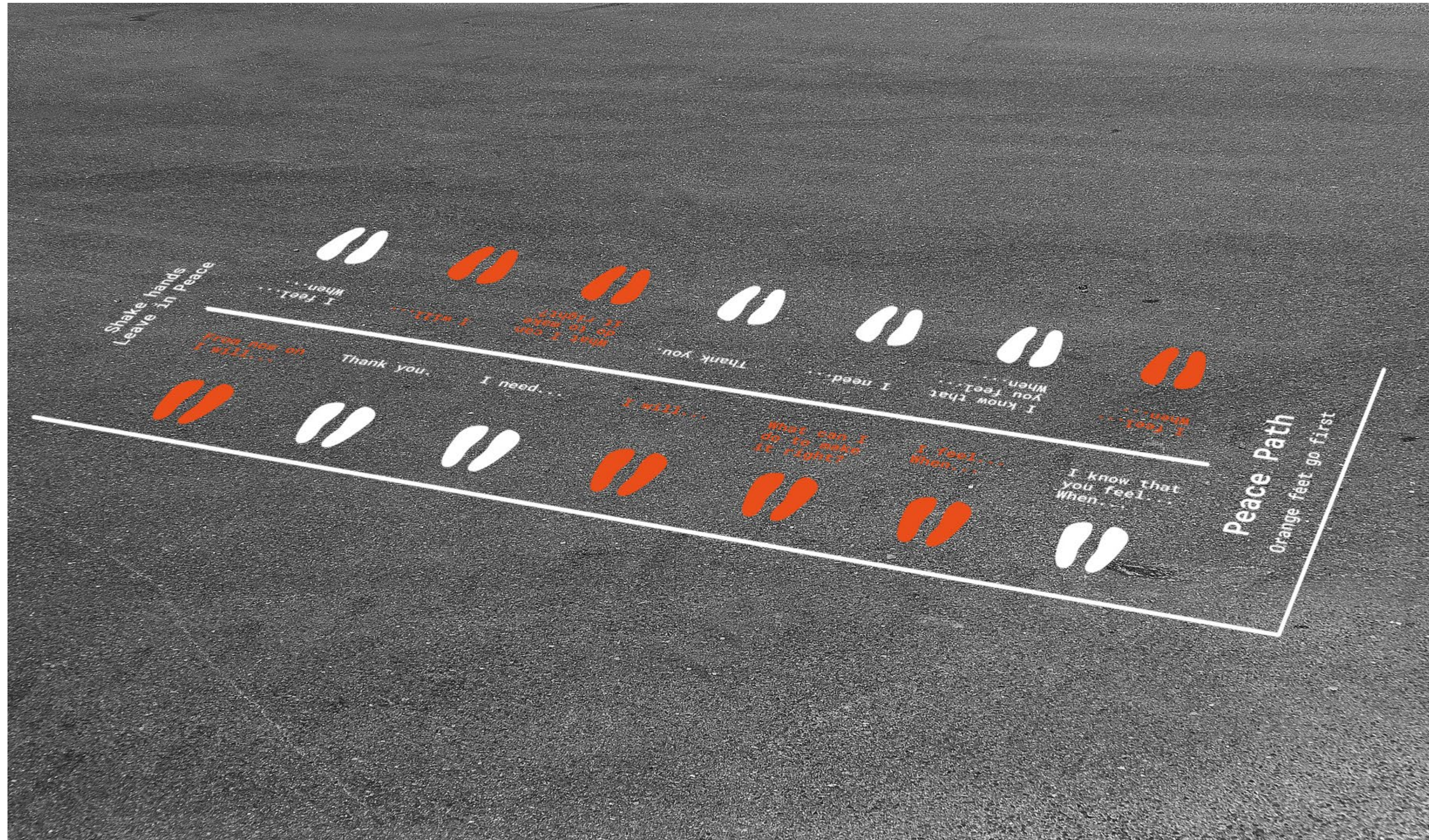
This is not just FUN... It is also an extremely playful, useful and even needed activity. Introducing a short dancing session on the way to school or even in school corridors could have significantly beneficial effects on the students. Dancing is a very multi-cultural and educating activity, as when teaching the steps you can introduce foreign national dances or share your traditional unknown folk dances!

