

Nordic-Baltic Physical Activity Bridges (NBPAB)

NPHZ-2014/10107



Nordic–Baltic Physical Activity Bridges project strives to establish a long-lasting partnership between Nordic and Baltic countries and to give a fresh incentive to health-enhancing lifelong physical activity promotion among all citizens. The intension of the project is to bridge different sectors which are responsible for Physical Activity (PA) education: secondary schools, higher educational institutions, professional associations and community centers. Each of them separately is strong enough to act independently but the joint efforts give more significant effect on increasing population's PA level.

Cross–sectorial cooperation will be strengthened among secondary schools, Universities, associations, and communities in preparation of physical activity educators as well as mastering their qualification in the Nordic and Baltic countries within the areas of:

1. The experience exchange seminars among students, PE teachers and community representatives about the barriers and motives in promoting active lifestyle of the citizens.
2. The implementation of knowledge, skills, methodology, current recommendations and guidelines as well as best practices among Project actors at workshops and practical sessions, at peer coaching and short–time internships abroad.
3. To develop the Intensive joint course model and offer it at community centers.
4. To create a cross–sectoral Network of Nordic-Baltic PE teachers, students, community centers, PE association and combine educational communication with non–educational sectors to disseminate and implement good practice as well as experience in decreasing physical inactivity.

The best partner experience will be implemented in creating an **intensive course** and strengthening the Network between PE teachers, educators, representatives of community centres and PE teachers association in Nordic and Baltic countries.

Project lasts 3 years: from 2014 September up to 2017 June.

- The total fund – 102360 eur!
- The fund was approved for 50% - 51180.0 Euro from Nord–Plus Horizontal Network.

PROJECT PARTNERS

- Lithuanian Sports University
- Latvian Academy of Sport Education,
- University of Tartu,
- University of Jyväskylä,
- University of Iceland-School of Education,
- Telemark University College, Faculty of Arts, Folk Culture and Teacher Education
(University College of Southeast Norway),
- Lithuanian Association of Physical Education Teachers;
- Association of Kaunas Communities centres,
- Kulautuva's Community Center,
- Šilalė district municipal administration;
- Lithuanian Olympic Committee;
- Kaunas Jonas and Petras Vileišiai Basic School
(Kaunas Jonas and Petras Vileišiai School-Multifunctional Center)

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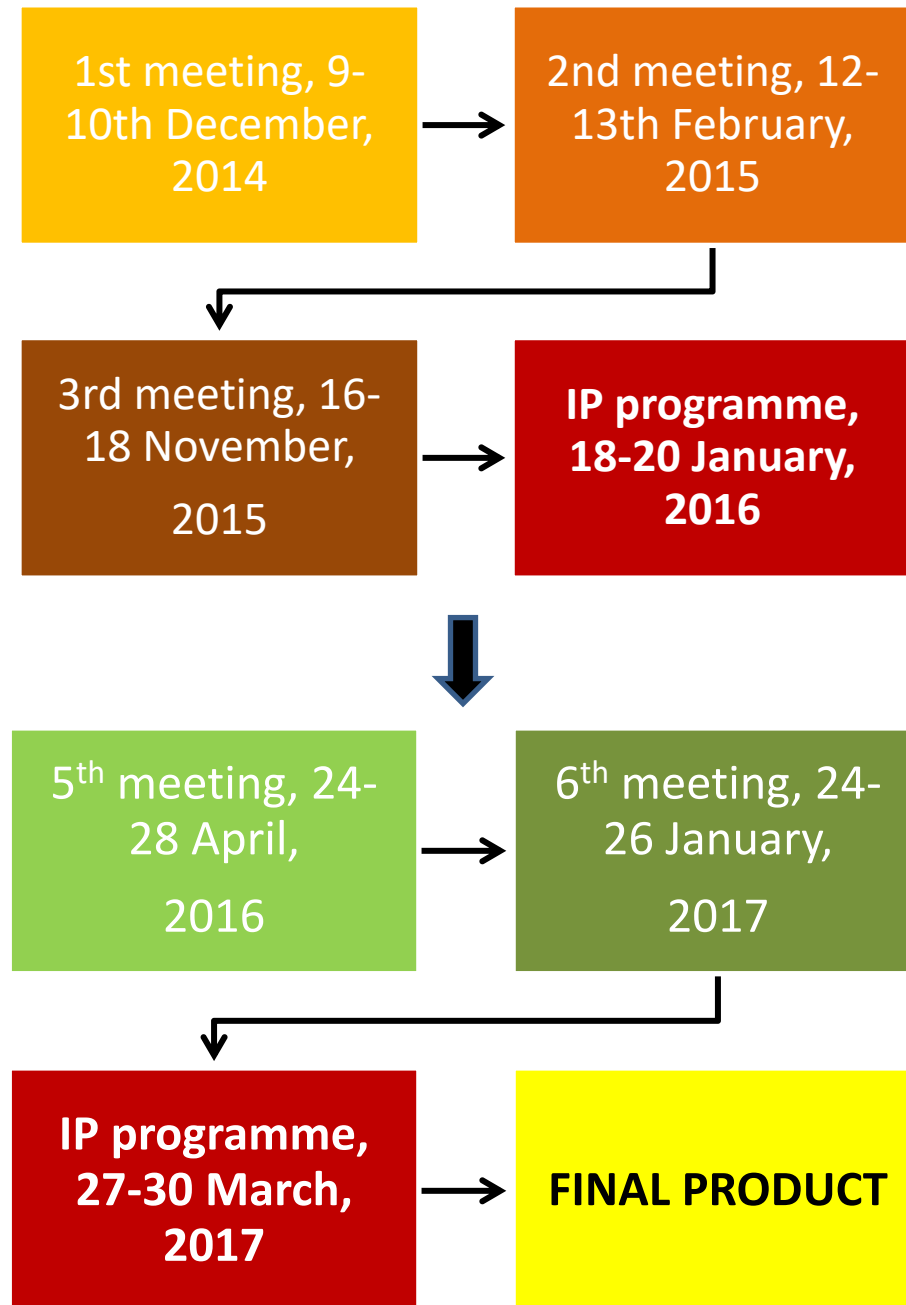
INTRODUCTION

The project intended to establish a long-lasting partnership between Nordic and Baltic countries and to give a fresh incentive to health-enhancing lifelong physical activity promotion among all citizens. The intension of the project is to bridge different sectors which are responsible for Physical Activity (PA) education: secondary schools, higher educational institutions, professional associations and community centers. Each of them separately is strong enough to act independently but the joint efforts give more significant effect on increasing population's PA level. The PA bridges should be combined all together – to have a strong link between education and consumers.

The experience in Physical activity promotion and bridging the gaps between all the sectors is different in every country of the Network. The aim of this project was to learn more from each other about different professional methods and ways of teaching, to get acquainted with PA programmes in partner countries and to create an applicable programme of PA to be implemented in communities and fostered as an inclusive extracurricular programme for schoolchildren. In this way international experience helped to enhance the content of every country's PE curricular; to promote lifelong physical activity and internationalize students to be able to integrate into labor market.

