**Ministry of Education and Science of Ukraine**
**Ivan Boberskyi Lviv State University of Physical Culture**
**Department of Theory and Methodology of Physical Culture**

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# INSTRUCTIONS FOR GAMES AND RELAY RACES
# DOMAIN II OF THE METHOD
# "MOVEMENT – COORDINATION – LEARNING"
# INTEGRATION OF PHYSICAL EXERCISES
# WITH COMPETENCE-BASED TASKS

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**Formation of key competences "Proficiency in the state language" and "Ability to communicate in the native language (if different from the state language) and foreign languages"**
**Competence-based task «Journey to Magic Forest»**
**for children aged 5–6**

*The objective* is to develop speech skills in the state language through physical activities; to foster coherent speech and proper word and word-combination usage; to reinforce the names of movements and exercises in the state language.

*Equipment:* gymnastic bench, gymnastic hoops

*Activity procedure*: The physical education instructor tells the children, "Today, we are going to the magic forest. But to get there, you need to say the magic words correctly. Repeat: "One, two, three – open the door to the forest!" (Children repeat the phrase together).

**Hurdle** "Narrow Path". To overcome this hurdle, it is advisable to use a gymnastic bench and walk along it.

At the same time, the instructor should encourage children to reflect by asking problem-solving questions, for example: "Be careful! There is a narrow path in front of us. How will we walk?" The instructor suggests to the children to demonstrate, addressing them: "Now tell and show how you walk." The children respond: "Slowly and carefully".

**Hurdle** "Crawling Forest". To perform this competency-based task, gymnastic hoops or arches can be used to simulate overcoming hurdles by crawling under the arches or through the hoops. The physical education instructor should tell: "Oh, what a low branch! How shall we pass beneath it?". This encourages the pupils to suggest ways to overcome the hurdles. The children should respond like "Let's get down on our hands and knees".

**The game "Bunny Jumps"** gives children a chance to imitate a bunny by jumping. At the same time, the instructor should encourage thinking by asking: "Who lives in the forest and can jump high?" The children respond: "Bunny!" Next, the physical education instructor should keep a dialogue to develop the speech. The instructor suggests: "Show how a bunny jumps and say: "I am a little bunny, I jump high!"

**The game** "**Fox Sneaks**". To perform this competency-based task, you can encourage children to imitate a fox's behaviour. For example, walking on tiptoe. The physical education instructor should say: "Quietly, quietly, like a fox, let's go further. I am a cunning fox; I am sneaking quietly!"

This is an excellent activity for enhancing children's language skills through physical exercise! It combines movement and speech, helping to develop both physical

and speech abilities. Children need to interact actively and use words to describe their actions. This promotes clear self-expression, better understanding, and active listening.

**Instructional guidelines.** When conducting these competency-based tasks, the following tips should be taken into account:

1. Magic words – children repeat a phrase, which aids in developing the skill of accurately reproducing expressions orally.

2. Narrow path – children need to clearly express their actions (for example, “slowly”, “carefully”), which develops the skills of accurate and correct speech.

3. Crawling Forest– children use words to describe their actions (for example, “crouch”, “crawl”), which improves their ability to form descriptive sentences.

4. Bunny jumps – children are not only physically active but also explicitly articulate their actions, which facilitates the development of their verbal descriptive skills related to movements.

5. Fox sneaks – children learn to express their observation and action (for example, “quietly”, “sneaking”), which helps develop speech skills during physical activities.

These exercises provide children with the opportunity not only to enhance their physical skills but also to foster their speech development, as each stage necessitates the active engagement of children in utilizing appropriate vocabulary.

**Competency-based task “Fun Movement with Words”**
**for children aged 7–10**

*Objective:* development of speech skills in Ukrainian during physical activity; formation of coherent speech, correct use of words and expressions; reinforcement of the names of movements and exercises in Ukrainian.

*Equipment*: balls of various diameters, didactic flashcards with tasks, and audio equipment.

*Expected learning outcomes*: students correctly identify movements in Ukrainian, learn to form simple sentences using movement vocabulary, develop coordination and attention through play, and foster a positive attitude towards physical activity and language.

*Activity procedure*: The physical education teacher prepares flashcards displaying the names of movements (e.g., 'jump', 'squat', 'bend') and utilises an audio recording of rhythmic Ukrainian music. Children can use a ball or a toy for passing.

The teacher presents the students with flashcards and articulates the contents aloud together. For example: *Clap your hands, Step in place, Raise your hands up*. The

students form a circle. The teacher throws a ball (or passes a toy) to one of the students and names a movement. The student performs that movement and names it, then passes the ball to another student. The next student repeats the previous movement and adds a new one (for example: *Squats! Raise your hands*!). The game continues until all students have completed the task.

This task aims to incorporate the key competence of fluency in the state language into physical education and to develop speech, which is particularly effective in primary school.

Pedagogical direction of the competency-based task:

1. To encourage correct pronunciation and articulation.
2. To use movements available to all students, considering their physical capabilities.
3. To create a supportive environment where every child feels confident.
4. To regulate the tempo of the game, focusing on the energy and interest of students.
5. To add extra language elements: *Name the movement and explain its meaning, make a sentence with this word, etc*.

**Formation of the key competence "Ability to communicate in the native (if different from the state language) and foreign languages"**

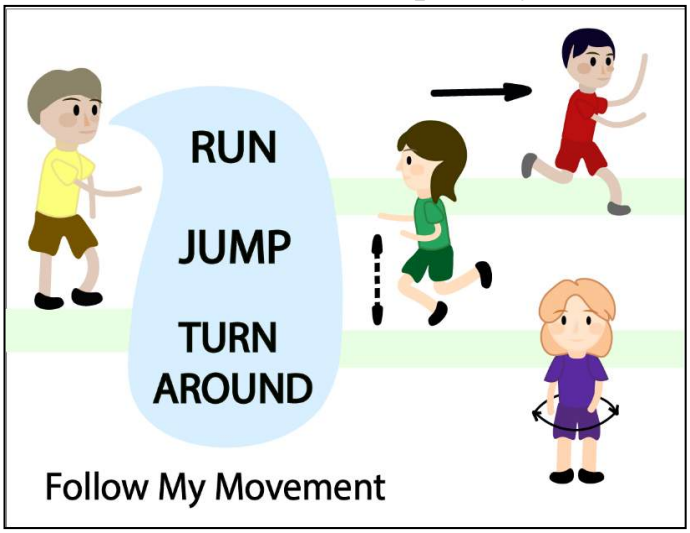
**Competency-based tasks "Magic Moves" for children aged 5 – 6**


*Objective:* to study English vocabulary related to motor activity; to develop skills in listening and responding to commands; to promote physical fitness through games.

*Expected learning outcomes*: children understand and pronounce English words related to motor activity; they can respond to English commands; they speak English during the game, memorising through movement; they develop physical abilities and communication skills simultaneously.

*Activity procedure*: The teacher prepares pictures of movements and names them in English (e.g., to jump, to run, to spin, to clap), along with an audio recording of a fun English song (optional). The teacher shows the flashcards with movements and names them in English. The children repeat the words and perform the movements.

**Competency-based task "Follow my Move"**




The teacher names the movement in English, for example: "Jump!". The children jump and repeat the word together. Then the teacher changes the command: "Run!", "Clap!", "Round about turn!" The tempo of the game speeds up gradually.

The game "Who's the Leader?"

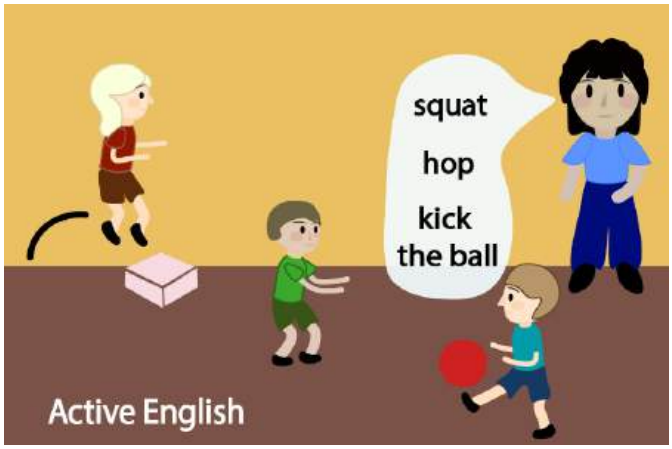
One child receives a flashcard featuring a movement (without showing it to the others).

