

**BRAIN,  
HEART & SPORT**

**TRAIN  
FOR LIFE**

# WARM UP

## WARM UP

Warm up lower and upper limbs.

## COOL DOWN

Relax the muscles and provide students with useful suggestions.

## SESSION 1

### QUIZ RELAY RACE

Physical skills: acquisition of basic motor schemes, development of coordination free-body workout, both for stretching and dynamic motor activities.

## SESSION 2

### OBSTACLE RACING QUIZ

Physical skills: to develop primary dynamic motor skills (jumping) and static activities (stretching), coordination of movements, balance improvement.

## SESSION 3

### VORTEX GAME

Physical skills: general and specific basic movement, dynamic patterns, coordination, throwing techniques.

## ATTACH- MENTS

QUIZ RELAY RACE  
EXERCISES

QUIZ RELAY RACE  
QUESTIONS

SUGGESTED  
STRUCTURED COURSE

4.  
TRAIN FOR LIFE



STAFF

1 teacher

DURATION OF THE SESSION

15 Minutes

MATERIAL

...

1 STAND UP STRAIGHT

2 SWIMMING FOR LIFE

3 PREPARING THE FIRST  
LESSONS OF SWIMMING

5 WATER AEROBICS

4 QUICK PICK

## WARM UP

This is the common Warm-Up for all the sessions of this unit



15 minutes

## MAIN SESSION

### SETTING

Park, pitch, school yard (if not available you can carry out the activity indoor).

### ACTIVITES



5 minutes



Free walk (change the walk speed during the 5 minutes)



5 minutes



Free running



5 minutes

Other exercises:



Rolling the shoulders forwards and back 10 each side

Swinging the arms all the way around forwards and backwards 10 each way

Side stretching 6 each side

Squatting 10 times. Skip running for 40 sec.

Squatting and lifting on the feet 10 times

Butt kicks for 40 sec.



Lift and hold your arms in the air 10 times



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# COOL DOWN

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15 Minutes

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## COOL DOWN

Cool down the body and stretch muscles



10 minutes

## MAIN SESSION

### SETTING

Park  
(in alternative schoolyards or  
enclosed spaces)

### ACTIVITIES

Stretch Arms and legs. Hold each stretch for 10 seconds and repeat 2 times



①

**Supine hip flexor stretch**  
(to stretch the muscles that  
flex the hips).  
30 seconds per side



②

**Supine hamstring stretch**  
(to stretch the muscles of  
the back of the thighs).  
30 seconds per side



③

**Supine hip flexor stretch**  
(to stretch the muscles that  
flex the hips).  
30 seconds per side



④

**Supine shoulder flexion**  
(to stretch the muscles of  
the shoulders and back)  
30 seconds per side



⑤

**Upper Back Prayer** (from  
a kneeling position, extend  
both hands out, fingers  
pointing forward. Use your  
hands and forearms to grip  
the floor, as you gently ease  
your buttocks backward,  
until you feel the stretch  
in your upper back and  
shoulders. Exhale, gently  
easing your chest down  
toward the floor)

NOTE: the teacher should provide the students with some  
advice about good eating habits and lifestyle (sheet about  
foodstuffs useful before and after activities).





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Physical skills: general and specific basic movement, dynamic patterns, coordination, throwing techniques.

## ATTACH- MENTS

QUIZ RELAY RACE  
EXERCISES

QUIZ RELAY RACE  
QUESTIONS

SUGGESTED  
STRUCTURED COURSE



STAFF

1 coordinator,  
1 person for helping,  
prepare the path and  
supervise the activities

DURATION OF THE SESSION

120 Minutes

MATERIAL

Jerseys, baton, material  
for creating the path (tape,  
obstacles, etc). Public park  
or an alternative setting where  
is feasible to run a race

Attachment 1

Quiz relay race exercises

Attachment 2

Quiz relay race questions

# SESSION 1 > QUIZ RELAY RACE

Physical skills: acquisition of basic motor schemes, development of coordination free-body workout, both for stretching and dynamic motor activities



5 minutes

## WARM UP

For more details check  
the Warm Up session  
at the beginning.