The Network pivot is a good source of information, knowledge and good practice to be disseminated to partners about teachers' specific competences and about ongoing or planned developmental research as well as using this experience in practice. Thus our purpose is to shorten the gap between PA bridges – to strengthen the communication and cooperation with physical education (PE) teacher educators, PE teachers, students, members of PE association, and community centers as well as implement innovative methods in formal and informal education and health-enhancing lifelong physical activity promotion becomes very important for all actors of this Project. In this book You will find some practical experience exchange examples, lectures material, students implemented PA programs for different age group people: preschool children, primary and secondary school children, youth, adults and seniors.

PROJECT ACTIVITIES



1. SELF PRESENTATION OF EACH PARTNER

1.1. LITHUANIAN SPORTS UNIVERSITY



LITHUANIAN
SPORTS
UNIVERSITY

www.lsu.lt



Sport science traditions since 1934





KAUNAS: City of Youthful Atmosphere

- The 2nd biggest city in Lithuania (population over 300 thous.)
- The city and its castle were first mentioned in the historical chronicles in 1361
- In the period between 1919 and 1939 Kaunas was the provisional capital of Lithuania
- The city is located at the confluence of the two longest rivers – the Nemunas and the Neris
- A university town with about 40 thousand students studying at 7 universities





LSU History in Brief

- 1934 Lithuanian Sports University (LSU) grew out of Higher Courses in Physical Education (HCPE) set up in Kaunas in 1934.
- 1945 Lithuanian State Institute of Physical Education was founded with the first enrollment of 100 students.
- 1999 The Institute was renamed into Lithuanian Academy of Physical Education
- 2012 The Lithuanian Academy of Physical Education was renamed into Lithuanian Sports University.



LSU in Figures



LSU – a public higher education institution with its unique profile in sport, leisure and health sciences

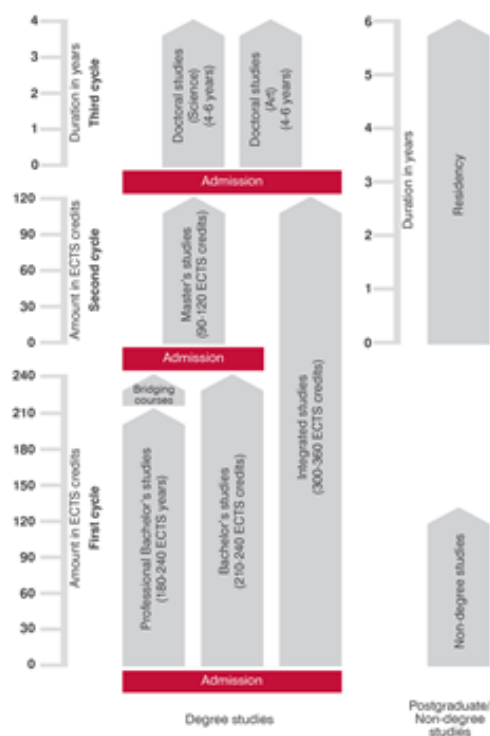
- ~ 2000 students
- ~ 600 graduates
- ~ 200 teaching staff
- 20 study programmes
- 2 Faculties
- 4 Departments
- 1 Research centre
- 15 Indoor & outdoor sports facilities

Academic and Research Units



- **Faculty of Sport Education**
 - Department of Health, Physical and Social Education
 - Department of Management, Economics and Sociology
- **Faculty of Sport Biomedicine**
 - Department of Applied Biology and Rehabilitation
 - Department of Coaching Science
- **Institute of Sport Science and Innovations**

Higher education structure in Lithuania



Study @ LSU: Study Programmes



Study @ LSU: Undergraduate Studies

Study Programmes in English:

- **European Bachelor in Physical Activity and Lifestyle (PAL)**



Developed in a consortium of 7 universities, PAL trains entirely new professionals

- **Sports Coaching**



Successful athletic performance is inseparable from professional coaching

Study Programmes in Lithuanian:

- Physical Education
- Sports Coaching
- Social Pedagogy
- Sports Recreation and Tourism
- Sport Industries
- Adapted Physical Activity
- Physical Activity and Public Health
- Physiotherapy

Study @ LSU: Master's Studies

Study Programmes in English:

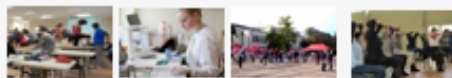
- **Physiotherapy**
- **Sports Physiology and Genetics**
- **Tourism and Sports Management**
- **Physical Activity and Public Health**
- **MSc European Basketball Coaching Science**



In partnership with the University of Worcester, UK

Study Programmes in Lithuanian:

- Education
- Sports Psychology
- Sports Coaching
- Physical Education
- Tourism and Sports Management (1.5yrs)
- Adapted Physical Activity
- Physical Activity and Public Health
- Physiotherapy
- Sports Physiology and Genetics



Study @ LSU: PhD Studies

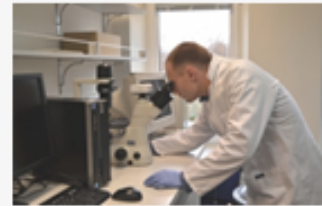
- **PhD in Social Sciences: Education**

*Joint doctoral studies in partnership with
Lithuanian University of Education Sciences,
Kaunas University of Technology and
Šiauliai University*



- **PhD in Biomedical Sciences: Biology**

*Joint doctoral studies with the University of Tartu,
Estonia*



Research @ LSU

STRATEGIC RESEARCH AREAS:

- Coaching Science, Sports Physiology and Genetics
- Skeletal Muscles, Motor Control and Rehabilitation
- Health, Physical and Social Education in the Society Undergoing Changes
- Leisure Management, Economics and Sociology
- Physiological and Social Aspects of the Empowerment of Disabled



Research @ LSU

HUMAN RESOURCES

Research Staff:

- 13 professors
- 93 scientists holding PhD
- 43 PhD students

Research Units:

- Institute of Sports Science and Innovations (19 full-time positions)
- Department of Applied Biology and Rehabilitation
- Department of Coaching Science
- Department of Health, Physical and Social Education
- Department of Sports Management, Economics and Sociology



Research @ LSU

INSTITUTE OF SPORT SCIENCE AND INNOVATIONS Research Groups



- Muscle fatigue, damage, adaptation and rehabilitation
- Hyperthermia, hypothermia and working capacity of motor and cognitive system
- Motor control and neurorehabilitation
- Kinesiology
- Genetics
- Physiological and social aspects of the empowerment of disabled
- Health and physical activity

Research @ LSU

LAB IN ADAPTED PHYSICAL ACTIVITY

The research areas:

- Rehabilitation of the disabled (physical, psychological and social)
- Physical education of disabled
- Disabled sport
- Recreation of disabled