(Let's exchange some moves! :)

STEPS

1. Choose a dance you want to share with your students
2. Find a 1:1 pattern of the main steps. (We have added two dance patterns which you can use) as a start;
[Download from here](#)
3. Choose a location in the school for your dancing steps pattern.
4. Print out the 1:1 pattern. As the steps need to be big enough, you might potentially want to print it out on A3 or A2 and stick the template sheet together.
5. Cut out everything you want to be painted on the ground.
6. Get your paint and brushes and paint the dance steps.
7. Let it dry and leave the students use it.
8. Film and share with **#MovementSpacesatSchools** the great way you have activated students and your school yard.

DO: SIMPLE TO DO INTERVENTIONS



TIME

1 day

RESOURCES

50-100 EU

m²

2-15 m²

MATERIALS

Asphalt paint, colored charcoal;
templates

PEACE PATH

The Peace Path is a conflict-resolution tool that helps students come up with 3rd Alternative solutions themselves; it offers insightful steps that shift the focus back to student empowerment by using basic problem-solving principles.

Source:

www.leaderinme.org/blog/create-peace-path-6-steps

STEPS

1. Discuss the idea at a teacher's board meeting
2. Invite parents to present the idea to them
3. Have a discussion with students too
4. Upon agreement with all:
5. Choose a location
6. Create the content - Key phrases such as "Listen with your eyes, ears and heart" and "Think Win-Win®" got the most votes and were integrated into the overall design.
7. [Download the word bubbles from here.](#)
8. Get all involved in the painting - students, teachers, parents
9. Promote on the school website, newsletter, announcement board
10. Play
11. Film and share with the **#MovementSpacesatSchools**

DO: SIMPLE TO DO INTERVENTIONS



TIME

1 day

RESOURCES

15-150 EU

m²

2-10 m²

MATERIALS

Asphalt paint, brushes, charcoal, paper tape

HOPSCOTCH

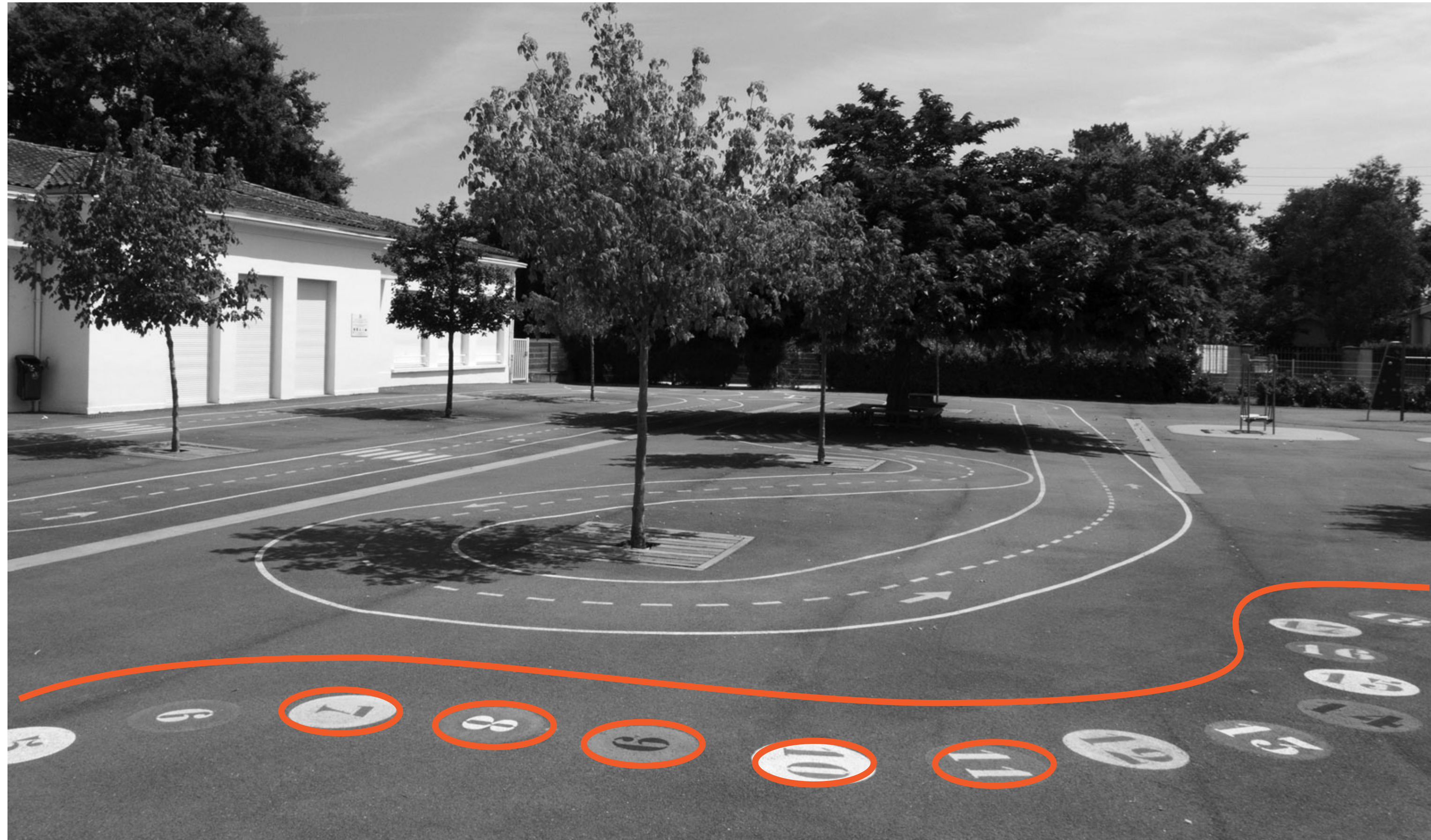
Hopscotch is a popular playground game in which players toss a small object into numbered triangles or a pattern of rectangles outlined on the ground and then hop or jump through the spaces and retrieve the object. It is a children's game that can be played with several players or alone.