He/she performs the movement, and all the children try to guess what it is and name it in English. The child who guesses correctly becomes the new leader.

The children form a circle and recite the words they have learned together. The teacher asks the children: "What was your favourite movement?" (What movement did you like the most?) The children answer with one word or a short phrase: "I like to jump!". Then they listen to English songs and dance together.

This enjoyable and helpful activity will help children learn English easily through games!

**Competency-based task „Active English: Move and Speak!"**
**for children aged 7–10**



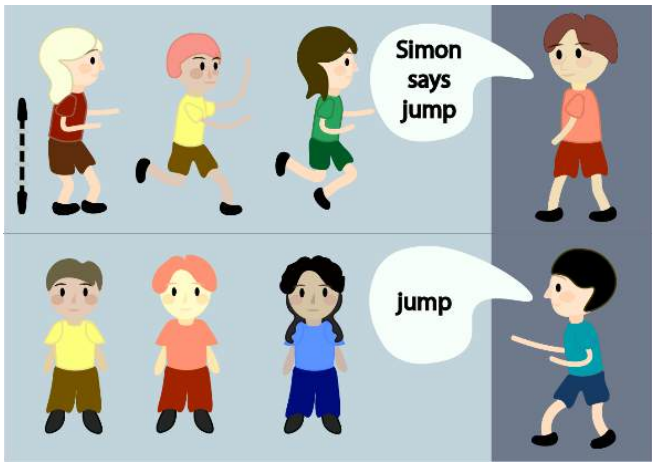

*Objective:* to develop English communication skills through physical activity; to expand students' vocabulary related to 'movement' and 'sport'; to develop attentiveness, coordination, and teamwork skills.
*Equipment:* balls or small objects, flashcards, a timer, sound system (optional).
*Expected learning outcomes:* Students understand and pronounce simple English commands correctly; perform movements according to verbal instructions in a foreign language; use English during play; increase physical activity and foster team interaction.
*Activity procedure.* The teacher shows flashcards featuring movements and says the words in English. The students repeat after the teacher and perform the corresponding movements. Game variation: "What's this?" The teacher shows a movement, and the students name it in English.

***Instructional guidelines.***

1. You should pronounce words several times clearly.
2. Children should be encouraged to participate, even if they are not yet confident in their pronunciation.
3. You should give positive support by encouraging children (Well done!, Great job!).
4. It is beneficial to switch between active and less active movements to prevent overloading.
5. You should avoid too complex vocabulary; it is better to focus on 6 - 8 basic verbs.
6. It's a good idea to come back to the words you've already learned in previous lessons to revise them.

You can diversify competency-based tasks. Here are a few more examples of learning foreign words through movement.

## Game «Simon Says»




*Expected learning outcomes*. Students understand English commands by ear, which helps improve concentration and self-control. It also creates a positive emotional environment, encouraging children to actively engage in learning. Additionally, a connection is formed between physical activity and language practice.

*Activity procedure.* The teacher gives commands in English, for example: «Simon says: Jump! » – the students jump. If the command is given without the words «Simon says», the students should not perform the movement. Those who make a mistake either leave the game or perform an additional task (for example, name another movement in English).

***Instructional guidelines:***

1. It's advisable to start this competency-based task gradually, beginning with simple movements and progressively increasing complexity.
2. The commands should be spoken clearly, using intonation to capture students' attention.
3. It's not necessary to misuse commands without “Simon says,” but to keep a balance so the children stay interested in playing.
4. It's important to encourage students to play, even if they make mistakes, to foster a friendly atmosphere.
5. This game can be used as a warm-up during the preparatory part of the physical education class, as an active break during the lesson, or for rest in the final part of the class.
6. The set of exercises in this game should include movements targeting different muscle groups for a comprehensive workout.

## Game «Move and Translate»


*Objective:* to develop teamwork skills; to reinforce vocabulary on the topic 'Movements' in English; to combine physical activity with the development of language competence; to improve attention and memory.

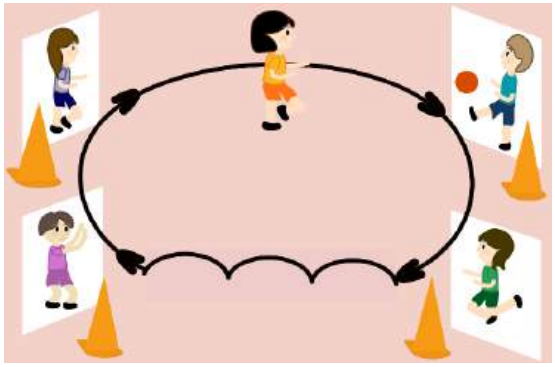
*Expected learning outcomes.* Students will be able to name and identify movements in both English and Ukrainian. They will develop the ability to respond quickly and switch between languages. Their interest in learning a foreign language through play will increase. Additionally, team collaboration and physical activity will improve.

*Activity procedure.* Students are divided into two teams. The teacher shows a flashcard featuring a movement (for example, "*Squat*"). One team performs the movement, while the other names it in Ukrainian and English. Then, the teams switch roles.

***Instructional guidelines.***

1. Before starting the game, the physical education teacher reviews both English and Ukrainian words.
2. It's important to pronounce words clearly and motivate students to work together as a team.
3. It is useful to use prompts to encourage them to think or provide a visual prompt, such as a poster on the wall or a didactic card with a specific image.
4. It is important to foster a friendly environment and involve all students, including children with special educational needs, even if their answers are not correct.
5. New movements should be introduced gradually, adjusting the difficulty to match the students' level.

## Game «English Action Race»



*Objective:* to develop skills in understanding English instructions; to develop physical qualities (speed, agility, coordination); to foster teamwork; to combine learning a foreign language with physical activities.

*Equipment.* Flashcards featuring commands in English (and, if necessary, with visual supports); cones, hoops, balls, skipping ropes, etc.; stopwatch or timer.

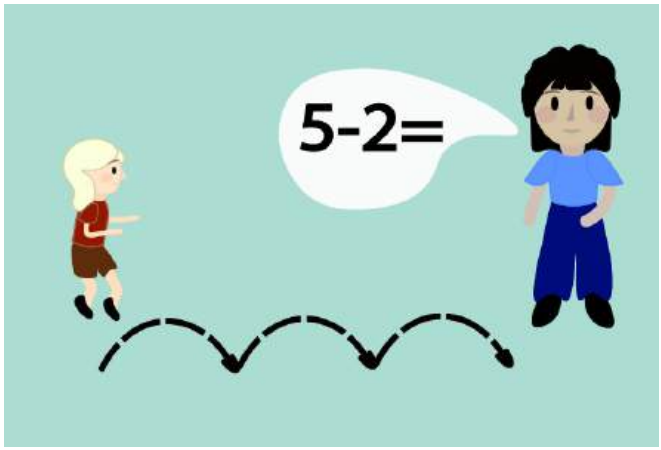
*Activity procedure.* Students are divided into 2 or 3 teams. At each stage of the relay, they receive a flashcard with a task (for example, 'Run to the cone and jump three times!'). While completing the task, the student passes the baton to the next participant. The team that completes all the tasks correctly and the fastest wins. This activity

combines movement and language learning, making it easy for children to learn English.

***Instructional guidelines.***

1. Before starting the game, it is important to review the commands with the class.
2. You can support the commands with gestures, demonstrations, or illustrations.
3. For students with a basic understanding of English, you can include a Ukrainian translation in a smaller font.
4. Avoid complex constructions and use simple structures (Imperatives: Run! Jump! Clap!).
5. It is important to monitor the proper pronunciation of English words, even while moving.
6. Involve all students regardless of their English proficiency because the focus should be on learning, not competition.
7. You can use music as background to add more dynamics.