110 minutes

## MAIN SESSION



25 minutes

### INTRODUCTION

#### Activities

Explanation and practical demonstration about how to run properly (run technique: how to touch the ground, legs movement, harms movement, muscles involved during a run, posture, etc). It may be useful show short video with the most common mistakes and explain how to correct them.

It could be useful provide the students with exercises to improve their technique.

Focus also on self-control and self-regulation (knowing heartbeat, post-run recovering, etc.)

Explain the advantages of a regular running activity.

NB: provide students with a training run schedule to practice during their free time in order to make the students more responsible.



70 minutes

### EXECUTION (PROCESS)

#### Setting

Park (in alternative schoolyards or enclosed spaces)

#### Activities

Students will be engaged in a relay race with questions (60 minutes). They will be divided in teams (4 members per team would be ideal). Each player should run for 1 km, following the path created by the staff.

At this point two versions might be possible

- First Version: teams are composed of students with special needs and able-bodied peers. The able-bodied students must help their peers, they will have to finish the race together. At the end of the race a question will be asked to the couple and they must answer properly in order to allow the other couple to start the race. In case of incorrect answer, the whole team will have to do free-body exercises (push-up, abdominal or squat).



5 minutes

## COOL DOWN

For more details check  
the Cool Down session  
at the beginning.



25 minutes

### EVALUATION

#### Setting

Park (in alternative schoolyards or enclosed spaces)

#### Activities

- Self-evaluation about recovery time (the teacher has to provide a sheet to measure the recovering capacity).
- Thinking about the individual exercises and workout made by the team.
- Advices for improving performance (Sheet about how to train in the running).
- Advices about good eating habits and lifestyle (sheet about foodstuffs useful before and after activities).

#### Methodologies:

Peer learning methodologies should be preferred in order to encourage the discussion between the participants and the curiosity about the topics covered.

1 STAND UP STRAIGHT

2 SWIMMING FOR LIFE

3 PREPARING THE FIRST  
LESSONS OF SWIMMING

5 WATER AEROBICS

4 QUICK PICK

METHODOLOGICAL TIP: it's recommended to create small groups (3/5 students) of students that can meet during extracurricular hours and training together following the specific run plan suggested by the technical teacher.

8-10 minutes will be needed in order to explain the game, especially for what concern physical limits, which should not be exceeded.

After that the second group could start.

- › Second version: In the second variant, there are only able-bodied boys which have to run individually. At the end of the path, they will be able to answer a question to allow the other partner to start. In case of incorrect answer, the whole team will have to do free-body exercises (push-up, abdominal or squat).

Questions could be focused on various subjects.

Each student must check the recovering time: check the heartbeat before and after the activity

The teacher will hand out educational material (brochure, etc) to reinforce the concepts expressed during this phase.

#### Competences

The specific skills developed during this session should be related both to the ability of performing motor and static activities, and the acquisition of specific knowledge on didactic topics. Among the soft/transversal skills we will try to develop the ability to work in teams, respect for others, concentration and self-control.



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# SESSION 2

## WARM UP

Warm up lower and upper limbs.

## COOL DOWN

Relax the muscles and provide students with useful suggestions.

## SESSION 1

### QUIZ RELAY RACE

Physical skills: acquisition of basic motor schemes, development of coordination free-body workout, both for stretching and dynamic motor activities.

## SESSION 2

### OBSTACLE RACING QUIZ

Physical skills: to develop primary dynamic motor skills (jumping) and static activities (stretching), coordination of movements, balance improvement.

## SESSION 3

### VORTEX GAME

Physical skills: general and specific basic movement, dynamic patterns, coordination, throwing techniques.