To play hopscotch, a court is first laid out on the ground. Depending on the available surface, the court is either scratched out in the dirt or drawn with chalk on pavement. Courts may be permanently marked where playgrounds are commonly paved, as in elementary schools. Designs vary, but the court is usually composed of a series of linear squares interspersed with blocks of two lateral squares. Traditionally the court ends with a "safe" or "home" base in which the player may turn before completing the reverse trip. The home base may be a square, a rectangle, or a semicircle. The squares are then numbered in the sequence in which they are to be hopped. *Source: Wikipedia*

STEPS

1. [Download the template for the hopscotch](#)
2. Pick a place, or two, to create a hopscotch movement space
3. Cut the template forms evenly
4. Paint the court/s
5. Let it dry
6. Invite students to play
7. Film and share with **#MovementSpacesatSchools**

DO: EASY TO DO INTERVENTIONS



TIME

1 day

RESOURCES

100-250 EU

m²

2-10 m²

MATERIALS

Asphalt paint, brushes

ACTIVITY TRAIL

Draw and Play activity trails are an exciting way encourage activity and creative play during school recess and breaktimes. All you need is a bit of paint or chalk. The trail markings also help children develop social skills and stimulate their imagination. The markings can be adapted to fit within the space.

STEPS

1. Discuss the idea at a teacher's board meeting
2. Invite parents to present the idea to them
3. Upon agreement with all:
4. [Download the template](#) for the floor drawings
5. Go on a walk around your school and try to spot the most suitable place for the trail
6. Cut the template forms evenly
7. Invite students, parents, teachers for a joint art activity and draw your activity trail
8. Let it dry
9. Open it officially and let student explore and play
10. Film and share with **#MovementSpacesatSchools** the great new fun and creative way of activating your school yard.

Do: Medium to do interventions

DO: MEDIUM TO DO INTERVENTIONS



TIME

1 day

RESOURCES

50-100 EU

m²

2 m²

MATERIALS

Punching bag, Sport hanger or
make your own punching bag with:
Sand, Bag & String

BOXING AT SCHOOL – WHY NOT?