**Formation of the key competence 'Mathematical Competence'**
**Competence-based task 'Moving Math'**
**for children aged 5–6**

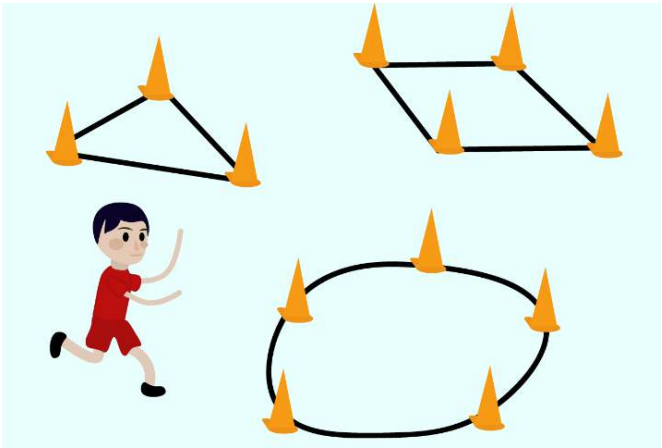



*Objective.* To develop the ability to count, compare numbers, and identify geometric shapes through active games; to foster logic, attention, reaction time, and fitness; to improve coordination and agility.

*Equipment.* The teacher prepares flashcards with numbers (1–10), hoops or cones of different colours (to indicate geometric shapes).

*Activity procedure*. The game 'Counting in Motion'. The teacher says a number (for example, three!) and the children must perform that many jumps, squats, or claps. Then the teacher makes the task more difficult: Add two more! The children perform additional movements while counting aloud.

**Game "Find Your Shape"**



There are hoops or cones on the playground, marking different geometric shapes. The teacher gives a command: Run to the square! Jump into the middle of the circle! Run around the triangle! Run to the square first, then jump into the circle, and finally run around the triangle. Children move and name the shapes.

***Instructional guidelines.*** When conducting a competency-based task to develop mathematical competence, the physical education instructor should:

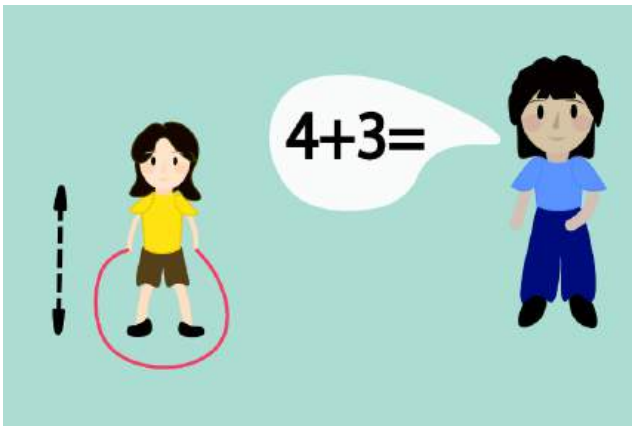
1. Understand the program material children are learning in other lessons to choose accessible tasks.
2. Discuss the various mathematical shapes with the children in advance.
3. Encourage children to take turns doing each task to prevent injuries and teach them to watch how others perform tasks, ensuring safety.

**Competence-based task "Math Sport Marathon"**
**for children aged 7–10**

*Objective:* To combine physical activity with the development of math skills; to reinforce oral counting, geometric concepts, and arithmetic operations; to develop coordination, endurance, and reaction; and to teach children teamwork and decision-making during play.

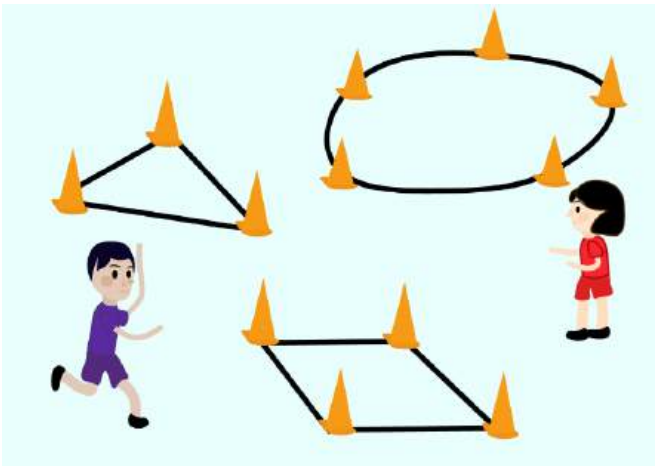
*Equipment:* football (basketball) balls, chips, cones, didactic flashcards with math examples; cones or hoops for marking zones; balls, skipping ropes, and number cubes; badminton rackets and shuttlecocks; music to create a mood.

*Activity procedure.* This competency-based task involves passing five challenges at the stations.




**Station 1: "Jumping and counting"**. Here, children are tasked with making a specific number of jumps using a skipping rope. The teacher names a number, for example, 4, and asks, "How many jumps if you add 3?" – the child then responds and performs the total number of jumps.

***Instructional guidelines.*** At this station, students can line up and perform jumps simultaneously. Alternatively, they can be paired up, with one student presenting a mathematical problem and the other doing jumps. This way, not only can mathematical skills be improved, but leadership qualities can also be encouraged. Additionally, students can be encouraged to perform jumps in any manner they prefer: on both feet, on one foot, or alternating feet. Students should choose a jump method that makes them feel comfortable, and in this way, the teacher will help develop skills such as creativity.



**Station 2: 'Geometric Run'.**

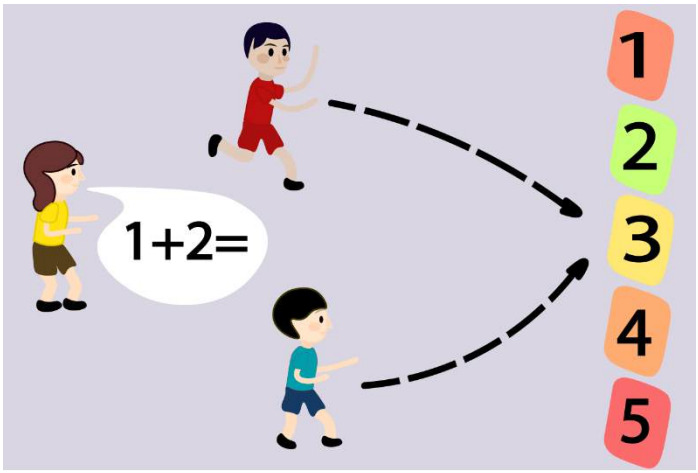
There are geometric shapes on flashcards or drawn directly on the ground. The teacher gives commands: 'Run to the triangle! 'Jump near the square! 'Run around the rectangle! The children follow the commands by performing the movements and naming the shapes.

***Instructional guidelines.*** All commands can be given by the PE teacher or by a student who has been delegated the authority to lead the game. It is also possible to select a student to monitor the task, assist the students, and evaluate their activity. This way, the physical education teacher can oversee the tasks in another section and promote responsibility among the students. This, in turn, will encourage the development of leadership qualities and social skills.

**Station 3: "Number Stop"**

To perform the activity at this station, the teacher announces a math problem while music plays. Children run around to the music, and when it stops, they form a circle and hold up the number called by the teacher (for example, "10" – children should show the problem: 4+6=10; 5+5=10; 3+7=10; 2+8=10; 1+9=10, etc.).

***Instructional guidelines.*** To perform the task at this station, it is advisable to select rhythmic music, preferably from favourite cartoons. This will help set an emotional tone for the lesson and promote a sense of rhythm and tempo. You can also provide tasks involving different math operations, such as "addition" and "subtraction". Students can also be involved in organising and conducting the game as leaders. However, it is important to take turns in leadership.




**Station 4: "Final Puzzle"**

At this station, children are divided into two small teams. The teacher shows a flashcard with a math problem (for example, 2+2), and children run to the correct number on the flashcard opposite the teams at the front of the gymnasium and touch it. The first player from the team who correctly solves the problem earns two points, while the other team earns one. Points are added to the scores. The team that solves all tasks quickly and correctly wins. This game helps children develop both math skills and physical fitness simultaneously, making learning an active and enjoyable experience.

***Instructional guidelines.*** You can set a time limit or a limit on the number of math problems. It is recommended to include problems involving different mathematical operations.

**Station 5. "Badminton Landing"**

For primary school students learning the basics of badminton, the teacher lines up 6–8 students near the net and places 10 – 15 shuttlecocks on the front line of the court. At the teacher's signal, students have 30 seconds to 1 minute to throw a shuttlecock to the opponent's side. After the "Stop!" command, students or captains count how many shuttlecocks they have left on their side or on the opponent's side and analyse the results.