Types of disability:

- Physical disabilities
- Visual disabilities
- Hearing loss disabilities
- Intellectual disabilities

Research @ LSU

SCIENTIFIC JOURNALS



Education. Physical Training. Sport / Baltic Journal of Sport and Health Sciences

ISSN 1392-5644

Quarterly peer-reviewed journal published since 1968

Indexed in Central and Eastern European Academic Source (EBSCO), IndexCopernicus, SPORTDiscus with Full Text (EBSCO)



Rehabilitation Sciences: Nursing, Physiotherapy, Occupational Therapy

ISSN 2029-3194

Biannual peer-reviewed journal published since 2009



Leisure Time Research

ISSN 2345-0339

Online peer-reviewed journal published since 2013

<http://laisvalaikiotyrimai.lsu.lt/index.php/en/>

Research @ LSU

INTERNATIONAL RESEARCH COLLABORATION



- Prof. Dr. H. Westerblad, *Karolinska institute, Sweden*
- Dr. C. N. Moran, *University of Stirling, UK*
- Prof. Dr. O. R. Seynnes, *Norwegian School of Sport Sciences, Norway*
- Prof. Dr. M. Paasuke, *Tartu University, Estonia*
- Prof. Dr. J. Duchateau, *Université Libre de Bruxelles, Belgium*
- Prof. Dr. P. Aagaard, *University of Southern Denmark, Denmark*
- Prof. Dr. M. Narici, *Manchester Metropolitan University, UK*
- Prof. Dr. L. E. Thornell, *Umea University, Sweden*
- Dr. D. Malkova, *University of Glasgow, Scotland*

International Cooperation



- 70 partnerships with European Universities
- 6 cooperation agreements with Universities outside Europe
- 14 memberships in international networks and organisations
- Participation in **Erasmus+** and **Norplus** mobility schemes
- Student and staff mobility:
 - 50 outgoing students / acad. year
 - 30 incoming students / acad. year
 - 50 outgoing staff visits / acad. year
 - 50 incoming staff visits / acad. year





International Networking

- International Council of Sport Science and Physical Education (ICSSPE)
- European Network of Sport Science, Education and Employment (ENSSEE)
- International Network I3PE (I3PE)
- European Network of Physiotherapy in Higher Education (ENPHE)
- European Network for the Promotion of Health Enhancing Physical Activity (HEPA Europe)
- European Observatory of Sport and Employment (EOSE)
- The EAS Dual Career Network (EAS Network)
- International Association for Physical Education in Higher Education (AIESEP)
- International Federation for Physical Educators (FIEP)
- International Network of Sport and Health Science (INSHS)
- International Association of Universities of Physical Culture and Sport (IASUNI)
- Baltic Sport Science Society (BSSS)
- European Association for International Education (EAIE)
- European College of Sport Science (ECSS) - affiliation















Nordic–Baltic Physical Activity Bridges (NBPAB)

Renata Rutkauskaite
Coordinator

Irena Čikotienė
administrator

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Nordic–Baltic Physical Activity Bridges (NBPAB)



Intended to – advance physical activity among all generation people in Nordic and Baltic States through the most up-to-date knowledge in Physical Education and Physical activity.

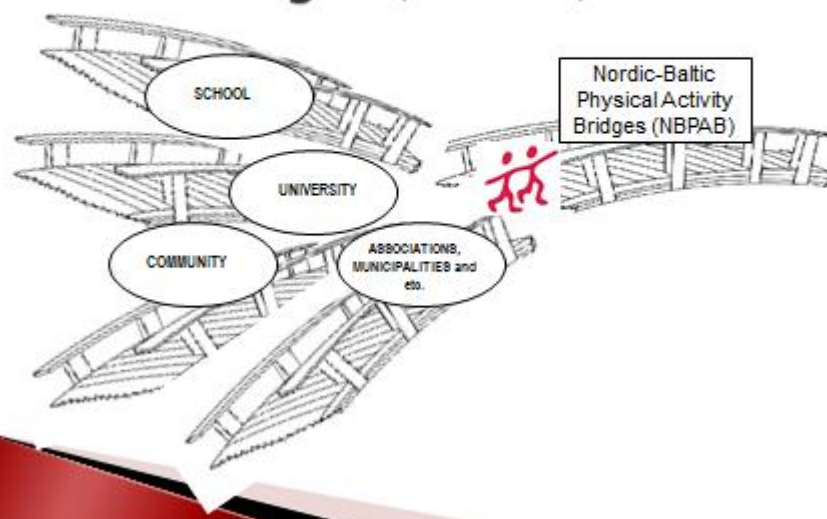
coordinating meeting

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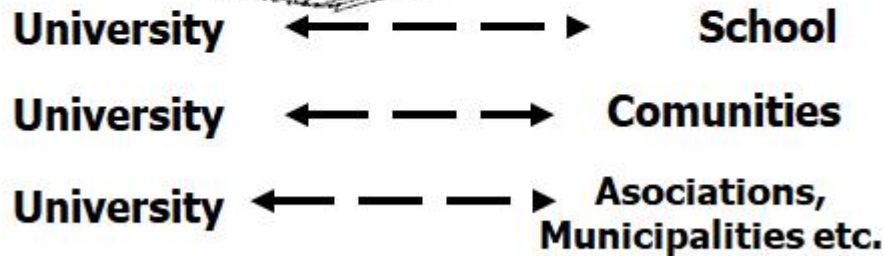
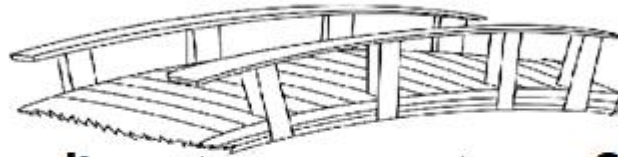
Nordic-Baltic Physical Activity Bridges (NBPAB)

- ▶ The project strives to establish a long-lasting partnership between Nordic and Baltic countries and to give a fresh incentive to health-enhancing lifelong physical activity promotion among all citizens.
- ▶ The intension of the project is to bridge different sectors which are responsible for Physical Activity (PA) education: secondary schools, higher educational institutions, professional associations and community centers.

Nordic-Baltic Physical Activity Bridges (NBPAB)



Nordic-Baltic Physical Activity Bridges (NBPAB)




Nordic-Baltic Physical Activity Bridges (NBPAB)




- The experience in that is different in every country of the Network and every Nordic-Baltic partner can benefit from this project
- – from partner's valuable experience in communication and cooperation between schools and community centers,
- higher education institutions and
- schools,
- community centers and
- higher education institutions.