## ATTACH- MENTS

QUIZ RELAY RACE  
EXERCISES

QUIZ RELAY RACE  
QUESTIONS

SUGGESTED  
STRUCTURED COURSE

4.  
TRAIN FOR LIFE



STAFF

1 coordinator, 1 person for helping, prepare the path and supervise the activities

DURATION OF THE SESSION

120 Minutes

MATERIAL

obstacles, circles and all is needed to create a path.  
Attachment 3 - SUGGESTED STRUCTURED COURSE

- 1 STAND UP STRAIGHT
- 2 SWIMMING FOR LIFE
- 3 PREPARING THE FIRST LESSONS OF SWIMMING
- 5 WATER AEROBICS
- 4 QUICK PICK

## SESSION 2 > OBSTACLE RACING QUIZ

Physical skills: to develop primary dynamic motor skills (jumping) and static activities (stretching), coordination of movements, balance improvement



5 minutes

### WARM UP

For more details check the Warm Up session at the beginning.



110 minutes

### MAIN SESSION



20 minutes

#### INTRODUCTION

##### Activities

The introduction should focus on improving the jump technique by showing some video and provide the students with a list of exercises to be carried out during extracurricular hours.

METHODOLOGICAL TIP: it's recommended to create small groups (3/5 students) of students that can meet during extracurricular hours and training together following the specific plan suggested by the technical teacher.

8-10 minutes Explanation of the activities which they are going to carrying out.



60 minutes

#### EXECUTION (PROCESS)

##### Setting

Park (in alternative schoolyards or enclosed spaces)

##### Activities

Players should run along a path made by circles, obstacles, etc. (steps or other obstacles could be useful) or natural obstacles (if possible).

The path will be divided in section and each section will foresee specific exercises. At the end of each section questions will be asked to students. Riddles, sentences to be completed, individually or in groups, could be also used. The questions might be placed at the end of each fraction of path (i.e. after an obstacle), and in case of correct answer, the team could obtain the scores gathered by each member.



40 minutes

#### EVALUATION

##### Activities

- › Self-evaluation about recovery time (the teacher has to provide a sheet to measure the recovering capacity);
- › think about uncorrected eating habits and lifestyles (sedentary life-style, tobacco and alcohol abuse, drug use, etc);
- › for educational proposals and to reflect about the experience, the importance of cooperation, etc.

##### Methodologies:

Peer learning methodologies should be preferred in order to encourage the discussion between the participants and the curiosity about the topics covered.

The teacher will hand out educational material to reinforce the concepts expressed during this phase.



5 minutes

### COOL DOWN

For more details check the Cool Down session at the beginning.

In particular, questions will focus on educational subjects related to school courses, while in our case they will focus on the determination of aromas and flavours related to specific ingredients, essences, herbs and spices used for preparing food.

As in the “game of the goose” if the answer it’s wrong the team has to repeat the section

NB:

- › it’s important to know if in your town there are public park or other places already equipped to carried out this activity. Otherwise specific path maybe created using basic sport equipment;
- › it’s important to carry out the activity without interruption, to this end be sure to have enough sport equipment.



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# SESSION 3

## WARM UP

Warm up lower and upper limbs.

## COOL DOWN

Relax the muscles and provide students with useful suggestions.

## SESSION 1

### QUIZ RELAY RACE

Physical skills: acquisition of basic motor schemes, development of coordination free-body workout, both for stretching and dynamic motor activities.

## SESSION 2

### OBSTACLE RACING QUIZ

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## SESSION 3

### VORTEX GAME

Physical skills: general and specific basic movement, dynamic patterns, coordination, throwing techniques.

## ATTACH- MENTS

QUIZ RELAY RACE  
EXERCISES

QUIZ RELAY RACE  
QUESTIONS

SUGGESTED  
STRUCTURED COURSE



4.  
TRAIN FOR LIFE



# SESSION 3 > VORTEX GAME

**Physical skills:** general and specific basic movement, dynamic patterns, coordination, throwing techniques. Knowledge of throwing technique, speed/strength/precision when throwing; ability to use throwing techniques in different games and phase of the game. **Transversal competence:** Concentration, self-control, behavioural balance, self-assessment of their own limits. Improve specific skills such as relate to others, communication, creativity. Improve tactical creativity during different games



5 minutes

## WARM UP

For more details check the Warm Up session at the beginning.