***Instructional guidelines.*** It is essential to explain the rules and demonstrate the correct technique for volleying the shuttlecock. It is also important to ensure a safe distance between students in the playing area. During the game, encourage students to increase their emotional engagement. If students find it difficult to volley the shuttlecock over the net, a simplified version of the game can be created that lets them hit the shuttlecock with their hands instead of rackets. It is important to praise children regardless of the outcome. After the game, a quick reflection can be held to identify what went well and what still needs improvement. While reflecting, the teacher will enhance critical thinking and the ability to express their point of view.

**Challenging version of "Final Puzzle"**
**for students aged 7-10**


*Objective.* To develop students' skills in rapid mental arithmetic, coordination of movements, agility, and attention during physical exercises; to foster the ability to combine mental and physical activities; to cultivate team spirit, competitiveness, and mutual support.
*Equipment:* football (basketball) balls, chips, cones, flashcards with math examples.
*Activity procedure*. This relay can be performed individually and as a team. Children can be divided into two teams. The teacher shows a flashcard with a math problem (for example, 2+2; 2+1; 8–4), and children perform ball handling with cone weaving, using their hands for basketball, their feet for football, or holding a rubber ball in their hands to the correct number on the card and touch it. Points are added to the scores. For each correct answer, the team earns one point, and for speed, an additional point is awarded. The team with more points wins. This activity combines physical exercises and mathematical tasks, helping children develop both their physical fitness and mathematical abilities.

***Instructional guidelines*** regarding the development of physical activity and mental skills:

1. **Physical activity:** participating in a relay race with a ball (football, basketball, or rubber) helps children to develop coordination, speed, agility, and multitasking skills (performing movements while simultaneously solving mathematical problems).
2. **Mathematical skills**: it is essential to solve a mathematical problem correctly to identify the card with the right answer. This encourages the development of speed in calculations and enhances attentiveness.

The task forms multiple competencies.

- **Mathematical skills**: children practise calculations, improving speed and accuracy in solving mathematical problems.

- **Teamwork – social skills** (when the task is performed in a team): children learn to collaborate, support one another, and achieve a common goal.

Additionally, a competency-based task aimed at improving students' physical fitness involves training in agility, speed, coordination, and the ability to perform tasks that require simultaneous physical activity and mental effort.

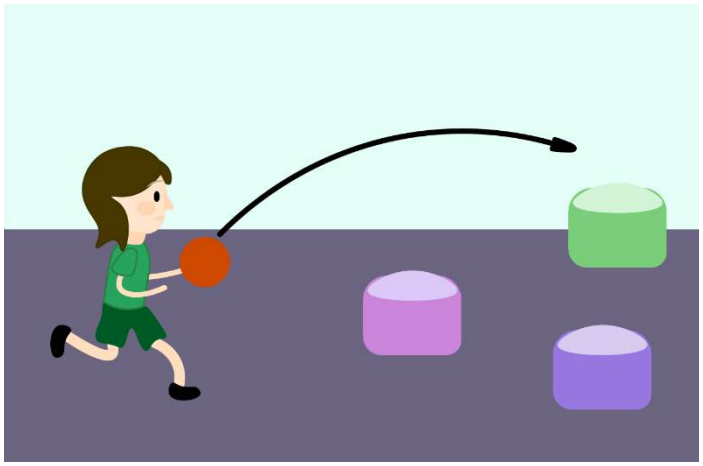
**Formation of the key competence**
**„Competence in sciences, engineering, and technology”**
**Competence-based task for children aged 5–6**

**“Mitten challenge”**

*Objective:* to develop children's ability to understand and interact with simple mechanisms through active games. *Equipment:* small balls, cones, boxes, ropes.

*Activity procedure.* Children form two teams and pair up within each group, connecting with each other using a rope (for example, each child holds one end of the rope) or a small ball. This is their 'team mitten', which transforms into a mechanism that transfers an object (such as a ball or a cone) from one zone to another without using fingers, then places it into a box. The object can be held between the shoulders, hands, or even the backs – depending on the imaginary 'type of mechanism'. The team that successfully transfers all objects into the boxes placed opposite each team wins.

***Instructional guidelines.*** Before starting each task, it is essential to explain to the children which mechanism they are imitating – such as a mitten, lift, crane, conveyor, etc. This will help children understand the most effective way to move. This competency-based task aims to develop an awareness of the importance of using technical teaching aids during physical education lessons.



**“Flying ball”**

*Objective:* To help children understand the relationship between the force of a throw and the distance a ball flies. To develop the ability to observe, compare, and draw conclusions.

*Equipment:* boxes (or plastic containers) and various balls (such as football, basketball, volleyball).

*Activity procedure*. Children throw a ball from different distances with varying force (lightly, strongly). The physical education instructor encourages the children to compare how far the ball flies. The children are to draw conclusions while asking: 'Why does the ball fly far when it is thrown hard?' 'What should you do to hit the box from a close, medium, or far distance?

***Instructional guidelines.*** This task can be performed individually or as a team relay race. When using a team approach, the relay can be divided into several stages. At each stage, different tasks are assigned, such as marking a place where students must throw objects into a box (container). In the first stage of the relay, the distance can be as short

as 1 meter, and in subsequent stages, it increases. This encourages students to estimate their own effort and feel the force needed to make the throw.

**"Navigate the Ball"**

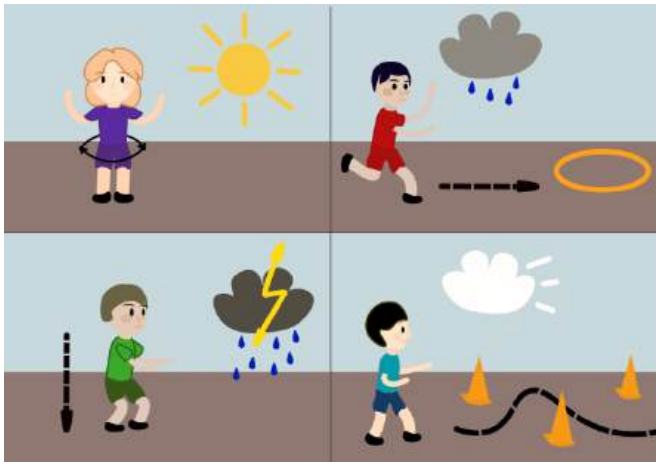
*Objective.* To enhance children's coordination, accuracy, and strength in throws, as well as to develop skills in spatial awareness, planning, and evaluating situations to select the best method for achieving their goals while bypassing barriers.

*Equipment.* Balls, cones, small gates.

*Activity procedure*. Place several objects (for example, small boxes or cones) on the ball's path. Children should throw the ball so that it bypasses the barriers or hits the goal. This helps children understand how the force and accuracy of the throw affect the outcome.

***Instructional guidelines***. This competency-based task is best carried out individually, as achieving the goal requires concentration. Additionally, after the activity, it is important to discuss the children's performance by asking questions such as: Why does the ball sometimes miss the basket? What could we do to hit more accurately? These questions develop children's ability to hit the target and assess their own efforts, while also fostering critical thinking and enriching preschool children's vocabulary. The task promotes the development of simple natural concepts through play and physical activity.

**Competency-based task for children aged 7–10**
**"Meteorologists in Action"**



*Objective:* to develop competence in the sciences by observing natural phenomena and enhancing physical skills, agility, and reaction time. Additionally, it aims to foster an understanding of the relationship between movement and natural occurrences, as well as to reinforce knowledge about weather and its impact on the environment.

*Equipment:* flashcards featuring images of the sun, rain, wind, thunderstorms, and more.

*Activity procedure:* the teacher names/shows the students a flashcard featuring natural phenomena.

☀ Sun – children hop symbolising energy.

🌧 Rain – children run between hiding places (mats or hoops)/run, jumping over puddles (marks, hoops).

🌬 Wind – children weave, mimicking the flow of air currents.

⛈ Thunderstorm – children squat and freeze.

In 30 seconds, the teacher names another natural phenomenon, and the children change their movements.

