

# Teacher Exercise Manual

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# Try it with your students!

Tasks and ideas to implement for the next 2 weeks

## Task 1: Knowledge and understanding

Discuss with your students about:

- WHO's PA recommendations
- What is moderate and vigorous PA with examples
- How to measure their pulse and be able to distinguish between moderate and vigorous PA based on their heart rate
- The benefits of PA

## Task 2: Using the “MY IMPACT Journal” to self-monitor physical activity

- Ask students to recall their PA during the previous week using a diary (paper and pencil)
- Motivate your students to record their participation in physical activities by using the weekly diary for the coming week
- After one week, discuss and help them to evaluate physical activities that correspond to moderate and vigorous physical activity accordingly

### Self-monitoring through the use of diary

Record your participation for more than 10 minutes in moderate to vigorous PA next week

Name \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

## Task 3: Evaluating the level of fitness

Propose your students to select 2-3 from the following PA and help them to evaluate themselves:

- **6-minute walk or run test** (<https://www.topendsports.com/testing/tests/walk-6min.htm>) or (<https://www.topendsports.com/testing/tests/6-minute-run.htm>)
- **Shuttle run** (<https://www.topendsports.com/testing/tests/20mshuttle.htm>)
- **Plank test** (<https://www.topendsports.com/testing/tests/plank.htm>)
- **Sit ups** (<https://www.topendsports.com/testing/tests/sit-up-30seconds.htm>)
- **Push ups** (<https://www.topendsports.com/testing/tests/home-pushup.htm>)
- **Sit and reach** (<https://www.topendsports.com/testing/tests/sit-and-reach.htm>)

## Evaluating our fitness levels

Test	Your performance
6-minute walk or run test	
Plank test	
Sit ups	
Push ups	
Sit and reach	

## Fitness levels and setting personal goals

Test	Your performance	Set a goal to achieve in the next 2 weeks
6-minute walk or run test		
Plank test		
Sit ups		
Push ups		
Sit and reach		

### One last word: Go social if you can!

- Remember the parents! You can organize an informational event to discuss with parents about WHO recommendations and the importance of being active
- E.g., Organize a simple PA event for parents and students together or send an information sheet about WHO's recommendation or create a Facebook group and disseminate information related to physical activity and health

# How to promote adolescents' physical activity providing fun situations and a motivating climate in physical education

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## Scenario 1: How to support students' autonomy?

How can you encourage students' autonomy in proposing enjoyable and worth-doing activities during school PE? Which strategies could you use to stimulate students' initiatives taking in PE?

## Scenario 2: How to include all the students in the class?

A student doesn't want to take part in the warm-up session of the lesson, what would you do? What behavior would you adopt? Which strategies could you use?

## Scenario 3: How can you encourage peer relatedness?

Think about a classroom in which boys and girls are not collaborating well and try to find a good practice to encourage peer relatedness.

# Try it with your students!

## Webinar tasks for the next ... weeks

In the next weeks, try to offer **enjoyable contents and support inner motivational resources** of your students. Keep notes on a diary about the following issues after each of your classes:

1. Can I state at least one thing all students (i.e. girls and boys) enjoyed a lot in my lesson? Why?
2. Did I support autonomy, competence and belongingness of my students? When and how?
3. Is there something I should have done differently in this lesson to support inner motivational resources of my students? Which and Why?

*Someone could argue that teachers are very often too busy to keep a formal reflective diary. However, the idea behind is the importance of reflecting on your own teaching, even less formally. Sometimes, **a small chat with your students is enough to let you know how well or how bad you teach, and simultaneously to contribute creating a caring climate.***

**Remember:** perhaps the reflection time helps make your teaching more effective and thus make teachers less busy!



## Webinar 3

- 1) Goal setting principles
- 2) Support students' autonomy  
in the goal setting process

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## Webinar 1 Tasks



## Goal Setting - Task 1

- Please use the Goal-setting card
- Choose a skill or an activity
- Write - set a goal based on SMARTER principles
- Create a weekly plan
- Commit yourself that you will implement it
- One week later monitor your performance or behavior

Name: \_\_\_\_\_

Select a skill or an activity (e.g., push-ups, or 60 minutes of any MVPA) \_\_\_\_\_  
(MVPA = Moderate-Vigorous Intensity Physical Activity)

Please monitor & record your current Performance or Frequency of behavior in this activity  
(e.g., for performance: how many push-ups, or for Frequency of behaviour: how many times did you do 60 minutes MVPA in the past 7 days)