Boxing can be an excellent way for students to stay active and give them something productive in between classes at school. Boxing out the anger has proven to have an extremely beneficial effect on productivity, on physical and mental health and on the mood, of course. So, we propose to locate ready-to-use or handmade punching bags in the school yard to help students have a better day by taking out the pressure and the anxiety of their day. Through boxing, students will be also introduced to the positive effects of this short daily sport training session.

STEPS

1. Discuss the idea at a teacher's board meeting
2. Invite parents to present the idea to them
3. Upon agreement with all:
4. Choose a location
5. Get a punching bag and a sport hanger. Ensure the base is fixed, strong and steady.
6. If you decide you can make your own punching bag by putting some sand in a fabric bag. Tie it with some string. And check if it is steady enough by punching it several times!
7. Clearly indicate the safety rules on a visible board.
8. Organise and intro boxing session for the students and let them know how they can use the punching bag.

DO: MEDIUM-TO-COMPLEX TO DO INTERVENTION



CLIMBING AT SCHOOL – WHY NOT?

Climbing, as sport and hobby, is becoming more and more popular among young people. With a climbing wall you can provide a safe, different and functional activity for the students. The idea is to attract more enthusiasts and to give them a sense of the sport. Why not start practicing at school or at the school yard, and try to find the similarities between the natural landscape and the school environment, which students inhabit during the school week?

STEPS

1. Discuss the idea at a teacher's board meeting
2. Invite parents to present the idea to them
3. Upon agreement with all:
4. Choose a location
5. Get all the needed materials.
6. Install the hangers at a range of 20-40 cm distance and up to 1.8 m height maximum.
7. Provide 2-3 m horizontal length of the wall with the hangers, arranged on a zigzag pattern.
8. Clearly indicate the safety rules on a visible board.
9. Organise an intro climbing session with the students. Explain safety principles.

Benefits of a climbing wall at school – [check out the video.](#)

TIME

1 day

RESOURCES

300-450 EU

m²

10-15 m²

MATERIALS

Bolts, Screwier, Hangers

DO: MEDIUM-TO-COMPLEX TO DO INTERVENTION



RE-CREATE YOUR SCHOOL SPORT AREA WITH COLOR

Re-create your school sport area with colour.

Another great way to create an enchanting and appealing school ground is to completely change how it looks. The below example comes from Valencia, Spain, and in this [video](#) you can see an example from Italy!

STEPS

1. Discuss the benefits of adding colour and form to your outdoor sports school ground at a teachers' board meeting.
2. Invite parents to present the idea to them and ask for their support.
3. Upon agreement with all:
4. Identify a local street art artist or a graphical design studio.
5. Ask them to prepare the design proposal of what the re-coloured sports ground will look like.
6. Request all necessary permissions.
7. Create a school fundraiser for the new playground.
8. Have the artists, supported by students, teachers and parents, paint the school sports ground.
9. Let it dry.
10. Enjoy and play.
11. Film and share of the great new fun and a creative way of activating your schoolyard.

TIME

Depending on the size of project between 3 and 10 days

RESOURCES

Between 2500 and up to 5000 EU

m²

Depending of the size of the chosen sport court

MATERIALS

Asphalt paint, brushes, paper tape

photo credit: fixerint.com/en/blog/marina-valencia

Do: Games

DO: IN SCHOOL ACTIVITY GAMES



These three- to five-minute physical activity ideas can be incorporated into any classroom. Here are some examples of how to get students moving. Feel free to get creative and come up with your own!

1. **CHAIR AEROBICS:** Have students pull their chairs out from their desks. They should sit up straight, keeping their ankles together to do leg lifts by extending their legs to a 180-degree angle for 20 repetitions. Then have students stand behind the chair, and, while holding the back for balance, extend their right leg out to the side to a 45-degree angle for 20 repetitions. Then repeat with the left leg.
2. **TASK MASTER:** Have students stand up and push in their chairs. Explain that you are going to give them a series of tasks and the goal is to complete them as quickly as possible. Direct students that once they have completed the task, they should stop where they are and raise their hand. For the first task, have students touch 10 chairs not in a row. For the next task, have students touch elbows with eight classmates. For the last task, have them touch toes with six classmates wearing six different colored shirts.