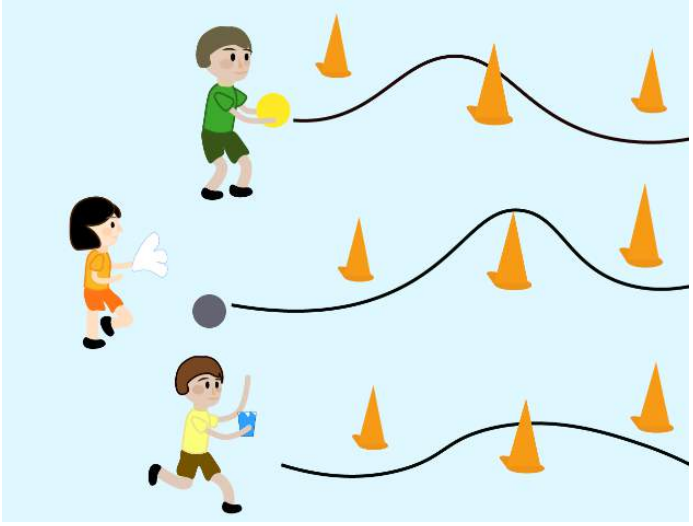
***Instructional guidelines.*** During the game, when symbolising the 'sun', students can express energy by raising their hands and spinning. To imitate children's reactions to 'rain', certain hiding places can be used, for example, mats to hide behind or a gymnastic hoop to jump into. When running between cones in the 'wind', emphasis can be placed on children pronouncing sounds that imitate wind. During 'thunder', they can imitate the rumble by stamping their feet.

It is important to remind students before starting the activity that they are now 'natural phenomena' moving according to the weather. Also, clearly and emotively announce the weather to create a vivid image in the children's minds. You can use phrases such as: 'Oh, the sun is blazing!' or 'A thunderstorm is approaching! Additionally, use suitable music. Monitoring students' technique during physical exercises and correcting movement mistakes helps prevent overexertion or improper execution. It is necessary to vary the intensity by alternating vigorous movements (such as jumps and running) with less intense ones (like squats and stamping) to achieve an optimal load.

This competency-based task promotes the development of agility and reaction time; awareness of the connection between movement and natural phenomena; and reinforcement of knowledge about weather and its impact on the environment.

Co-funded by the European Union

## Relay Race "Energy of Nature"



*Objective.* To develop students' understanding of renewable energy sources (solar, wind, and water) through an interactive game that encourages teamwork, creative thinking, and the acquisition of knowledge about natural resources.

*Equipment:* small rubber ball, balloons, paper fans, disposable paper cups, bucket, skittles, chips, gymnastic hoops.

*Activity procedure:* students should be arranged into three columns and provided with an explanation:

- lightweight balls are solar energy ☀;
- paper fans are wind 🌬;
- paper cups are water 💧.

Each team is given a task to convey the "natural energy" (the sun, wind, and water) while overcoming various barriers.

### Relay stages:

**First stage: Solar Energy ☀.** The first player weaves through the cones while carrying a small ball with both hands.

**Second stage: Wind Power 🌬.** The next player uses a paper fan to push a balloon or ball along the track

**Third stage: Water Energy 💧.** The next participant carries a cup of water, trying not to spill, and pours it into the team's bucket.

The first team to successfully convey all three natural energies and accumulate the most water in their bucket wins.

This activity can be viewed as an interactive relay race that combines movement with learning about natural energy sources (solar, wind, and water). During this game, children are physically active and also gain insight into important natural phenomena.

The task is aimed at:

1. **Physical fitness**: children undertake various activities (carrying a ball, pushing a ball, carrying a cup of water) that contribute to the development of agility, coordination, accuracy, and speed.
2. **Learning about natural phenomena**: each stage of the game represents one of the natural energies (solar, wind, water). This helps children reinforce their understanding of these phenomena through an interactive and visual experience.
3. **Teamwork**: tasks are carried out in groups, fostering team spirit, interaction, and mutual support.

4. **Psychomotor skills**: each stage requires different physical abilities: caution when handling a ball, accuracy when pushing a ball, and agility when carrying water.

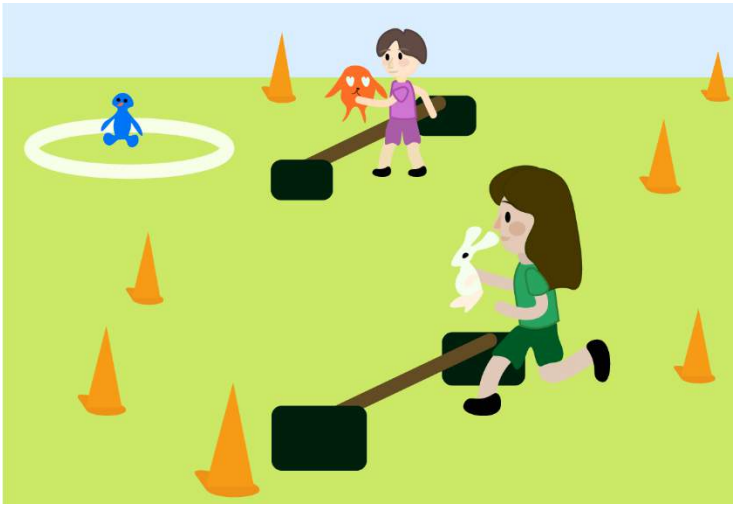
In such a relay race, children engage in physical activity and acquire important knowledge about natural energy sources in an enjoyable, lively manner.

***Instructional guidelines:*** During the first and second stages, focus on speed. During the third stage, be cautious with the water. This prevents injuries, as students move slowly to avoid spilling water. This way, the gym's floor stays dry.

Co-funded by the European Union

**Formation of the key competence "Environmental Competence"**

**Competency-based tasks for children aged 5–6**
**Relay race "Saving the Forest"**



*Objective:* **t**o promote environmental awareness while developing endurance and balance**.**
*Equipment.* Cones, barriers representing fallen trees in the forest; hoops, boxes representing safe places. Children are welcome to bring their favourite toys.
*Activity procedure*. The physical education teacher divides children into 2-3 teams. Cones and barriers should be placed in front of each team. Hula hoops and boxes should be arranged along the front line. Before starting, toys are to be scattered randomly on the sports ground. The task is to 'rescue' the animals (pick up the toys) and carry them to a 'safe place' (such as a hula hoop or box). However, there are 'barriers' in the way – fallen 'trees' (cones, blocks) that must be bypassed or jumped over.

Following the relay race, the teacher leads a discussion on the significance of forest conservation, emphasising how fires and logging can adversely affect wildlife.

***Instructional guidelines.***

1. For preschool children, it is crucial to use simplified obstacles. This approach is important for preventing injuries and promoting a safe educational environment.
2. We suggest adjusting the difficulty based on the age and the duration of this competency-based activity.
3. Children can be involved in preparing the playground (like arranging toys and setting up barriers). This encourages responsibility and independence; children are more interested in the game since the playground is made with their involvement. Additionally, this helps develop a key skill – creativity, as participation in creating the playground sparks imagination, allowing children to invent new games and design their own challenges.
4. During the task, it is important to provide verbal praise and encouragement, emphasising the significance of their 'mission'.
5. Also, after the competency-based task, it is possible to discuss the importance of preserving nature.

Co-funded by the European Union

## Competency-based tasks for children aged 7–10

## "Clean up the Lawn!"

*Objective:* to promote the development of environmental awareness, speed, and coordination.

*Equipment:* empty tin cans, empty plastic bottles, plastic cups, paper cups, plastic bags, paper balls, waste sorting containers labelled: "Paper," "Metal," "Plastic," "Organic."

*Activity procedure*. The teacher scatters paper balls, empty plastic bottles, plastic cups, paper cups, empty cans, and mock-ups of fruit or vegetables around the playground to represent rubbish. Coloured containers with the types of rubbish are placed at the front of the gym: "Paper," "Metal," "Plastic," "Organic." The names of the rubbish types ("metal," "paper," etc.) are paired with pictograms or coloured marks to provide a visual sign.

Each team member chooses a card with a picture of the type of rubbish they are to collect. At the signal, all players begin the symbolic cleanup and collect a specific type of "rubbish" in the correct "container":

- paper balls and paper cups – in the blue container labelled "Paper."
- mock-ups of fruit or vegetables – in the black container labelled "Organic."
- plastic cups and bottles – in the orange container labelled "Plastic."
- empty tin cans – in the yellow container labelled "Metal."

After collecting all the rubbish, the teacher and children go to the containers and check that each type of waste has been sorted correctly. They discuss artificial and natural materials, both of which require proper disposal or composting. They also explain why sorting matters, as it strengthens environmental competence.