"My personal score in this activity was \_\_\_\_\_"

Please set a personal, specific, measurable and realistic goal in order to improve this score next week

"My personal goal is \_\_\_\_\_"

Please plan your practice during the week below

Skill/Activity (examples below)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Sit-ups							
Push-ups							
60 minutes of MVPA							

MVPA = Moderate-Vigorous Intensity Physical Activity

Then please commit yourself that you will implement this plan to achieve your goal.  
I commit myself YES: ☐ NO: ☐ If NO, it might help you to explain why, what is the barrier that might prohibit you to implement your plan?  
Can you change something that will enable you to implement your plan and to achieve your goal? YES: ☐ NO: ☐  
If yes, can you commit yourself now that you will implement this plan to achieve your goal? YES: ☐ NO: ☐

ONE WEEK LATER

Please check the above diary, monitor & record your performance or behavior

My final score in the activity \_\_\_\_\_ was \_\_\_\_\_

## Goal Setting with Parents Involvement - Task

- In large cities where young students can hardly travel to the gym or to the playground by themselves, students rely on parents' support to be physically active.
- Let's assume that you have asked your students to set a goal to improve their participation in physical activity over the next week.
- Before starting the discussion in groups about **how you can possibly involve parents to help their children' become more physically active** over the next week, check the following example.

## Goal Setting Example

- Children might set a goal to meet with some friends over the weekend to play/be physically active.
- Assume that they ask their parents to help them to meet with their friends, i.e., by giving them a lift to the gym/ field/ playground.
- Is this a **Realistic** goal?

YES

NO

- In the next 5 minutes, discuss in groups **what other ways you could involve parents to help their children become more physically active** next week

## Webinar Tasks

## Positive Feedback - 1<sup>st</sup> Task

- A student made a basketball drizzle in the wrong way
- Please try to create an example of a **Positive - Empowering feedback**



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## Goal Setting in your PE classes - Task

- Ask your students to **choose** a skill
- Based on **SMARTER** principles & goal setting **steps**
- Try to **implement** a goal setting task **during your PE** class until **next webinar**
- Make preparations to help students adopt goal-setting in an **autonomous-oriented** way. What can you do?

# Set Joint - Group goals in PE class

## How the PE teacher starts

- Divide the class in groups of 5 students/group that are heterogeneous in terms of physical activity

Student Name	Days of Physical activity in past week	Group
Bill	0	1
Mary	0	2
John	1	1
Helen	1	2
Nik	1	1
George	2	2
Joanna	2	1
Emma	2	2
Paul	3	1
Sally	3	2

## Calculate group's frequency of out-of-school physical activity over the past week

- Simply take the **average** days of 60 minutes Moderate Vigorous Physical Activity in out-of-school settings over the last week, from all individuals of the group.
- E.g., Group1: Bill = 0, Mary = 1, Nik = 2, John = 3, Helen = 4
- Group1 Physical Activity is  $10 \times 60$  minutes = 600 minutes/week

## Based on this, in each group students discuss and decide to set a challenging but realistic group goal

- E.g., Group1 decides to do 700 minutes/week

## Next students discuss how to achieve this goal!

- Teachers can provide ideas with alternative options to increase students' autonomy!



## 1<sup>st</sup> Example - Option

- Each member of the group proposes how he, or she, can contribute to achieve their group goal.

E.g., Group1:

- Bill = from 0 to 1 day,
- Mary = from 1 to 2 days,
- Nik = from 2 to 3 days,
- John = from 3 to 3 days,
- Helen = from 4 to 4 days
- Group1 goal is 13 days X 60 minutes = 780 minutes

## 2<sup>nd</sup> Example - Option

- The group as a whole, or most members of the group, decide to set a common day, time and place where they can meet each other and play/exercise together for at least one hour.
- Then they discuss how they can help each other so that all of them go, or even go together (e.g., a schoolmate with his parent and his parent's car pick another schoolmate from his house and go together to the meeting place).
- They also discuss what to play together so that all of them enjoy it!
- They are advised to select a physical activity that it is not their major sport so that they can practice & increase their competence in something relatively new!

## Teachers emphasize that :

- Students should not press each other to increase physical activity but to encourage and support each other as good friends!
- It is somewhat more difficult for those who are already very active to increase physical activity even further.
- But it is easier for the group to support all members of the group, including the less active, to increase just a little bit their physical activity!