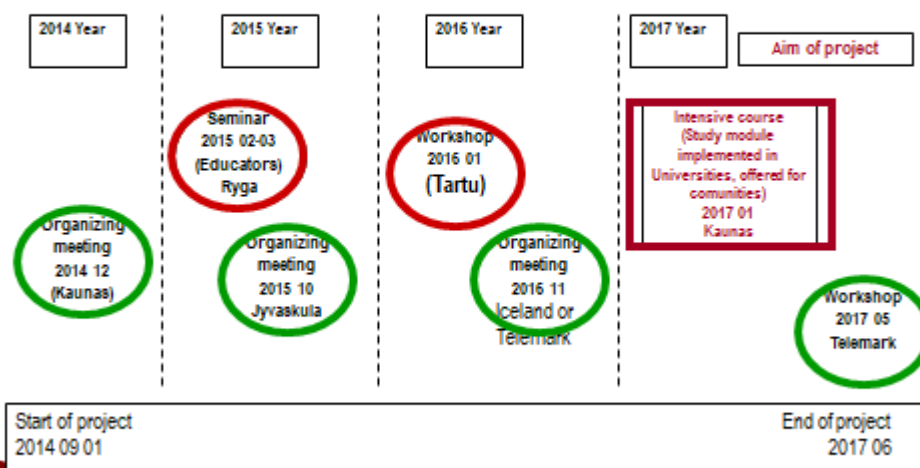
Nordic–Baltic Physical Activity Bridges (NBPAB)

- ▶ **The aim** of this project is
 - ▶ to learn more from each other about different professional methods and ways of teaching,
 - ▶ to get acquainted with PA programmes in partner countries and
 - ▶ to create an applicable programme of PA to be implemented in communities and fostered as an inclusive extracurricular programme for schoolchildren.
- 

Aims and contribution

- ▶ Cross-sectorial cooperation will be strengthened among secondary schools, Universities, associations, and communities in preparation of physical activity educators as well as mastering their qualification in the Nordic and Baltic countries within the areas of:
 - 1. The experience exchange seminars among students, PE teachers and community representatives about the barriers and motives in promoting active lifestyle of the citizens.
- 

- ▶ 2. The implementation of knowledge, skills, methodology, current recommendations and guidelines as well as best practices among Project actors at workshops and practical sessions, at peer coaching and short-time internships abroad.
- ▶ 3. To develop the Intensive joint course model and offer it at community centers.
- ▶ 4. To create a cross-sectoral Network of Nordic-Baltic PE teachers, students, community centers, PE association and combine educational communication with non-educational sectors to disseminate and implement good practice as well as experience in decreasing physical inactivity.



- ▶ **First year activities:**
- ▶ **Organizing meeting**, October, 2014: Building up the network and organizing January meeting activities, Kaunas, LT.
- ▶ Online discussion, October–December, 2014: Establishing Network website and disseminating the results of organizing meeting, deciding on a seminar place.
- ▶ **Seminar**, January, 2015: Sharing of experience, new teaching methods, analysis of the curricular.
- ▶ Online discussion, January–March, 2015: Collecting material and dissemination of the results.

- ▶ **Second year activities:**
- ▶ **Organizing meeting**, October, 2015: General evaluation of the first year activities, deciding of the place of the second year seminar and dissemination of the results.
- ▶ Online discussion, October–December, 2015: Analysis and production of innovating material for designing of intensive course.
- ▶ **Workshop**, January, 2016: To strengthen the Network, share knowledge on the content and learning methods in the curricular of the partner institutions, develop professional competencies.
- ▶ Online discussion, January–April, 2016: To disseminate and share experience, to make a plan on future intensive course.



Activities



- ▶ **Third Year activities:**
- ▶ Online discussion, September–October, 2016: Discussion for final design of the intensive course.
- ▶ **Organizing meeting**, November, 2016: Final design for the course and tasks for the students.
- ▶ **Intensive course**, January, 2017: Course for exchange of experience and implementation of the project results.
- ▶ Online discussion, January–April, 2017: Collecting, exchange and publishing course material,
- ▶ dissemination of the course results, translation.
- ▶ **Workshop**, May, 2017: Dissemination of the results, summary of the project and plans for future cooperation and continuity of the project.



TASKS FOR FOREIGN PARTNERS



- ▶ During organized meeting or workshop in your country to find:
- ▶ community representative to share their knowledge and experience;
- ▶ School representative to share their knowledge and experience;
- ▶ Municipal, associations or other institutions representatives to share their knowledge;

Partner own contribution part to the project

- ▶ Dining, Institutional Efforts, Local excursion;
- ▶ Work hours (Preparation for Network meeting and online discussion);
- ▶ Translation of seminar material, webpage, project webpage technical assistance;
- ▶ Coordinator and administration efforts (office equipment, institutional efforts);
- ▶ Printing and copying of reports, brochures, posters and etc.;
- ▶ Travel allowance;
- ▶ Printing of publication.

Lithuanian Sports University

- ▶ LSU together with Kaunas Community Centre and Kaunas Municipality had a project **“Healthy and Strong Seniors”** with different activities.
- ▶ LSU created some modules of physical activity and implemented them among senior members of the Communities.
 - Hiking tours four senior citizens.
 - Rowing with grandson/daughter.
 - Exercise academy.
 - Beach and park volley-ball.
 - Physical fitness testing.
 - Swimming pool activities



Lithuanian Sports University

– LSU cooperation with community of Dainava – a project “Keep-fit Exercises in the Draugystė Park” – since 2011.

– A project with LAPE “Long-life care of your Health” (2011-2012).

1. Morning exercises
2. Nordic walking
3. Exercises on outdoor apparatuses
4. Consultations



Sveikas kūnas yra sielos rūmai, sergantis – jį kalėjimas.



11/06/2017

/Francois Bazon/



1.2. LATVIAN ACADEMY OF SPORT EDUCATION



LATVIAN ACADEMY OF SPORT EDUCATION

EUROPE - LATVIA - RIGA



REPUBLIC OF LATVIA LATVIJAS REPUBLIKA



Flag of Latvia

FACT SHEET ON LATVIA

POPULATION:

in 2014: 1.997mil. Urban: 68%

Rural: 32%

ETHNIC COMPOSITION:

59.3% Latvian, 27.8% Russian, 3.6% Belorussian, 2.5% Ukrainian, 2.4% Polish, 1.3% Lithuanian, 3.1% other nationalities

MOST COMMON FOREIGN

LANGUAGES:

English, Russian, and German

LATVIAN ACADEMY OF SPORT EDUCATION



ADRESS: BRIVIBAS GATVE 333
RIGA, LV-1006, LATVIA
E-MAIL: AKADEMIJA@LSPA.LV

**LASE IS LOCATED IN RIGA, THE CAPITAL OF LATVIA,
ONE OF THE MOST BEAUTIFUL CITIES IN EUROPE.**

LATVIAN ACADEMY OF SPORT EDUCATION



STUDENTS:

Bachelor, Master, Doctoral study programs
Sport Science, Health Care – 1400

ACADEMIC STAFF:

University teachers - 63
Researchers – 3
Total = 66

ADRESS: BRIVIBAS GATVE 333
RIGA, LV-1006, LATVIA
E-MAIL: AKADEMIJA@LSPA.LV



LATVIAN ACADEMY OF SPORT EDUCATION



LASE - THE MAIN HIGHER EDUCATION INSTITUTION IN LATVIA OFFERING EDUCATION PROGRAMS IN MANY FIELDS OF SPORT.