The task has several important aspects:

1. **Physical fitness:** children should be able to run quickly, collect objects, and sort them. It develops speed, coordination, and agility.
2. **Environmental education:** the game instructs children on the fundamental principles of waste sorting, emphasising the importance of appropriate waste management and its environmental impact. Children are taught to identify various types of waste (paper, metal, plastic, and organic) and to dispose of them properly.
3. **Teamwork:** since children work in teams, they learn to collaborate, support one another, and achieve common goals.
4. **Organisational skills:** children are expected to listen attentively to instructions and accurately determine the appropriate disposal locations for various rubbish items. This process enhances their attentiveness and organisational abilities.

Therefore, this game is designed not only to promote physical activity but also to cultivate in children a sense of responsibility towards nature and the significance of ecological practices, such as waste sorting.

***Instructional guidelines.***

1. During the relay race, it is essential to emphasise that each participant in the relay should take one item and carry it to the container.
2. To win the relay race, points are scored for speed and for accuracy of sorting.
3. It is necessary to encourage teams, regardless of the outcome, to recognise students' efforts, to promote teamwork, and ecological responsibility.
4. Following the relay race, it is advisable to engage in a discussion regarding the significance of waste sorting and its environmental impact.
5. For younger or less active children, it is essential to take into account their fitness level; tasks should be simplified or adjusted.

**Formation of the key competence "Innovation"**

**Competence-based task for children aged 5–6**

**"Barrier Builders"**

*Objective*: To foster creative thinking and the ability to find innovative solutions while encouraging initiative, creativity and adaptability through movement-based activities

*Equipment*: cubes, hoops, ribbons, plastic bottles, skittles, containers, benches, chips, etc.

*Activity procedure*: a physical education teacher arranges sports equipment (cubes, hoops, ribbons, plastic bottles, skittles, containers, benches, chips, etc.) on the playground. Children are divided into two teams. Each team must design their own barrier course and overcome it. They demonstrate the way to overcome barriers. After completing the exercise, the teams exchange routes and try to pass the task set by the opponents using their own way.

This activity aims to promote children's physical activity through play and innovative problem-solving. Additionally, it promotes collaboration and teamwork and strengthens planning and execution skills.

The task stages:

1. **Barriers:** various objects such as blocks, hoops, plastic bottles, cones, benches, etc., are used to create barriers. This is designed to demonstrate children's creativity and explore various options for building barriers.
2. **Teams**: children are divided into teams so each can build its own obstacle course. This encourages teamwork and cooperation.
3. **Preparation and performing**: children develop strategies to overcome barriers, thereby enhancing their coordination, flexibility, speed, and strength.
4. **Route exchange**: after one team has completed the course, the teams exchange routes. This encourages children to develop adaptive skills, as they must find new ways to overcome barriers.

The activity effectively combines physical exercise, creativity, and social interaction within a single session.

***Instructional guidelines.***

1. Before starting this competency-based task, ensure the sports equipment is stored safely and provide instructions for children.
2. Throughout the task, actively support children by fostering innovative and creative thinking. This strengthens the key competency of Innovation while enhancing Creativity as a cross-cutting skill.
3. It is also important to ensure that both teams consist of students with approximately the same level of physical fitness, as this influences their interest in the task.
4. You can also focus attention on the importance of distributing roles during the task: everyone in the team must take on an active role.

5. It is important to remember the inclusive approach when conducting this competency-based task. Provide support and accommodations for children with diverse learning styles and physical abilities, and create an environment that celebrates diversity.
6. During the exchange, teams may overcome barriers created by others and devise new ways to overcome them. In this case, students can be encouraged to try various motor actions, such as crawling, stepping, jumping, and balancing.

## Competency-based task "Mobile Sport" for children aged 7–10

*Objective.* To foster children's creative thinking and innovative skills by integrating physical exercises with technology, enhancing their ability to generate new ideas and adapt traditional activities to modern challenges.

*Equipment.* Mobile phones, smartphones.

*Activity procedure.* The teacher explains that a new type of mobile technology will be introduced in the school's physical education lessons – mobile sports. Children need to invent new games that can be easily adapted for smartphones. That is, they need to consider how to integrate physical exercises with modern technologies. Task: to combine physical exercises (for example, jumping, running) with technologies so that they are interesting and useful. Children present their ideas.

***Instructional guidelines***:

1. Secondary or high school students can participate in this competency-based task to develop real prototypes of mobile games.
2. Recommend that other teachers incorporate ideas they enjoyed into their lessons or adapt them for use in school challenges.
3. Encourage students to create digital instructions or promotional content for their games.
4. Support students' desire for free thinking; do not criticise "unusual" ideas.
5. Ensure safe phone use: students should only use mobile devices during planning or when stationary, not during physical activity.
6. Ensure inclusivity by engaging every student in the activity.
7. Record presentations for future analysis or sharing (with appropriate permissions).
8. After the competency-based task, facilitate a reflection discussion using questions such as "What did you enjoy most?" and "Which tasks were challenging?"

**Formation of the key competence "Lifelong Learning"**

**Competence-based task for children aged 5–6**

**Game "Coordination ladder"**

*Objective:* to enhance children's coordination, balance, rhythm, and spatial orientation through a variety of jumping exercises guided by visual instructions on flashcards, using a coordination ladder.

*Equipment:* a coordination ladder, flashcards with visual instructions.

*Activity procedure:* children stand facing the coordination ladder, which is placed on the floor. The physical education teacher presents each child with a flashcard with visual instructions:

✓ single left leg hops onto each step of the ladder;

✓ single right leg hops;

✓ double leg hops;

✓ alternating leg hops within the ladder, touching the floor with the right or left hand;

✓ single right leg hop on the first ladder step, double leg hop on the second step, and so on;

✓ single left leg hop on the first ladder step, double leg hop on the second step, and so on;

✓ single right leg hop on the first ladder step, double leg hop on the second step, single left leg hop on the third step, double leg hop on the fourth step;

✓ single right leg hop on the first step within the ladder, followed by single right leg hop on the second step outside the ladder, and so on;

✓ single left leg hop on the first step within the ladder, followed by single left leg hop on the second step outside the ladder, and so on;

✓ single right leg hop on the first step within the ladder, hop onto a stand with legs apart on the second step, single left leg hop on the third step, hop onto a stand with legs apart on the fourth step.

During the activity, the physical education teacher should motivate children to answer various questions: "What is shown in the picture?" (leg) "Which leg is shown, right or left?" (right or left according to the card), "What physical exercise is shown on the card? What should you do?"

***Instructional guidelines.***

1. This competency-based task aims to develop lifelong learning skills. To facilitate, it is advisable to encourage children to analyse the task, remember the sequence of actions, and follow the provided instructions.
2. Furthermore, through this competency-based task, you can enhance the skills of critical thinking, as it requires recognising images, determining directions, and distinguishing between the left and right legs.
3. This competency-based task can also enhance physical fitness since the hops boost coordination, leg strength, and balance. For younger preschool children, it is advisable to perform the task without objects; whereas, for senior preschool children, it is recommended to combine the task with catching and throwing balls.
4. During the activity, it is essential for the physical education teacher to assist the children with inquiries, thereby encouraging them to think critically and articulate their actions verbally. This approach will facilitate communication and interaction between the children and the teacher.

## Competency-based task “Wellness Win”

## for children aged 7–10

*Objective.* To develop motor skills, to enhance awareness of the significance of a healthy lifestyle, and to cultivate the capacity for planning of physical activities aimed at promoting health.

*Equipment*. Flashcards featuring healthy and harmful product choices.

*Activity procedure.* Students work either collaboratively or independently, completing tasks at four designated stations, each representing a stage on the journey toward a healthy lifestyle. Each station has a specific task that the student must accomplish to progress to the subsequent stage.

**Station 1. "Warm up"** aims to enhance students' understanding of the importance of warming up prior to physical activity. Participants perform free-standing exercises to prepare their muscles, such as stretching, jogging, arm and leg movements.

**Station 2. "Strength and Endurance"** focuses on students choosing physical exercises that develop strength and endurance. Students perform various exercises for strength and endurance, including flexion and extension of the arms while lying down, kneeling positions, squats, and jumping rope.

**Station 3. "Healthy Food Choices"** aims to develop appropriate nutritional skills and habits. Students are encouraged to select flashcards featuring healthy products, such as vegetables, fruits, water, and to discard junk food.

**Station 4. "Relaxation and Recovery"** is intended to improve understanding of cool-down exercises after physical activity. Participants are provided with brief meditation or relaxation practices, such as breathing exercises or walking outdoors.