## Remind the enjoyable nature of group goals

- How funny it is
- Being together and play together
- Support each other
- Develop social relationships and friendships



## Goal Setting - Task

- Based on **SMARTER** principles & goal setting **steps**
- Try to write a scenario of goal setting choosing a fitness skill (e.g. sit ups, or plank, or running, or bicycle) for your students for the next week.
- It may be an personal or group goal. Choose that you prefer!

# ATHLOS

A tool to urge students  
to be physically active  
outside PE classes

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## **What have we done so far?**

We talked about:

- The importance of Daily Physical Activity - PA (WHO)
- The role of Physical Education in identifying and motivating pupils who do not engage in regular exercise and sports, and in promoting their PA
- The principles of motivation: Emphasis on autonomy, competence and relatedness
- Goal Setting based on the principles of motivation: Setting goals with autonomy, for personal improvement, team goals

# IT'S TIME TO TEST THEM. WHO; EVERYONE WHO WISH TO IMPLEMENT!

WE, with autonomy, exclusively for our improvement and for our pupils! To enjoy cooperation/ communication/ mutual support between us!

## **The current proposal is our own adaptation, the proposal we developed as a European research team**

- The goal is to see it as an idea, and those who want to adapt it, or change it completely, or to co-shape it with your colleagues and / or with us.
- Today we are going to talk about this proposal for implementation in school practice for the next 8-9 weeks.
- After 3 or 4 weeks, THOSE WHO WANT we can meet each other again to exchange experiences and see what we have accomplished by then.

## **Do you want to meet us again?**

- After 3 or 4 weeks, those WHO WANT, to exchange experiences and see what we have achieved so far?

Choose from:

- A. Meet each other in 3 weeks
- B. Meet each other in 4 weeks
- C. Do not meet again. Once at the end of the program

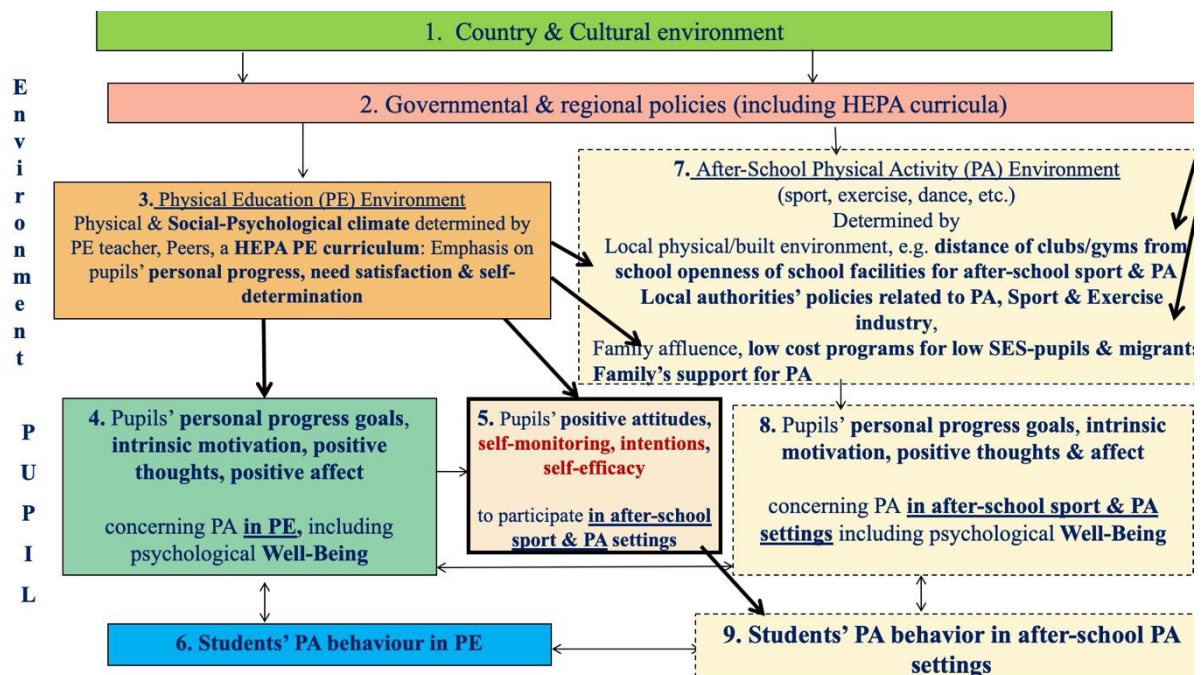
## **Do you want to communicate each other?**

- Yesterday we sent you an additional online communication system / exchange of experiences and ideas. Why;
- Our goal is to develop a stable network of Physical Education teachers and researchers interested in promoting Physical Activity through Physical Education.
- Our goal is to develop an online communication between you and us. That is how we will get to know each other better.