ACCREDITED EDUCATION PROGRAMS, TRAINS CERTIFIED SPECIALISTS IN THE FIELD OF EDUCATION AND SPORT. LASE DIPLOMA IS RECOGNIZED IN THE COUNTRIES OF EUROPE, SNG AND THE WORLD.

LATVIAN ACADEMY OF SPORT EDUCATION



LASE STUDENTS TRAIN AND PARTICIPATE IN COMPETITIONS, REPRESENTING THE ACADEMY ON THE LATVIA AND THE WORLD LEVEL.

LASE STUDENTS AND GRADUATES ARE NOW TOP ATHLETES, CHAMPIONS OF EUROPE AND THE WORLD, AS WELL AS FAMOUS BUSINESSMEN, A.O.



LATVIAN ACADEMY OF SPORT EDUCATION



PARTICIPANTS

- 13 **LASE** PRESENT STUDENTS
- 17 GRADUATES OF **LASE**: TRAINERS, MEDICAL AND TECHNICAL STAFF, HEADS OF THE OLYMPIC DELEGATION (AMONG THEM ALSO LASE ACADEMIC STAFF)

LATVIAN ACADEMY OF SPORT EDUCATION



STUDY POSSIBILITIES FOR THOSE WHO DO NOT WANT TO EXCEL SO MUCH IN SPORT, BUT WHO PREFER TO FACILITATE PEOPLE'S HEALTH AS
A PE TEACHER, AN ACTIVE TOURISM SPECIALIST, A SPORT MANAGER OR A PHYSIOTHERAPIST

LATVIAN ACADEMY OF SPORT EDUCATION



FIRST LEVEL PROFESSIONAL PROGRAM EDUCATION AND SPORT SPECIALIST



PROVIDES PROFESSIONAL QUALIFICATION:

SPORT TRAINER

STUDIES FOR 4 SEMESTERS (120 ECTS)

TUITION FEE (PER YEAR): 1500 EUR (1950 USD)

LATVIAN ACADEMY OF SPORT EDUCATION



PROFESSIONAL BACHELOR STUDY PROGRAM - SPORT SCIENCE



PROFESSIONAL BACHELOR DEGREE IN SPORT SCIENCE
AND 2 OF THE FOLLOWING QUALIFICATIONS:

- A PE TEACHER AND A SPORTS MANAGER;
- A SENIOR COACH AND A SPORTS MANAGER;
- AN ACTIVE TOURISM SPECIALIST AND A SPORTS TEACHER;
- A RECREATION SPECIALIST AND A SENIOR COACH.

FULL TIME STUDIES FOR 8 SEMESTERS (240 ECTS)

TUITION FEE (PER YEAR): 2000 EUR (2600 USD)

LATVIAN ACADEMY OF SPORT EDUCATION



PROFESSIONAL BACHELOR STUDY PROGRAM - PHYSIOTHERAPY



PROFESSIONAL BACHELOR DEGREE IN HEALTH CARE AND THE QUALIFICATION:
PHYSIOTHERAPIST WITH SPECIALIZATION IN SPORT FIELD.
 FULL TIME STUDIES FOR 8 SEMESTERS (240 ECTS)
 TUITION FEE (PER YEAR): 3200 EUR (4320 USD)

LATVIAN ACADEMY OF SPORT EDUCATION



PROFESSIONAL MASTER STUDY PROGRAM - SPORT SCIENCE



PROFESSIONAL MASTER DEGREE IN SPORT SCIENCE AND EDUCATION AND SPORT SPECIALTY WITH THE QUALIFICATION:
 - A PE TEACHER;
 - A SENIOR COACH;
 - A SPORTS MANAGER OR
 - A RECREATION SPECIALIST.
 STUDIES FOR 3.5 SEMESTERS (97.5 ECTS)
 TUITION FEE (PER YEAR): 2000 EUR (2600 USD)

LATVIAN ACADEMY OF SPORT EDUCATION



PROFESSIONAL MASTER STUDY PROGRAM HEALTH CARE SPECIALIST IN SPORTS FIELD (PHYSIOTHERAPY)



**PROVIDES MASTER DEGREE IN HEALTH CARE
AND THE QUALIFICATION:**

- **SPORT PHYSIOTHERAPEUT OR**
- **SPECIALIST OF ADAPTED PHYSICAL ACTIVITIES
IN RECREATION.**

STUDIES FOR 4 SEMESTERS.

TUITION FEE (PER YEAR): 3000 EUR (4050 USD)



LATVIAN ACADEMY OF SPORT EDUCATION



ACADEMIC DOCTORAL HIGHER EDUCATION PROGRAMME - SPORT SCIENCE



PROVIDES THE SCIENTIFIC DEGREE – **PHD IN SPORT SCIENCE**
STUDIES FOR 7 SEMESTERS (216 ECTS)

TUITION FEE (PER YEAR): 2000 EUR (2600 USD)



LATVIAN ACADEMY OF SPORT EDUCATION

LASE SCIENTIFIC AND METHODOLOGICAL PUBLICATIONS



LATVIAN ACADEMY OF SPORT EDUCATION



STUDY DEPARTMENTS

5 THEORETICAL DEPARTMENTS

- ANATOMY, PHYSIOLOGY AND BIOCHEMISTRY
- INFORMATICS AND BIOMECHANICS
- MANAGEMENT AND COMMUNICATION SCIENCE
- SPORT AND TRAINING THEORIES, PEDAGOGY AND PSYCHOLOGY
- SPORT MEDICINE AND PHYSIOTHERAPY

LATVIAN ACADEMY OF SPORT EDUCATION



STUDY DEPARTMENTS

6 PRACTICAL DEPARTMENTS:

- TRACK AND FIELD ATHLETICS
- GYMNASTICS
- SWIMMING
- SPORT GAMES
- HEAVY ATHLETICS, BOXING, WRESTLING
- SKIING, ORIENTEERING, TOURISM AND RECREATION



LATVIAN ACADEMY OF SPORT EDUCATION



FOREIGN STUDENTS



STUDENTS FROM SPAIN,
PORTUGAL, POLAND,
ITALY, BULGARIA, INDIA,
KOREA A.O. COUNTRIES

LATVIAN ACADEMY OF SPORT EDUCATION



ADRESS: BRIVIBAS GATVE 333
RIGA, LV-1006, LATVIA
E-MAIL: AKADEMIJA@LSPA.LV

ADMISSION REQUIREMENTS:



GOOD ENGLISH PROFICIENCY, COMPLETED SECONDARY EDUCATION, UNIVERSITY ELIGIBILITY IN HOME COUNTRY, AGE 18 OR OLDER.