***Instructional guidelines:***

1. The lesson should be structured around the concept of a motor game involving transitions through stations, each representing an important aspect of a healthy lifestyle. Activities may be organised in groups, pairs, or individually, depending on the number of students.
2. When performing physical exercises at station No. 1, “Warm-up”, it is necessary to explain that warming up reduces the risk of injuries and prepares the heart for activity.
3. When performing physical exercises at station No. 2 “Strength and endurance”, it is necessary to follow the correct technique; adapt the difficulty of exercises to the age and abilities of children.
4. When performing physical exercises at station No. 3, “Healthy Food Choices," it is essential to engage in discussions regarding the classification of specific products. This approach offers an opportunity to foster critical and systematic thinking among students.
5. When performing physical exercises at station No. 4, “Relaxation and Recovery,” music should be played. It is advisable to select relaxing music or to guide students with the voice (e.g., “Imagine you are walking through the forest…”).
6. Students should move between stations during the competency-based task. Also, provide prompts, encouragement, and correct technique.
7. Keep a friendly atmosphere during the lesson and foster a sense of achievement for each student.

**Formation of the key competence "Civic and social competences related to the principles of democracy, justice, equality, human rights, well-being, and healthy lifestyle, with an awareness of equal rights and opportunities"**

**Competence-based task "City of Friendship"**

**for children aged 5–6**

*Objective.* To develop civic and social competencies through team games, promoting cooperation, mutual assistance, respect for others, and adherence to rules; developing social skills in team games, where children learn to collaborate effectively.

*Equipment:* 2–4 skipping ropes, ropes or ribbons for connecting children into a "team chain", a variety of balls including tennis, rubber, and fitness balls, baskets or hoops for throwing activities, plastic blocks, bricks set, boxes for constructing a "city", barriers or arches, tunnels, and chips for designing an obstacle course, flags, markers, or ribbons for marking zones, and signals or bells for changing tasks.

*Activity procedure*: The children assume the role of residents in the imaginary "City of Friendship," where they are tasked with activities that foster interaction and positive relationships. To this end, they must collaborate, support one another, and obey the established rules.

**Task 1. "Team Spirit"**. This activity is designed to cultivate teamwork skills, encouraging children to collaborate effectively toward a shared objective. The children are divided into two groups, each tasked with completing a designated route such as jumping over a rope, navigating through obstacles, or throwing a ball into a basket – while maintaining physical connection by holding hands or a rope.

**Task 2. "Help a Friend."** The objective of this activity is to educate children on the importance of mutual assistance, thereby fostering a sense of unity and support within the group. During the exercise, one participant may become "lost" and be unable to navigate a specific section of the course, such as jumping over an obstacle or crawling through a tunnel. A peer then offers assistance to help with the task.

**Task 3. "City of Friendship**." This task aims to develop cooperation, leadership, and interaction skills within a group. Children are to construct a "city" using balls, blocks, bricks or other objects, working collaboratively and reaching consensus. They must determine roles and responsibilities, such as carrying blocks, arranging bricks, and providing ideas.

**Task 4. "Obeying the Rules**." The objective of this task is to highlight the importance of following rules and practising fair play. Children participate in a team game (for instance, a relay race or an outdoor game), where they are required to follow the rules, interact politely with others, and practice equality

**Task 5. "Hand in Hand"**. This activity aims to cultivate empathy and mutual assistance. During the game, children are encouraged to demonstrate support by passing a ball along a chain or carefully guiding a peer through a barrier. Additionally, this may include physical support, such as assisting with jumps.

***Instructional guidelines.***

1. To encourage students to accomplish this competency-based task, it is advisable to provide a brief explanation, such as: "Today, students are to become residents of an imaginary city where the predominant values are friendship, assistance, and teamwork."
2. Performing the initial task “Team Spirit,” it is essential to select an easy route consisting of 3–4 stages. It should be clarified to students that success depends on collective effort, and teams should be encouraged to support participants who are moving more slowly.
3. When executing the second task, “Help a Friend”, it is essential to construct an easy obstacle, such as a barrier or tunnel. Additionally, to foster leadership among students, assign each participant the role of “friend-helper.” After completing the task, it is recommended to discuss students' experiences when receiving assistance.
4. When performing the third task, “City of Friendship,” it is advisable to encourage students to independently select roles such as builder, designer, or courier. This approach will foster the development of creative abilities. Additionally, you may consider setting time limits or proposing specific topics —for example, “school,” “park,” or “playground.” It is also beneficial to emphasize the significance of attentive listening. Such measures will promote teamwork and collaboration.
5. Before starting the fourth task, “Obeying the Rules”, it is advisable to explain the rules and engage students in a discussion about the significance of fair play. Following the activity, a debrief should be conducted to examine cases where the rules facilitated or impeded progress.
6. To develop civic and social competencies, it is important to promote teamwork and foster respect through courteous gestures, such as encouragement and supportive gestures like a handshake, emphasising the message: “We've got you!” “Keep going, we're here!”
7. For the successful execution of this competency-based task, it is important to consider the following: prepare the equipment beforehand, mark zones, develop flashcards; foster a friendly atmosphere: a game setting is more effective than formal instructions; ensure all children are involved and rotate student roles; adjust tasks to physical abilities of every student and, if necessary, allow children to choose individual loading; lead by example through compassion, calmness, and respect, and praise not only for achievements but also for effort, support, and teamwork.

## Competence-based task "Stronger Together" for children aged 7–10

*Objective:* To promote the development of social skills such as interaction, cooperation, and responsibility; to foster respect, friendship, and mutual support; to develop physical qualities (agility, speed, coordination).
*Equipment.* Gymnastic mats – to mark the "bridge of friendship" or ropes – to create a route; large hula hoops – for the "United Team" task; A3-sized sheets of paper or mats/yoga mats/pads – for "crossing the swamp"; signal flags or cones – to mark the start and finish; markers and whiteboards; music (optional); stopwatch – for time tracking.
*Activity procedure*: Students imagine themselves as residents of the 'Friendly Country', where mutual assistance, collective action, and friendship are expected. They participate in a series of group challenges that promote collaboration, following the rules, and appreciation for team support.
**The exercise "Bridge of Friendship"** (relay) is designed to foster coordination and teamwork, as well as to promote support. Each team is required to cross an imaginary bridge, represented by a strip of gymnastic mats or a rope on the floor, utilising only the method of holding hands or placing their hands on each other's shoulders. If any member releases their hold, the team must restart the activity from the beginning.
**The exercise "Save a Friend"** (a mutual support activity) aims to develop students' ability to care for others, express concern, and provide assistance. Each team designates one student as a "traveller," who may experience difficulty walking (e.g., hopping on one leg, moving slowly). The team's responsibility is to assist the traveller in reaching the finish line by providing support and guidance and ensuring they do not fall behind.
**The exercise "United Team"** (hula hoop movement) is designed to cultivate consensus and collaborative effort towards achieving a shared objective. All participants are required to navigate the course by remaining within a large hula hoop, maintaining contact with its edges. The primary requirement is to avoid leaving the hoop's boundaries.
**The exercise "Help a Friend"** (crossing the "swamp") is designed to develop collective thinking and decision-making skills. Teams are provided with a limited number of "stones" (pieces of paper or mats) to step on. They need to reach the opposite bank together by crossing these "stones". If someone steps off the stones, the team must restart the activity from the beginning.
**The exercise "Together Round"** (final task) aims to summarise physical exercises and promote the significance of social skills, thereby reinforcing the values of cooperation. Children form a circle and hold hands. The teacher poses questions such as, *What makes a team successful? How does supporting others make the team stronger?' Why is it vital to support friends? What was the hardest part about working as a team?*

***Instructional guidelines.***

1. The competency-based task should be conducted as a motor activity with moral implications. The focus is not only on executing physical exercises but also on fostering cooperation, support, and mutual understanding, with teamwork taking precedence. The assessment criteria prioritise the quality of interaction over speed. In this context, it is advisable to form teams of varying proficiency levels, ensuring that all children have the opportunity to participate and express themselves.
2. During the relay race “Bridge of Friendship”, it is important to encourage students to move slowly and in a coordinated manner. At the same time, explain that each member is vital for the team's overall success. Emphasise that each person's effort and reliability directly impact the team's success.
3. During the exercise "Save a Friend!" it is necessary to emphasise that speed is not the main focus, but rather the importance of others' needs. It is crucial to rotate students' roles so that each person both helps another participant and receives support.
4. To achieve a coordinated performance of the physical exercise “United Team” (hula hoop movement), students should be given the opportunity to discuss their movement strategy before beginning.
5. When performing the exercise “Help a Friend” (crossing an imaginary swamp), it is important to give instructions immediately and encourage students to independently formulate a plan for crossing the “swamp”. Meanwhile, the teacher can observe the allocation of roles and identify team leaders and students who support them.
6. When executing this competency-based task, it is essential that the physical education teacher fosters civic and social behaviour through the game rather than assessments, emphasising the significance of teamwork for achieving better team outcomes.
7. Create a safe educational environment by rotating roles so that each student acts as both a leader and a supporter. Additionally, motivate students during exercises through positive reinforcement: “Your support is great!”, “This is a real team!”. This approach helps foster a sense of success and boost students' interest in physical activity.