110 minutes

## MAIN SESSION



30 minutes

### INTRODUCTION

#### Activities

The introduction should focus on improving the throw technique by showing some video and provide the students with a list of exercises to be carried out during extracurricular hours.

**Methodological tip:** it's recommended to create small groups (3/5 students) of students that can meet during extracurricular hours and training together following the specific plan suggested by the technical teacher.

8-10 minutes will be needed in order to explain the game.



120 minutes

### EXECUTION (PROCESS)

#### Setting

Park (in alternative schoolyard, enclosed spaces)

#### Activities

##### INDIVIDUAL ACTIVITIES

- › prepare a throw field
- › each student on his turn will launch the vortex ball
- › the vortex must be launched within the field
- › the score will be assigned based on the distance and precision (respect the field lines)

##### GROUP ACTIVITIES

Three different activities may be suggested:  
① **Precision throw:** each participant can throw the vortex 2 times and has to strike a target located 10/12 mt from the throwing line. The target must measure 2X2 mt.



30 minutes

### EVALUATION

#### Activities

Thinking about the individual exercises and workout made by the team.

#### Methodological remarks:

- › the individual activities aim at assessing the ability of each student;
- › group activities aim at improving the capacity of creating relationship, of organising and managing group activities and ability to share goals, strategy etc within a group.



5 minutes

## COOL DOWN

For more details check the Cool Down session at the beginning.

#### STAFF

1 coordinator, 1 person for helping, preparing and supervise the activities

#### DURATION OF THE SESSION

180 Minutes

#### MATERIAL

vortex (or other ball suitable to be thrown such as a rugby ball), material to create the pitch (rope, etc)

1 STAND UP STRAIGHT

2 SWIMMING FOR LIFE

3 PREPARING THE FIRST LESSONS OF SWIMMING

5 WATER AEROBICS

4 QUICK PICK

- › each participants can throw the vortex 2 times, it will be taken into consideration the best shot

The participant who strikes the target obtain 10 point for his team, around the target there will be specific areas which assign different point (8/6/4/2).

②

**Relay Throwing Race:**

A path of 1 km has to be set up. 2 or more lines of equal teams are created. On the signal the first player with the vortex will throw the ball and goes at the end of the line. All the players of that team run where the vortex touched the ground. The second player throw the ball and the game goes on. The team which arrived first at the end of the path is the winner

③

**Rugby 5X5:** set up teams of maximum 5 players so that everyone is actively involved in the game. Passes have to be either lateral or backwards. Special target at each end of the field are the in-goal areas.



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# ATTACHMENTS

## WARM UP

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## SESSION 3

### VORTEX GAME

Physical skills: general and specific basic movement, dynamic patterns, coordination, throwing techniques.

## ATTACH- MENTS

QUIZ RELAY RACE  
EXERCISES

QUIZ RELAY RACE  
QUESTIONS

SUGGESTED  
STRUCTURED COURSE

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STAFF

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DURATION OF THE SESSION

180 Minutes

MATERIAL

vortex (or other ball suitable to be thrown such as a rugby ball), material to create the pitch (rope, etc)

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ATTACHMENTS  
QUIZ RELAY RACE  
EXERCISES

①

**Right answer:** 5 push-ups

**Wrong answer:** 5 push-ups keeping the feet 10 cm above the floor

②

**Right answer:** 10 squats

**Wrong answer:** 10 squats with weights

③

**Right answer:** 10 abdominal sit-ups

**Wrong answer:** 10 abdominal sit-ups with elbows touching the knees (right elbow with left knee, left elbow with right knee)

④

**Right answer:** 20 rope jumps

**Wrong answer:** 50 rope jumps

⑤

**Right answer:** 10 seconds heel-to-butt drill on the spot and 10 seconds skip run on the spot

**Wrong answer:** 20 seconds heel-to-butt drill on the spot e 20 seconds skip run on the spot

①

What is a correct life style?