AN APPLICANT SHOULD SEND THE FOLLOWING DOCUMENTS BY POST:

- COMPLETED APPLICATION FORM;
- CURRICULUM VITAE - RESUME
(APPLYING FOR MASTER'S OR DOCTORAL STUDY PROGRAM: INCLUDING SCIENTIFIC PUBLICATIONS, PARTICIPATION IN SCIENTIFIC CONFERENCES, IN-SERVICE TRAINING AND SEMINARS);
- OFFICIAL COPY OF THE CERTIFICATE OF SECONDARY EDUCATION AND MARK REGISTER WITH TRANSLATION IN ENGLISH;
- OFFICIAL COPY OF THE LATEST GRADUATION CERTIFICATE (APPLYING FOR MASTER'S OR DOCTORAL STUDY PROGRAM) WITH TRANSLATION IN ENGLISH

LATVIAN ACADEMY OF SPORT EDUCATION



ADRESS: BRIVIBAS GATVE 333
RIGA, LV-1006, LATVIA
E-MAIL: AKADEMIJA@LSPA.LV

ADMISSION REQUIREMENTS:



- MEDICAL REPORT – GENERAL CONCLUSION BY THE DOCTOR, STATING THAT THE APPLICANT IS PRACTICALLY HEALTHY AND CAN STUDY IN PROFESSIONAL PROGRAM IN SPORT INCLUDING PHYSICAL LOAD; STAMP, SIGNATURE, TEXT CLEARLY READABLE IN ENGLISH OR LATVIAN LANGUAGE (IF APPLYING FOR UNDERGRADUATE STUDY PROGRAMS);
- OFFICIAL COPY OF THE ENGLISH OR LATVIAN LANGUAGE CERTIFICATE;
- COPY OF PASSPORT (ALL PAGES INCLUDING EMPTY PAGES);
- 4 PHOTOS (3 X 4 CM OR 1.18 X 1.57 IN);
- RESEARCH PROPOSAL (3-5 A4 PAGES) AND RECOMMENDATION (APPLYING FOR DOCTORAL STUDY PROGRAMME).

FOR CONTACTS: WWW.LSPA.LV;
MS IVETA BOGE, INTERNATIONAL STUDY COORDINATOR,
E-MAIL: IVETA.BOGE@LSPA.LV, TEL.: +371 67799527

LATVIAN ACADEMY OF SPORT EDUCATION



MOTTO OF OUR ALMA MATER:

- EDUCATION BASED ON INNOVATIONS
- COMBINED STUDY AND RESEARCH WORK
- CREATIVE AND OPEN STUDY, RESEARCH AND ENVIRONMENT

LATVIAN ACADEMY OF SPORT EDUCATION

www.lspa.lv

EUROPE - LATVIA - RIGA



Sports and Recreation in Carnikava Region

2015



Location



Population


- › Stated population:
2006 – 3700
2015 ~7000
- › In fact, the number of people living ~10000
- › During the summer months actually living population ~ 23000 !!!




Territory

- › Carnikavas Vidzeme region is a municipality in south-west to north-east of Riga city limits.
- › District is **located in the Gulf of Riga** Vidzeme coast of Kalngales up Lilastes river. On the border of the city of Riga and Garkalnes, Ādažu and Saulkrastu regions. Carnikava County Center is located 25 km from Riga. 18 km long stretching coast.
- › The total county area of 80.2 square kilometers, most of which is covered with forests, but a quarter of the total land area is used for agriculture. Carnikava is known **natural park "Piejūra"** where found in a number of protected species. The park takes up about one fifth of all the county's territory.
- › Video – Carnikava from the sky:
https://www.youtube.com/watch?v=FUaZX_WOw5E

Main sport activities

- Sports organization management
 - Sports centers infrastructure
 - Sports events
 - Sports work (training process)
 - Sports information and popularization
 - Sports organizations development
- 

Sports organization management

- Carnikava is the latest Latvian region – established in 1992
 - In the past, to realization of the administrative reform in 2009, Carnikavas sports life actually led the Riga District Sports Authority.
 - Then it was dissolved and the county remained without actually sports management.
 - 2010 was introduced in sports methodologist position
 - In 2011 the municipality was established authority "Carnikavas sports center", whose main task is to manage the sports life in location
 - Is currently being planned establishment of sports school and sport specialization in school
- 

Main important documents

- County Development Strategy 2015–2030
- District Development Programme 2015–2021
- County Investment Plan 2015–2021
- Currently, work is ongoing at District Sport Development Programme 2015–2021 establishment



Sports centers infrastructure

Carnikava three years ago:

- the only sports facility was the school gym, which was built in 1974. It did not comply with the competition rules of the organization
- City stadium was in private ownership and brought to an emergency situation where the only option is to demolish the building
- There was no access permit to Gauja river.
- Beach area – state owned



Sports infrastructure strategy

Sports centers infrastructure strategy:

There is a sports centers infrastructure strategy, which provides:

- 1) a clear understanding of what and why it should look like in the future
- 2) what is the property purchase
- 3) created an investment plan



Main sports and recreation objects

The main planned sports facilities and Districts:

Carnikavas sports complex at school Carnikavas center (multifunctional sports hall, football and athletics stadium, a multifunctional asphalt track (cross-country skiing, cycling), multifunctional sports ground, swimming pool, skating rink-hockey court, hotel)

Ski and recreation center «Zibeni» (sports activities of varying complexity in relief)

Sports and recreation center end of the Lāvu street to the sea (leisure accommodation with security, sports camps, a large mass Event Organization)

Lilastes windsurfing center

Gym kindergarten Riekstiņš

Sports and recreation center Leisure Street at the Gauja (rowing, beach sports)

Motocenter



Villages multifunktional playing fields (Kalgale, Garciems (Dang forest-park Carlson) Gauja, Lilaste)

BMX tracks (two levels)

EuroVelo 13 – 26km bicycle path through the entire county (tourism, recreation)

Bicycle – pedestrian bridge across the Gauja

Pedestrian-bicycle lane on the road P1 (active leisure and logistics function)

Improvement of flood dikes by 12km (active leisure and logistics function)

Trail Network (Nordic walking, running, cycling, skiing) Natural Park "Piejūra" Sigulja forest, Laver-Mežgarciema forest Kalgale – Jaunciema woods (active leisure and sports function)

Improvement of beaches (Gulf of Riga, Gauja, Garezers, Vakarbuli, Dzirnēzers, Lāvera lake, Lake Clock) (active leisure, sports and tourism function)

Skatepark in Liepu street



Longest and biggest Bicycle – pedestrian bridge in Latvia – across the Gauja
AD 2014



New sports bases 2014



Sports events

Carnikava district has established a system of competitive sport, covering all types of sport, which is cultivated region:

Basic competition system (more than 30 main competitions) organized by Carnikavas sporta centrs

Any sports organization has facilities for sports events and location for co-financing established procedure