PHYSICAL ACTIVITY BREAKS

3. **BOOGIE DAYS:** Have students spread out across the room, play one school-appropriate song and let kids bust a move. Have them follow your moves, and make sure movements are appropriate. Try doing some vintage moves like the Twist, mash potatoes or just jumping around.
4. **NO STRESS TEST:** Make it a classroom tradition to have a 5-minute walking break before a test to help everyone unwind and relax.
5. **TAKE A TOUR:** Lead students on an imaginary tour of a different country or state in a charades-like game. For example, take a tour of Texas: march to the Alamo, climb an oak tree, climb Guadalupe Peak, swim in the Gulf of Mexico. Create other simulations that point out various landmarks within any state.

Source: www.fueluptoplay60.com



TIME

1 day

RESOURCES

50-100 EU

m²

15-25 m²

MATERIALS

Paint or spray, Painting brush,
Tape measure, Masking tape,
Scissors

BOOM GAME

The boom as is fun and easy game to do with 0 - 1000 participants.

RULES

1. Choose a place
2. Draw the playing field with chalk
3. Divide the players in two groups/teams
4. Position each team in the inner side of their fields.
5. Aim: a player needs to reach a marker corner in the other team's field and shout BOOM!!!! While going through the corridor players are not allowed to step on the markings. If a player steps out of the marking it means they are out of the field but not out of the game! The players out of the field are allowed to tease and obstruct, in a safe manner, the player from the other team while they running and aiming for the BOOM corner.

There are two circles in the corners of the field. They are like the safety place for the player, trying to reach the BOOM corner. In the Safe SPOT, you are not allowed to obstruct the other team players.

STEPS

1. Choose appropriate playground.
2. Draw the play board as shown on the scheme on the right. - the size will depend on the number of the participants.
3. Play and have fun



TIME

1 day

RESOURCES

150 EU

m²

10 m²

MATERIALS

Bucket, Stones,
Or tennis balls

MANCALA GAME

Mancala is a generic name for a family of two-player turn-based strategy board games played with small stones, beans, or seeds and rows of holes or pits in the earth, a board or other playing surface. The objective is usually to capture all or some set of the opponent's pieces.

RULES

Put four balls/stones in each of the 12 holes. Each team has a 'store' to the right side of the Mancala board. The game begins with one player picking up all of the pieces in any one of the holes on his side. Moving counterclockwise, the player deposits one of the stones in each hole until the stones run out. If you run into your own store, deposit one piece in it. If you run into your opponent's store, skip it. If the last piece you drop is in your own store, you get a free turn. If the last piece you drop is in an empty hole on your side, you capture that piece and any pieces in the hole directly opposite. Always place all captured pieces in your store. The game ends when all six spaces on one side of the Mancala board are empty. The player who still has pieces on his side of the board when the game ends captures all of those pieces. Count all the pieces in each store. The winner is the player with the most pieces.

For more information follow the link:

www.youtube.com/watch?v=6exrC81IUQE

DO: SPREAD THE IDEA



Getting everyone involved could be best achieved by distributing small indications about simple moves that transform the school environment into a real playground. We propose creation and placement of series of stickers that can make the citizens have more fun in the urban environment!

STEPS

1. Look carefully through [the stickers](#) we offer you!
2. Go on a walk around your school and try to spot the most suitable places that seem to be lacking some MOVEMENT Invitations!
3. Print out the stickers you need.
4. Cut them (Properly! Even edges, even edges)
5. Place them on the appropriate sites

TIME

1 day

RESOURCES

50 EU

m²

2-10 m²

MATERIALS

Paper & Colour Printer,
Scissors, Plastic tie

Do: Events

To build a culture of physical activity, play and sport your school could engage in the following events.



OPEN STREETS DAY

Developed by: International Sport and Culture Association (ISCA)

The concept of Open Streets Day is built into the name of the project: on 22 September public streets and urban areas of European cities are transformed into venues for recreational physical activity. As an organiser, you are free to choose an event theme ranging from simple ideas, like rope-skipping contests, to something more elaborate like a mass participation cycling ride.