*Difficulty level: D*

- a. Physical activity together with healthy nutrition and good habits
- b. Playing videogames laying on the couch, eating pizza every day and drinking fizzy drinks

A | B |

④

How much water should you drink every day? *Difficulty level: B*

- a. 1 litre
- b. about 2 litres
- c. as much as you need

A | B | C |

⑦

How often should you have meals

*Difficulty level: C*

- a. 2
- b. 4
- c. 5
- d. 7

A | B | C | D |

QUIZ RELAY RACE QUESTIONS  
Healthy nutrition and correct life styles

②

Champion's breakfast is made of..?

*Difficulty level: B*

- a. Bread and chocolate until the jar is empty
- b. Just a coffee
- c. Milk with cereals or a yogurt, bread slices and jam

A | B | C |

⑤

List 10 fruits and/or vegetables within 30 seconds

*Difficulty level: B*

③

You get hungry during school classes, you decide to eat:

*Difficulty level: C*

- a. fruit
- b. a snack filled with cream or chocolate
- c. a panini with bologna and mayonnaise

A | B | C |

⑥

A proper meal is made of..

*Difficulty level: D*

- a. a panini bought in a fast food
- b. first course, second course and fruit
- c. a first course and whatever you find within reach

A | B | C |

⑧

How many hours should you sleep?

*Difficulty level: A*

- a. about 8 hours
- b. 5 hours are enough
- c. 10 hours or more

A | B | C |

⑨

Physical activity:

*Difficulty level: D*

- a. damage one's health
- b. is a natural activity
- c. to do when it occurs to mind

A | B | C |



- ⑩ How often should you work out during the week? *Difficulty level: A*
- a. 30 minutes per day
  - b. a football match once a week
  - c. an hour every 4 days

A | B | C

- ⑬ The obesity is? *Difficulty level: C*
- a. an action film
  - b. a dangerous state for the body
  - c. a programme promoted by OMS

A | B | C

- ⑬ You will consume 300 kcal if, for a whole hour: *Difficulty level: A*
- a. you wash dishes (120kcal)
  - b. you cycle
  - c. you run (450 kcal)

A | B | C

- ⑰ A packet of cigarettes per day: *Difficulty level: D*
- a. causes people to fill full
  - b. increases the risk of cardiovascular illnesses
  - c. increases lungs capacity

A | B | C

- ⑪ How many footsteps should you take every day? *Difficulty level: A*
- a. 1000
  - b. 10.000
  - c. 54.365

A | B | C

- ⑭ Which are the consequences of obesity? *Difficulty level: C*
- a. Hypertension gets worse, hearth break likely, hernia, etc.
  - b. Athletic performance
  - c. Greater lungs capacity, gained muscle

A | B | C

- ⑮ A dish of 80g pasta with sauce and a coke can contain respectively: *Difficulty level: A*
- a. 400kcal/139kcal
  - b. 250kcal/250kcal
  - c. 800kcal/95kcal

A | B | C

- ⑯ What do you think is the better oil to drink? *Difficulty level: B*
- a. extra virgin olive oil
  - b. palm oil

A | B

- ⑫ A sedentary life is...: *Difficulty level: D*
- a. exciting
  - b. a major cause of obesity
  - c. a still life

A | B | C

- ⑮ How to prevent obesity and injuries? *Difficulty level: C*
- a. taking pills and avoiding sport
  - b. looking it up on the Internet
  - c. eating well and practicing sports and doing physical activity

A | B | C

- ⑯ Before doing physical activity you'd better: *Difficulty level: B*
- a. perform worm-up for at least 5 minutes
  - b. chat with friends
  - c. eat a panini