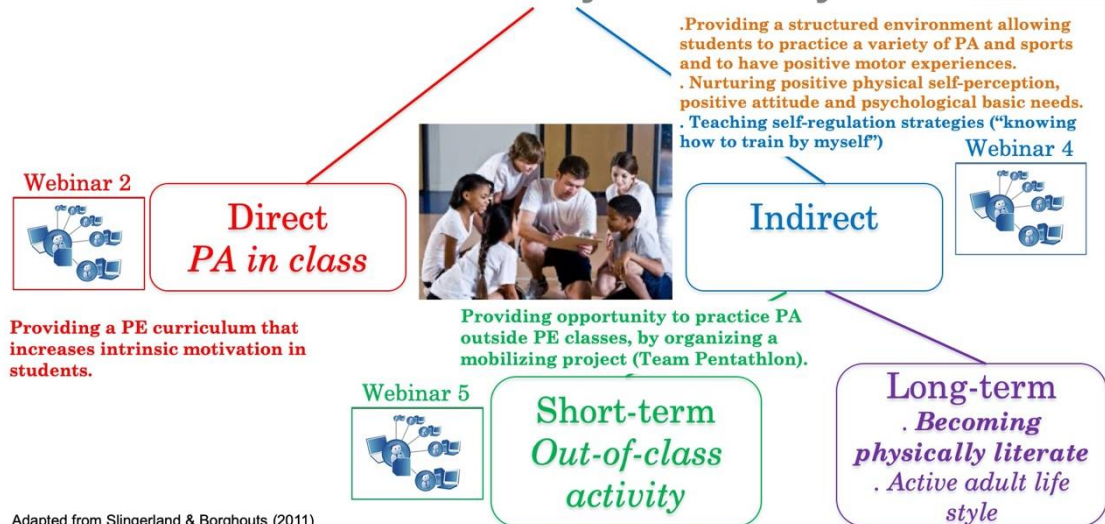
Choose whether to contribute by depositing experiences in online communication:

- A. Once a week I will submit my experience
- B. Once in 2 weeks I will submit my experience
- C. I am not getting past my experience.





## Contribution of Physical Education-lessons to Physical Activity



Adapted from Slingerland & Borghouts (2011)

# 1. Overview of the ATHLOS Program

## **ATHLOS Program**

Objective: to help teachers to teach their students how “to adopt an active and healthy lifestyle”.

To develop this competency, students are expected:

- To analyse the impact of lifestyles on one’s health
- To plan a course of action in order to modify some of their life habits
- To implement this course of action
- To make an assessment of it

## The basis of the project

- **To develop knowledge about:**
  - Students' usual physical activity
  - The need to consider PA in terms of duration, intensity and frequency.
  - Physical activity guidelines (i.e., the ideal threshold of physical activity to maximize benefits)
- **To mobilize and develop students' self-regulation skills**
  - To set goals according to the SMARTER principles
  - To monitor PA
  - To revise the goals
- **To experiment several types of PA to identify potentially the funniest**
- **To encourage mutual support and emulation to achieve PA goal**

## ATHLOS has 3 main strengths

- It proposes a combination of motivational and self-regulation strategies
- It is adapted to the PE context as built collaboratively by sport pedagogy researchers and PE teachers



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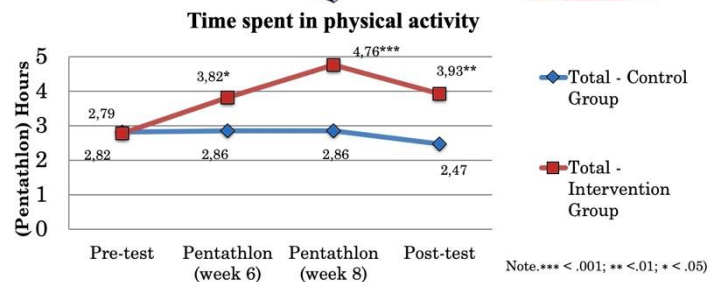


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- It proved its efficiency

Michaud et al., 2012, The effect of team pentathlon on ten-to eleven-year-old childrens' engagement in physical activity

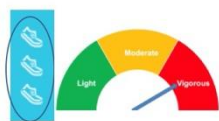




## WHO's Recommended PA levels

- Children and youth aged 5–17 should accumulate at least **60 minutes of moderate - to vigorous - intensity physical activity daily**.
- Most of the daily PA should be **aerobic**.
- PA that strengthen muscle and bone should be included in their exercise program for at least **3 times per week**.