Link to the initiative:

open-streets-day.nowwemove.com

Contact person:

Laska Nnova
Ln@isca-web.org



photo credit: moveweek.eu

MOVE WEEK

Developed by: International Sport and Culture Association (ISCA)

MOVE Week is an annual event established in 2012 and an integral part of the NowWeMOVE campaign. MOVE Week takes place in the last week of May each year. The objective of the MOVE Week is to promote the benefits of sport and physical activity. MOVE Week is an open platform for anyone with an interest in being active or getting people active. MOVE Week is about having fun and finding your MOVE. Many schools around Europe take an active part in MOVE Week.

Link to the initiative:

moveweek.eu

Contact person:

Laska Nenova

Ln@isca-web.org



photo credit: no-elevators-day.nowwemove.com

NO ELEVATORS DAY

Developed by: International Sport and Culture Association (ISCA)

No Elevators Day is a worldwide event that shares how people use the stairs instead of elevators or escalators as a fun and healthy way to add some physical activity to their day. Many schools around Europe are taking part in No Elevators Day each year.

For school-based No Elevators Day inspiration, please contact the following ESSD coordinators:

DES, Spain

ard@colegiosconeldeporte.com

BG Be Active, Bulgaria

nikoleta@bgbeactive.org

Link to the initiative:

no-elevators-day.nowwemove.com

Contact person:

Laska Nenova, Campaign Manager

Ln@isca-web.org



photo credit: BlanchelandeCollege, thedailymile.co.uk

DAILY MILE

Developed by: The Daily Mile Foundation

The Daily Mile is simple and free. The idea is to get children fit for life and fit for learning by encouraging them to run or jog for 15 minutes every day in their schools or nurseries.

The aim is to promote social, emotional and mental health and wellbeing, as well as fitness. It takes place outside in the fresh air during the school day at a time of the teacher's choosing. Children run in their school clothes and no special kit or equipment is required.

No special surface or running track is needed. Most schools do The Daily Mile in playgrounds, around school fields (providing it isn't muddy) or simply around school buildings. Some schools choose to put funding towards a running track, but this is not a necessity to do The Daily Mile. As long as you have some outside space big enough for children to run around, your school can participate in The Daily Mile.

Link to the initiative:

thedailymile.co.uk

Contact person:

thedailymile.co.uk/contact

*Library
of resources*

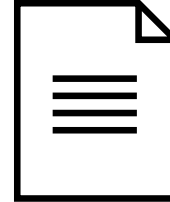
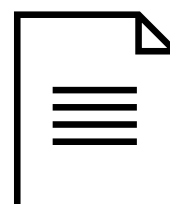



BUILDING CITIES AND PLACES FOR CHILDREN:

-  [Building Cities for Children](#)
-  [Child Friendly cities Rotterdam](#)
-  [Building Child-Friendly Cities](#)
-  [Placemaking guide](#)
-  [Middelton Park Case Study - creating a pop-up park](#)
-  [Child in the city](#)


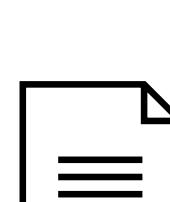
ACTIVE PLAN ON-LINE RESOURCES:

-  [Active kids do better](#) - playground activities

THEORIES OF PLAY

-  [Let the children play - Loose Parts Play](#)
-  [Playful Paradigm](#)
-  [Watch here the Playful Paradigm Final Event](#)
-  [Peaceful Playground Games Teach Collaboration on the Playground](#)
-  [Are Schools Effectively Teaching Collaboration?](#)

RESEARCH PAPERS

-  [Involving the headteacher in the development of school-based health interventions: A mixed-methods outcome and process evaluation using the RE-AIM framework](#)
-  ["Movement-enhancing footpaths" - A natural experiment on street design and physical activity in children in a deprived district of Leipzig, Germany](#)

CALMING TRAFFIC & SLOW STREET RESOURCES

-  [Designing streets for kids](#)
-  [Slow Streets Malta](#)
-  [1000 Play Streets](#)
-  [Sam Balto - Movement Spaces @ School](#)




® **European**
School Sport
Day



#ESSD2021

CONTACT INFORMATION

Want to know more about ESSD?
Consult our website: **www.essd.eu**

 @mdsz_hssf
 essdeurope
 @european_school_sport_day



For all other enquiries,
contact **info@essd.eu**

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