**Formation of the key competence "Financial and Business Literacy"**

**Competence-based task "Health Shop Challenge" for children aged 5–6**


*Objective:* To promote the development of the key competence Financial & Business Literacy through a game that combines physical activity, elements of trading, and awareness of the value of goods.

*Equipment:* flashcards depicting fruits, vegetables, water, and sports equipment; play money; hoops, cones for constructing tunnels during physical activities; and containers.

*Activity procedure*: The physical education teacher informs the children that they have established a "Health Shop", where they may purchase beneficial items for their well-being. However, to acquire these items, they must "earn" play money through engaging in physical activities. The children should be organised into three columns.

**Stage 1: Earning money**. Children alternate in performing physical activities such as jumping, running, crawling, and ball throwing. Upon completion of each task, they are awarded a token or a play coin.

**Stage 2: Buying goods**. Children are in the "shop", a table or box with flashcards featuring various goods. They select items they wish to buy (fruits, vegetables, water, or sports equipment. The payment process is simulated using play money.

This relay race integrates physical activity with an educational component, fostering an understanding of the fundamental principles of a healthy lifestyle through an interactive approach. It allows children not only to engage in movement but also to recognise the significance of a healthy lifestyle, including eating healthy food and being active.

Therefore, the relay integrates physical activity with the acquisition of essential life skills, including planning, resource management, and an awareness of the healthy lifestyle benefits.

***Instructional guidelines.***

1. Prior to executing this competency-based activity, it is essential to establish a contextual setting to introduce the relay race as a game: "Today, we will establish a health store! However, in order to purchase items, we must first earn coins." This approach aims to cultivate children's understanding of the necessity to earn money for personal expenses.

2. For each task completed, the child is awarded one token. Concurrently, the physical education instructor assesses thoroughness, accuracy, and not just speed.

3. It is essential to supervise the safety of all activities. Encourage children to collaborate, assist one another, and support their peers.

4. Flashcards featuring healthy and unhealthy items may be arranged on the table or displayed on a stand, thereby enabling each child to select a card independently. This approach fosters responsible decision-making.

5. A significant aspect of this task involves engaging with children regarding the selected items in the "Health shop". Therefore, it is essential to clarify the reasons for the product choice.

6. This task provides an opportunity to integrate physical education with health education, financial literacy, and communication skills.

**Competency-based task "Sports Business" for children aged 7–10**

*Objective:* Promoting business and financial literacy through physical activity, teamwork, and fundamental resource management.

*Equipment:* cones (obstacle course markers), hoops (for jumping or relay races), balls (for throwing), and skipping ropes (for exercise variety).

*Activity procedure*: The physical education teacher should organise play money or tokens, as well as flashcards depicting equipment, water, healthy food, and sportswear. To facilitate the competency-based activity, it is advisable to prepare equipment such as cones, balls, and hoops for exercises, as well as a table to record the amount of money earned and spent.

Students should be organised into business teams tasked with establishing a successful "sports business." To achieve this, they should generate revenue through physical exercises and utilise these funds thoughtfully to acquire essential goods for their team.

**Stage 1. Earning Money**. Teams participate in various sports challenges, including hurdle races (5 coins for a successful finish), ball throwing (3 coins), and hopping (2 coins).

**Stage 2. Starting a Business.** Teams distribute the funds they have earned. They can buy sports equipment to enhance performance; purchase "energy support" items (flashcards depicting water and fruits); or save money.

**Stage 3. Business Decision.** Teams discuss their expenses and income: What have we got? Was it beneficial? Should we spend or save money?

***Instructional guidelines.***

1. Prior to starting this competency-based task, give teams time to develop their business identity. Each team should create a unique name, design a logo, and write a slogan.
2. It is important to develop cooperation. To achieve this, you can assign a task that requires the entire team to collaborate to make a decision. Use role-playing techniques by assigning roles such as an accountant, a manager, or other relevant positions.
3. Assess the outcome of team participation not only based on the result but also on the process, teamwork, engagement, and the validity of the choice.

4. During the competency-based task, maintaining a playing atmosphere is essential; however, it is equally important to consider the value aspect. Health constitutes the best investment. Supervise the activity to ensure both accuracy and safety.
5. You can choose a "judge" within each team supervised by the teacher. While there is a controversial issue regarding the judge's decision's objectivity, allow the attempt to be repeated.
6. Tokens should be given immediately after the task. This boosts students' motivation.
7. We believe that developing this key skill requires focusing on planning and budgeting, as it promotes critical thinking.
8. Discuss what the team needed to be successful. Document key insights either through group discussion or by having students complete a reflection table.
9. Encourage children to speak on behalf of the team.
10. Discuss the results: "What is more important, spending or saving?", "Does planning facilitate problem-solving?

**Formation of the key competence "Cultural Competence"**
**Competence-based task "Round-the-world trip: National Dances and Games" for children aged 5–10**


*Objective:* to introduce students to traditional national games and dances, to foster respect for cultural diversity; to develop collaborative skills, team interaction, rhythmic and emotional expression; to engage children in physical activity through dance, combining play, creativity, and exploration.
*Equipment:* speaker or sound system; tracks include Hopak (Ukrainian), Krakowiak (Polish), Tarantella (Italian), Sirtaki (Greek).
*Activity procedure:* Students, along with a physical education instructor or choreographer, embark on an exciting journey across different countries, exploring traditional national games and dances. They face a unique task in each country.
**Task 1. "Ukrainian Hopak"** (Ukraine). The purpose is to familiarise participants with Cossack traditions while enhancing endurance and strength. Children execute movements that mimic Cossack training, including squats, jumps, and races.
**Task 2. "Krakowiak" (Poland).** The objective is to acquaint participants with Polish musical and dance traditions and to enhance coordination skills. The children engage in warm-up activities by performing movements from the Polish dance "Krakowiak", including jumping, hopping, and clapping.

**Task 3. "Tarantella" (Italy).** The task aims to familiarise children with Italian musical and dance traditions, while also developing their coordination. Children perform dance movements typical of the Italian national dance "Tarantella".

**Task 4. "Sirtaki" (Greece).** The objective of this activity is to familiarise children with Greek musical and dance traditions, fostering a sense of rhythm, coordination, and teamwork. Children form a circle, place their hands on each other's shoulders, and execute basic dance steps in synchronisation with music: a slow step to the right, then to the left, followed by an increase in tempo – light hops.

***Instructional guidelines.***

1. Before beginning this competency-based task to develop cultural competence, we recommend presenting the topic as "A Dance Journey Round the World," where each task represents a different country. You can also display a national flag or the country's name before starting each task. This approach form cross-curricular links and interdisciplinary integration. You may also explain the dance's cultural background by sharing a short story (2–3 sentences) about national traditions or famous people.
2. Prior to executing the dance elements, it is essential to present videos to facilitate a comprehensive understanding of the specific features of these dances.
3. It is essential to engage in a brief relaxation period after the dances. This can be achieved by forming a circle in which children sit or stand, breathe deeply, and metaphorically "return home from a trip."
4. It would be beneficial to inquire about students' impressions. This approach will facilitate communication, stimulate critical thinking, and broaden students' vocabulary. Suitable questions may include: "Which country was the most memorable?", "Which country's dance was your favourite? Why?", "What was the most interesting thing you discovered today?", "Would you like to travel with dance again?", "Would you like to explore more cultures through dance in the future?", "Which dance was the most challenging? The most fun?"