### Their are 3 intensity levels of physical activity



**Vigorous PA:** On the verge of becoming uncomfortable - difficult to speak while doing the PA



**Moderate PA:** Breathing more heavily – can carry on a conversation while doing the PA but it requires more effort



**Light PA:** Breathing not changed or easy to breath and carry on a conversation while doing the PA

## Examples of Light, Moderate and Vigorous Physical Activities

Light PA – Active Transportation	Moderate to Vigorous PA
<ul style="list-style-type: none"> <li>• Walking</li> <li>• Stretching</li> <li>• Gardening</li> </ul> <p>When it is at low speed-intensity:</p> <ul style="list-style-type: none"> <li>• Bicycle</li> <li>• Traditional Dance</li> <li>• Skateboard</li> <li>• Yoga</li> <li>• Pilates</li> </ul>	<ul style="list-style-type: none"> <li>• Running</li> <li>• Jumping rope</li> <li>• Swimming</li> <li>• Tennis</li> <li>• Team sports (soccer, basketball, water-polo, handball, volleyball, rugby etc.)</li> <li>• Martial arts (Karate, wrestling, Tae Kwon Do etc.)</li> <li>• Strength Training - Gym (weight lifting, Cross fit, Aerobic)</li> <li>• Gymnastics</li> </ul>

## Basic Structure of ATHLOS

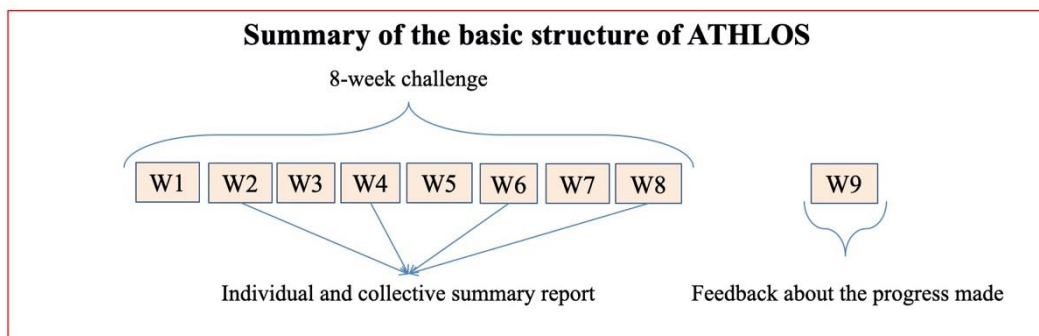
- A collective challenge that lasts over a **6 to 8-week period**
- Students objectives:
  - ✓ in teams of five (to pursue **group and individual goals**)
  - ✓ **Individual goal:** Each student should be able to collect at least **420** minutes (points) per week
  - ✓ **Team goal:** Each team of 5 people will score at least **2100** minutes (points) per week (correspondingly the goal is adjusted if we have a smaller group)
  - ✓ To participate in several PA and get in touch with different sporting experiences

## Individual and Team Goals per week

- **Individual goal:** 60 minutes (points) of Physical Activity X 7 days = **420** minutes (points)
- **Team goal:** 420 minutes (points) of Physical Activity X 5 persons = **2100** minutes (points) per week

## Basic Structure of ATHLOS

- Every two weeks, the teacher provides the students with a summary report of PA performed by students and teams. It is an opportunity for students to see where they stand and set goals for the following week
- At the end of the 8-week challenge, teacher gives feedback about the progress made during the program (all 8 weeks)



*Insert footages (without the sound) illustrating the steps of the team Pentathlon: Showing the teachers delivering the summary reports*

## 2. Team Pentathlon, an effective combination of motivational and self-regulation strategies

### *Strategy A: Pleasure & motivational strategies*

- ATHLOS takes the shape of a individual challenge linked to the achievement of individual and team. Students are encourage to try unknown PA. ✓ Challenge and Novelty
- In ATHLOS explanatory-meaningful rationales for PA participation are provided. Furthermore, students have the choice among several sports/ PA. ✓ Autonomy support

- Accumulating a given number of weekly hours of PA represents a meaningful challenge, a mastery goal. In addition, PE teachers will regularly provide encouragements, and periodical feedbacks given by the summary reports.

✓ Competence support

- Contributing to one's team success is likely to enhance students' feeling of relatedness.