Carnikavas dome support events organized by the Federations of County in Carnikava municipality territory, like Latvian track and field championships in cross

https://www.youtube.com/watch?v=lzE4UWTfk_c,

Latvian Cup stage in orienteering, sled dog sport

https://www.youtube.com/watch?v=maulm1S9_ms,

hope White cup cycling, adventure races, vindsurfing,

the Latvian championship gaming organizations in football, floorball and basketball and other



Sports work

Sports now are organized in four ways:

- 1) School – school sports, sports classes
- 2) Carnikavas Sports Centre organized sports groups (football, basketball, volleyball, floorball, cycling, cross-country skiing, athletics, judo, orienteering sports, aerobics, Nordic walking, general physical training for children)
- 3) The sports clubs organized activities (karate, equestrian sports, sailing, SUP, BMX, motosport)
- 4) the possibility to organize without-pay activities in municipal sports bases

Currently, the work on professional sports educational program implementation in Carnikavas Sports Centre (sports schools creation)

Possible in future make sports direction in Carnikava secondary school

Without secondary establishment can not be complete for children's and youth sports development district

Sports information and popularization

In internet:

- ▶ www.carnikava.lv
- ▶ www.sports.carnikava.lv
- ▶ Facebook
- ▶ Draugiem.lv
- ▶ twitter

Municipal billboards in each village

School: sport billboard, homelist, Mycoob

County newspaper «Carnikava County News»

Cooperation with TV company «TV Spektrs»

Working on information system using the phone's text messages

Biggest events – main sports media in Latvia



Sports organizations development

- ▶ Although Carnikava late 80s saw the first public Latvian sports club (orienteering club «Kāpa»), sports organizations network region is poorly developed
- ▶ In order to promote the development of Regional Council has set up a support system for the clubs
- ▶ At present location independent sports clubs and organizations are football, equestrian sports, orienteering, fishing, BMX, sailing



Cooperation with leading sports organizations

Carnikavas Municipality is a member of:

- › Latvian cycling federation
- › Latvian triathlon federation
- › Latvian folk sports association
- › Latvian sports veterans seniors-union

- › This year, we plan to become a member:
 - › Latvian Athletic Association,
 - › Latvian Football Federation
 - › is likely to Latvian Skiing Union

- › Carnikava is one of the few municipalities that has a cooperation agreement with the Latvian Academy of Sport Education!

Welcome to Carnikava region!



<http://www.tourism.carnikava.lv>



1.3. UNIVERSITY OF ICELAND-SCHOOL OF EDUCATION



University of Iceland Physical Education, sport and health studies.

Hafþór B. Guðmundsson

Assistant professor
Head of department



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SCHOOL OF EDUCATION

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The University of Iceland is a state university,
situated in the heart of the capital Reykjavík



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2



The University of Iceland

- Is a modern, diversified and rapidly developing institution, that offers opportunities for study and research in almost 400 programmes spanning most fields of science and scholarship:
 - Social Sciences,
 - Health Sciences,
 - Humanities,
 - Education,
 - Natural Sciences and Engineering



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The University of Iceland

- It is a progressive educational and scientific institution
- That places great emphasis on international cooperation
- Today it is renowned in the global scientific community for its research
 - In fields such as sustainable energy and environmental research



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SCHOOL OF EDUCATION

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The University of Iceland

- Has set itself the long-term goal of being ranked among the 100 best universities in the world
- To employ internationally recognized quality standards in all appraisal of its work
- Today we rank as one of the 300 best universities in the World
 - According to Times Higher Education World University Rankings



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The University of Iceland

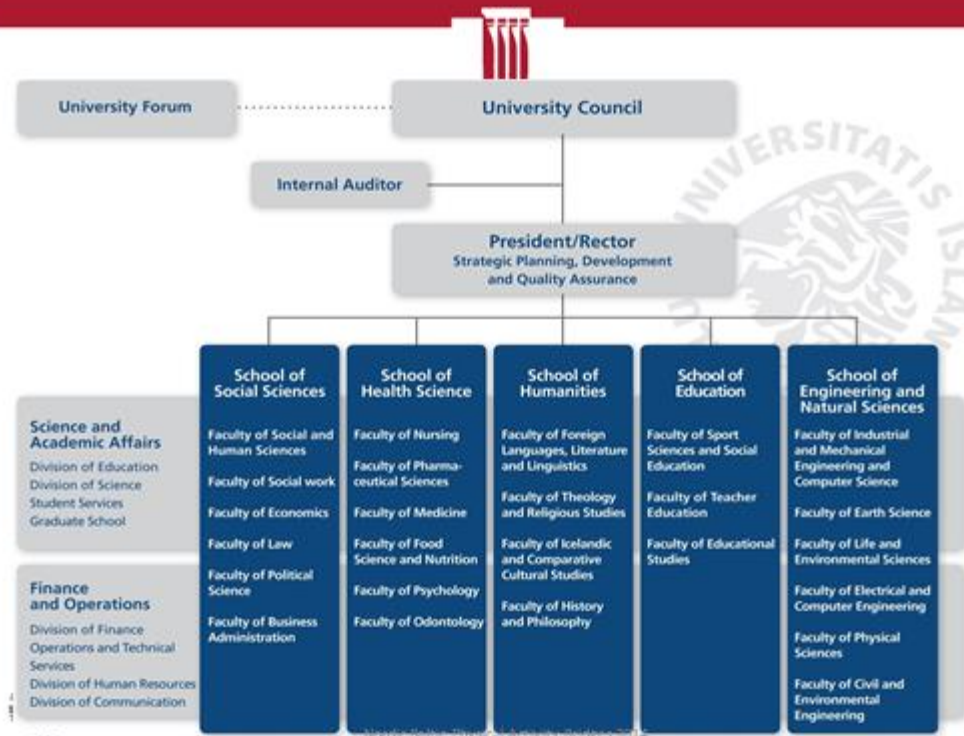
- Has a stringent requirements for teachers, administrators and other employees
- Students must also fulfil rigorous requirements
- As we want to ensure that a degree from the University of Iceland carries the stamp of quality and is trusted throughout the world
- The University is one of the largest employers in the country
 - In addition to having 14.000 students enrolled,
 - the university employs around 1.300 permanent staff and
 - around 2.000 external lecturers and temporary staff



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SCHOOL OF EDUCATION

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The School of Education

- **Educates teachers**
 - for preschools, primary schools and upper secondary schools, sports and health scenes, social educators, and leisure professionals
- **All academic programs at the School are strongly linked to the workplaces of those professions the school educates**
 - such as schools and other societal institutions
- **The School of Education is divided into three faculties:**
 - the faculty of Education Studies,
 - the faculty of Teacher Education and
 - the faculty of Sport, Leisure Studies and Social Education.