A | B | C

# QUIZ RELAY RACE QUESTIONS

## Equal opportunity, civic and citizenship education

①  
Cigarettes filters must be thrown on the floor.  
*Difficulty level: D*

True ☐ False ☐

④  
One must be suspicious of immigrants.  
*Difficulty level: B*

True ☐ False ☐

⑦  
If I witness a violence act, I call the police immediately.  
*Difficulty level: C*

True ☐ False ☐

⑩  
Corruption and official misconduct are violations carried out by Public Official or people working in the Public Sector.  
*Difficulty level: A*

True ☐ False ☐

⑬  
Domestic violence is meant as a physical violence only.  
*Difficulty level: C*

True ☐ False ☐

②  
Reducing energy waste contributes to the preservation of the environment.  
*Difficulty level: B*

True ☐ False ☐

⑤  
Equal opportunities mean to protect the women only.  
*Difficulty level: B*

True ☐ False ☐

⑧  
Equal opportunities mean to protect everybody.  
*Difficulty level: A*

True ☐ False ☐

⑪  
Fiscal evasion is meant to reduce or eliminate tax payment without violating norms.  
*Difficulty level: A*

True ☐ False ☐

⑭  
Omission in giving first aid is a crime.  
*Difficulty level: C*

True ☐ False ☐

③  
If I witness a fire, I run away as quick as possible. There will be someone else calling the firemen.  
*Difficulty level: C*

True ☐ False ☐

⑥  
Domestic violence must be hidden.  
*Difficulty level: D*

True ☐ False ☐

⑨  
Merit must be preferred to nepotism.  
*Difficulty level: D*

True ☐ False ☐

⑫  
Power abuse is not a crime.  
*Difficulty level: D*

True ☐ False ☐

⑮  
You can help someone during an emergency only if you have attended a specific course.  
*Difficulty level: C*

True ☐ False ☐

⑩

Architectural barriers are any architectural feature of a home or a public building that limits the access and mobility of persons.

*Difficulty level: A*

True

False

⑪

Within specific sectors, such as hospitality and catering, women can only be hire for certain jobs.

*Difficulty level: D*

True

False

⑫

The 25th of November is the International Day for the Elimination of Violence against Women.

*Difficulty level: A*

True

False

⑬

The principle of citizens equality is described in the 4th article of the Italian Constitution.

*Difficulty level: B*

True

False

⑭

Paying taxes and levies is everybody's right.

*Difficulty level: B*

True

False

# SUGGESTED STRUCTURED COURSE

## INTRO

The obstacle course should be performed following different stages.

During every stage the pupil is supposed to answer to a question about healthy and correct life styles. If the answer given is wrong, the pupil will face a penalty, that is a physical exercise to be performed on the spot, such as a squat, or a bend exercise.

The obstacle course can be performed anywhere. In this case, it will take place in a park. There will be plastic obstacles, plastic hoops, balance beams, and plastic cones at disposal. Everything can possibly be used as an obstacle.

## COURSE EXAMPLE

①

The pupil answers to the first question. If the answer is right, the pupil goes forwards. If the answer is wrong, the pupil will have to perform 10 squats.

②

To reach the second stage, the pupil is supposed to jump over three obstacles and turn around a plastic cone twice. They will then give answer to the second question. In case the answer is wrong, the pupil will perform 10 jumping jack (jumps performed widening arms and legs at the same time).

③

Between the second and the third stage, the pupil is supposed walk along the balance beam without losing the balance. If this one is not at disposal, a rope or a strip can be used alternatively. Once the pupil is arrived at the third stage, they will have to answer to the third question. If the answer is wrong, 10 lunge exercises have to be performed.

④

To reach the fourth stage, the pupil will have to jump in the hoops on the floor using one foot. In case of wrong answer given to the fourth question, the pupil will perform 4 push up stretches.

⑤

To reach the fifth stage of the course, the pupil is supposed to run under 5 obstacles. If no proper obstacle is available, chairs or desks as high as 50 cm may be used. The last question will be made. If the answer is wrong, the pupil will performed all the exercises listed before: 10 squats, 10 jumping jack, 10 lunge exercises, 4 push up stretches.