✓ Relatedness support

## *Strategy B: Self-regulation strategies*



- ATHLOS makes provision for several regulation check points where students reflect on their recent PA in light of objectives pursued, discuss with team-members a plan of action for the coming days in order to keep making PA part of their daily life.

✓ Monitoring,  
goal setting &  
planning

## 3. ATHLOS Program step by step

## **1-2 weeks before the beginning of ATHLOS program**

- Inform or remind parents of the beginning of the ATHLOS program
- Inform or remind teachers responsible for school sports of the ATHLOS program

### **One example of letter**

Dear Parents,

I want to remind you of the beginning of the ATHLOS program in two weeks. The aim of this program is to encourage students to engage in physical activities out of school. The long term purpose is to help them to adopt a physically active lifestyle to prevent chronic diseases.

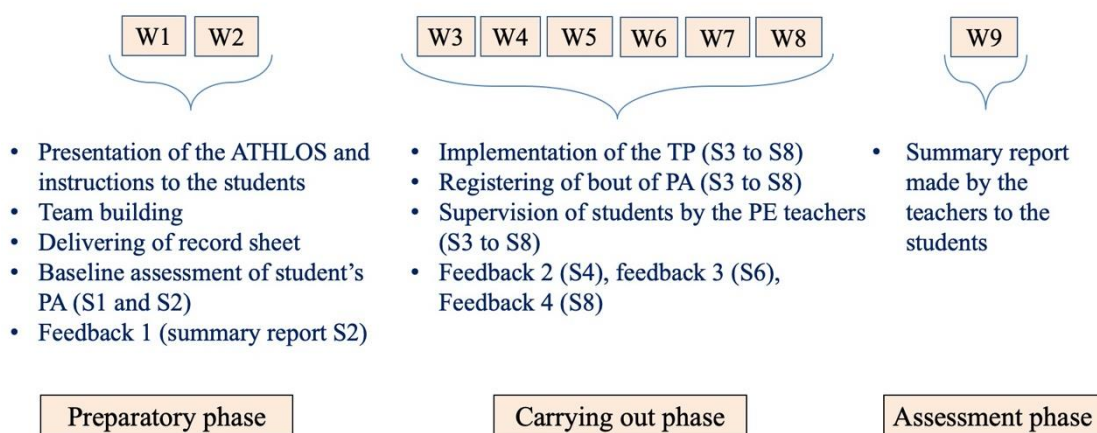
This program will last 8 weeks. Students are in team of 5. Your child was instructed to participate to as many physical activities as possible, during this period. His/her goal was to practice a diversity of physical activities, and to accumulate hours of physical activities. At the end of the week he/she have to report time spent in physical activities and to specify the physical activities practiced.

If you have any question, do not hesitate to contact me.

Regards,



## The ATHLOS is implemented in 3 phases



### Preparatory phase

- Week 1 (first day of the challenge): the first PA plan**

### Key points for the presentation of the ATHLOS and instructions to the students:

- Present the aim of the program: to increase PA out of school and try several sports/ PA in order “to adopt an active and healthy lifestyle”.
- Its duration: 6 to 8 weeks
- Present **Individual and Team goals** for students (420 minutes per week at individual level and 2100 minutes per week for a 5-member group)
- Specify that active transportation is also taken into account but not PE.
- Insist on the fact that this is **NOT** a **CONTEST**!

# Insist on the fact that this is **NOT a CONTEST!**

Everyone at individual level and every team are  
trying to do their best!

## **Realistic expectations**

A student who increases his/ her PA from 100 minutes  
per week of PA to 200 has 100% improvement

A student who increases his/ her PA from 500  
minutes per week to 500 has 25% improvement

## Each step, every minute counts for the Individual and for the Team itself

Depending on the way of life and other factors that often do not depend on the students, there might be a significant deviation within each group

Everyone does the best he/ she can and contributes to the team goal

WE DO NOT CARE TO COMPARE THE PERFORMANCE OF OUR TEAM WITH THE OTHERS?

Preparatory phase

- **Week 1 (first day of the challenge)**

**Key points for team building:**

- Students can decide who is part of their team or you can build team
- Give feedback on the relevance of their choices
- Ideally, each team is composed of sporty and less sporty students  
(heterogeneous teams)

## Preparatory phase

## To do during PE class

- Week 1 (first day of the challenge): the first PA plan



# ATHLOS Challenge

## STUDENT PHYSICAL ACTIVITY

### REPORT

My name is: .....

My teammates are: .....

My PE teacher is: .....

School: .....

Class: .....

## Preparatory phase: During PE class

Student's Weekly Physical Activity

ATHLOS: MY IMPACT JOURNAL - 1<sup>st</sup> WEEK

### 1. Be active!

How much do I need to be active every day?

According to World Health Organization, children and adolescents should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity (MVPA) daily, or 420 minutes per week.

Examples of moderate to vigorous intensity physical activities

Moderate physical activity refers to activities equivalent in intensity to brisk walking, tennis, volleyball, folk dancing, or easy bicycling (not exhausting).

Vigorous physical activity produces large increases in breathing or heart rate (hearts beat rapidly), such as jogging, soccer, basketball, handball, cross-country skiing, judo, vigorous swimming, aerobic dance or long distance bicycling.

### 2. Set goals for yourself!

How can I use this diary?

How much time do you participate in moderate- to vigorous-intensity physical activity (MVPA) during your free time (out of school)? Each box below represents a 10 minutes consecutive bout of MVPA. Please check with an X the number of boxes you believe you were doing MVPA each day. At the end of the week, please sum the total score of the boxes you have checked for every day.

1 <sup>st</sup> WEEK														DATE: from / / 2019 to / / 2019													
Previous 7 days	Light Physical Activity (e.g. walking)													Moderate or/ and Vigorous Physical Activity													
	10'	20'	30'	40'	50'	60'	70'	80'	90'	100'	110'	120'	TOT	10'	20'	30'	40'	50'	60'	70'	80'	90'	100'	110'	120'	TOT	
MONDAY																											
TUESDAY																											
WEDNESDAY																											
THURSDAY																											
FRIDAY																											
SATURDAY																											
SUNDAY																											
	Total number of minutes the last 7 days:													Total number of minutes the last 7 days:													
Next 7 days	My personal GOAL to participate in MVPA for the next 7 days is:													My personal GOAL to participate in MVPA for the next 7 days is:													

### 3. Be a leader!

Am I helping others to increase their physical activity?

Take the first step to call or invite your friends or family to be physically active. Check every day that you were the leader or the inspiration of exercise and/or physical activity for your loved ones.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

- Week 1 (first day of the challenge): the first PA plan

## Preparatory phase

## To do during PE class

- Week 1 (first day of the challenge): the first PA plan

### Key points for delivering of physical activity planning notebook:

- Give each member of the teams his/her own PA planning notebook
- Help them for the first plan: each student will complete their first PA plan individually during the PE class. They can record what they usually do and what they want to do next week. A table with examples of PA is included in their notebook. They can use it if needed.
- They will plan their PA every week, during the PE class.

## Preparatory phase: During PE class

- 1<sup>ST</sup> WEEK (First day of the program)

### 2. Set goals for yourself!

How can I use this diary?

How much time do you participate in moderate- to vigorous-intensity physical activity (MVPA) during your free time (out of school)?

Each box below represents a 10 minutes consecutive bout of MVPA. Please check with an X the number of boxes you believe you were doing MVPA each day. At the end of the week, please sum the total score of the boxes you have checked for every day.

	10'	20'	30'	40'	50'	60'	70'	80'	90'	100'	110'	120'	SUM
MONDAY	x	x	x										30
TUESDAY	x	x	x	x	x								60
WEDNESDAY	x	x											20
THURSDAY													0
FRIDAY	x	x	x										30
SATURDAY	x	x	x	x	x	x	x						70
SUNDAY	x	x	x	x	x	x							60
Total number of minutes this week:													270
My personal GOAL to participate in MVPA for the next week is:													300

### 3. Be a leader!

Am I helping others to increase their physical activity?

Take the first step to call or invite your friends or family to be physically active. Check every day that you were the leader or the inspiration of exercise and/or physical activity for your loved ones.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY



## Preparatory phase: At school

### • 2<sup>nd</sup> WEEK (7 days after completing the first plan/ diary)

#### Key points when delivering the PA plan/ diary:

- Give to each STUDENT of each group a PA TEAM RECORD PLAN/ DIARY
- Help them on the first plan/ diary
- Tell them they have to record what they actually did last week
- Each student completes his/ her name and next to (on the same line) records:
- The minutes of his/ her PA made the PREVIOUS week and
- The PA Goal he/ she has put for the NEXT week.
- Explain that this will happen every week.

## EXAMPLE OF A TEAM SHEET - DIARY

TEAM NAME: \_\_\_\_\_

1<sup>st</sup> WEEK DATE: from \_\_\_\_ / \_\_\_\_ / 2019 to \_\_\_\_ / \_\_\_\_ / 2019

STUDENT NAMES	PHYSICAL ACTIVITY DURING PREVIOUS 1 <sup>st</sup> WEEK (MINUTES)		INDIVIDUAL GOAL FOR NEXT WEEK (MINUTES)	
	Light PA (e.g. walking)	Moderate/ Vigorous	Light PA (e.g. walking)	Moderate/ Vigorous
1.				
2.				
3.				
4.				
5.				
TEAM TOTAL				

**1. Check yourself!**  
How well am I doing?

0-700 minutes per week	701-1400 minutes per week	1401-2100 minutes per week	More than 2101 minutes per week
<b>Really?</b> You are not moving very much. You need to increase your physical activity. Select an activity that you like and plan to exercise. Go out and play!	<b>That's something!</b> You have a medium level of physical activity. However, you need to increase your physical activity to get higher benefits for your health.	<b>So far, so good!</b> You are close in achieving the WHO recommendations for physical activity. However, you still need to increase your physical activity to maximize benefits.	<b>Excellent!</b> You are an achiever! Daily physical activity at that level makes you feel better every day. Can you keep it for life?

*How well am I doing? (5 members)*

0-700 minutes per week	701-1400 minutes per week	1401-2100 minutes per week	More than 2101 minutes per week
<b>Really?</b> You are not moving very much. You need to increase your physical activity. Select an activity that you like and plan to exercise. Go out and play!	<b>That's something!</b> You have a medium level of physical activity. However, you need to increase your physical activity to get higher benefits for your health.	<b>So far, so good!</b> You are close in achieving the WHO recommendations for physical activity. However, you still need to increase your physical activity to maximize benefits.	<b>Excellent!</b> You are an achiever! Daily physical activity at that level makes you feel better every day. Can you keep it for life?

*How well am I doing? (4 members)*

0-560 minutes per week	561-1120 minutes per week	1121-1680 minutes per week	More than 1681 minutes per week
<b>Really?</b> You are not moving very much. You need to increase your physical activity. Select an activity that you like and plan to exercise. Go out and play!	<b>That's something!</b> You have a medium level of physical activity. However, you need to increase your physical activity to get higher benefits for your health.	<b>So far, so good!</b> You are close in achieving the WHO recommendations for physical activity. However, you still need to increase your physical activity to maximize benefits.	<b>Excellent!</b> You are an achiever! Daily physical activity at that level makes you feel better every day. Can you keep it for life?

## EXAMPLE OF A TEAM SHEET DIARY

## IMPORTANT!

### Key points for delivering of record sheet:

- It is important to record what they really did to help them to know if they are active or not sufficiently active regarding the WHO recommendations
- Insisted on the fact that there is no need to cheat or lie



## Carrying out phase

- Periodic assessment in weeks 2-4-6-8

Central Question: What are the ways to increase their PA levels?

- Dedicate 15 minutes during the PA lesson to discuss with them ...
  - The average time they spent in PA
  - The increase of PA they had in 8 weeks
  - The issues they face and ways to overcome barriers
  - Explain that they will discuss with each other (team-level) to find the best way to collectively raise their PA levels
  - You can help them to find solutions according to the specificities of their team
- 
- **Discussion group 1:**  
How to explain to students how to use the weighted score (related to intensity) to improve their global score
  - **Discussion group 2:**  
In a team one student is way below his/her partners' scores. How can you help this team to improve their score?
  - **Discussion group 3:**  
In a team one student is way above his/her partners' scores. How can you help this team to improve their score?
  - **Discussion group 4:**  
In a team, all students are very active. However they only practice one kind of activity and they do not have time for another PA (they reached the 420 points goal, each week). What can you do to help them to engage in another kind of activity and to urge them to further increase their AP time.
  - **Discussion group 5:**  
In a team, all students are very inactive. What can you do to urge they to be more active?

## Assessment phase: Week 9

- For each team, presented their progression regarding:
  - Their score for each week
  - The mean time spend in PA
  - The increase of PA they had in 8 weeks
  - The barriers they faced and their experience in participating in the ATLOS program in general

## Discuss with your students

Ask them if they think they can do better or continue to be physically active

Ask them what they liked in this program, what new activity they tried and what they would like to do again

# Try it with your students!

Tasks for the next ... weeks

**Ευχαριστούμε πολύ!**

**Merci beaucoup!**

**Grazie mille!**

**Muchas gracias!**

**Çok teşekkür ederim!**

**Vielen Dank!**

**Thank you very much!**



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