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SCHOOL OF EDUCATION

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The School of Education

- Is the principal institution in the fields of education and training in Iceland
- In the year 2013, there were 1.970 students enrolled in the School of Education
 - 1.154 students in undergraduate programs,
 - 744 master's student doing their training
 - 72 doctoral students
- With 140 academic staff and
- 30 people in support service
 - for teaching, studying and research



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SCHOOL OF EDUCATION

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At the School of Education

- Diverse research is carried out in the field of education, pedagogy and training
 - for the purpose of creating new knowledge for the benefit of society
- Our faculty come from diverse scholarly and vocational disciplines
 - providing a truly interdisciplinary training and research in the field of education
- Research collaboration is common
 - both domestically and internationally



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The Center for Health and Sport Sciences

- In the year 2013-2014
- There were 198 student enrolled
 - 102 in BS program
 - 19 in Health education postgraduate diploma
 - Master's level program
 - 71 in master's program
 - 6 in the Ph.D. program
- With 15 people as an academic staff



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Ongoing research projects

- Lifestyle of 9 and 15 year old Icelandic children
 - Started 2003
- Physical attainment, social factors and mental health of adolescents and young adults
 - Started 2011
 - Longitudinal changes in body composition, PA and fitness as well as mental and social well-being in two age groups
 - (17 year-old) and
 - young adults (23 years-old)



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Ongoing research projects

- *Health promotion in high-school*
 - Started 2009
 - The aim is to explore the effects of health promoting project in high-schools in collaboration with the Institute of Public Health in Iceland
- *Physical activity, fitness, body composition and metabolic health of intellectually disabled Icelandic children*
 - Started 2010
 - The aim is to investigate the difference between children with and without intellectual disability in PA, fitness and body composition



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The center for Health and Sport Science

- **Intervention studies**
- Study I
 - Lifestyle of 7 to 9 year old children – intervention promoting physical activity and healthy diet
 - 2005 – 2013
- Study II
 - Multimodal training intervention in older adults
 - 2008 – 2014



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The Center for Health and Sport Sciences

- **Intervention studies**
- Study III
 - Lifestyle intervention at sea changes body composition, metabolic profile and fitness (2008 – 2012)
- Study IV
 - Effect of a multidisciplinary, behavioral obesity program on weight management, physical improvements and health-related quality of life in women (2009-2012)
- Study V
 - PA therapy or intervention for young people (ages 15 -17) with schizophrenia (2013 – 2014)



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Intervention studies

- Large number of different intervention studies
 - Varied in program format, structure, content, and participants.
 - Varied in outcome measure, results and study design quality
- To get overview is very difficult and hopeless!



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Physical activity and nutrition Intervention

- Focus on the quality of the implementation of physical activity, diet and delivery mechanisms in intervention studies
- Research question
 - Which is the most efficient implementation for promoting PA and diet in an intervention study?



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Technology and Innovation in Educating Swimming coaches

- **The main objective was to:**
 - Improving the quality and cost effectiveness of Scandinavian swimming teacher/coaches education
 - using advanced on-line and audio-visual technologies
- The project was based on the well recognized knowledge and technical possibilities
 - that University of Edinburgh had built
- The Swimming association of Iceland has through the years struggled in hosting coaching educational clinics, both because of high cost and time consumption



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The system of Physical Education

- Physical education in the school system
 - usually 3 hours per week where 1 hour is swimming both in elementary- and highschoools
- Only quified Physed teachers (5 yeas of University) can teach
- School curriculum
 - New curriculum 2012 emphasised more PA rather than sport,- still more work is needed to implement more PA



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Cooperation with others

- Coop is widely spread, with all schools, other departments of the University, with the sport federation, derectorate of health etc.
- Our students work outside University with health centers, schools, federations and others during their studies.
- Much international coop, students exchange, teachers exchange international mastersdegree. Most research that students do, is in cooperation with the marked



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Expectations

- New ideas
- New possibilities of cooperation
- New research possibilities
- To work together in changing the world to a better living!!



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„Holuhraun“- The eruption that is still going on and strong after 100 days

Thanks



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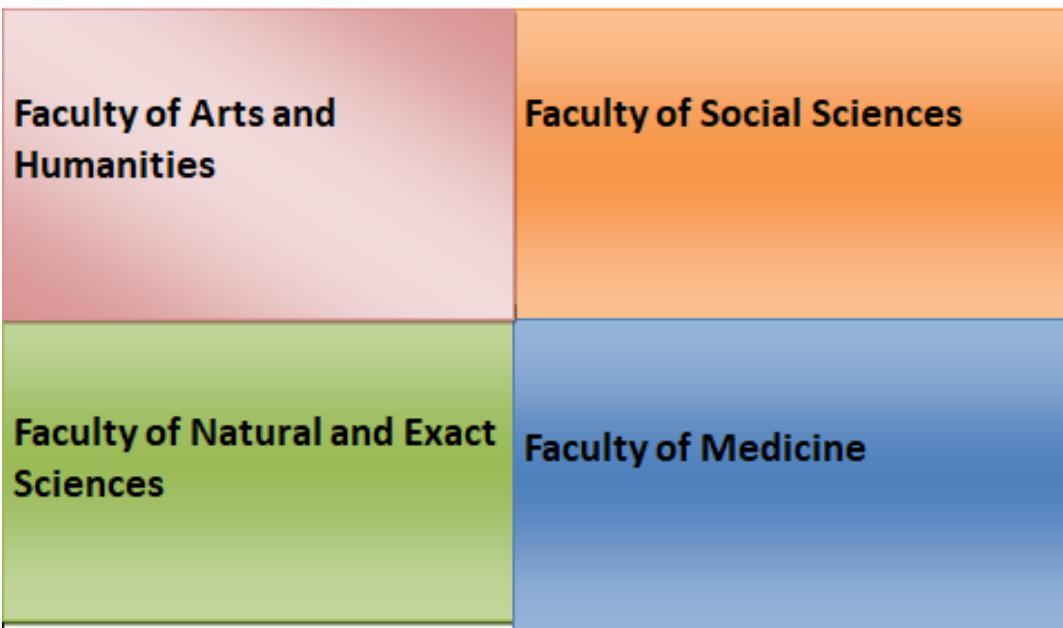
23

1.4. UNIVERSITY OF TARTU



Academic excellence since 1632

Faculties



**Institute of Biomedicine and Translational
Medicine**

Institute of Pharmacy

Institute of Dentistry

Institute of Clinical Medicine

Institute of Family Medicine and Public Health

Institute of Sport Sciences and Physiotherapy

Master curriculum

The curriculum is compiled of:

1. base module (15 ECTS), compulsory;
2. general studies (24 ECTS), compulsory;
3. practice (24 ECTS), compulsory
4. didactics subjects (21 ECTS), compulsory
5. optional subjects (6 ECTS), compulsory;
6. Master's thesis (30 ECTS), compulsory.

Basic module of the Institute of Sport Sciences and Physiotherapy (15EAP)

KKSB.03.028	Biometric and biostatistics (3 EAP)
KKSB.02.042	Sport physiology (6 EAP)
KKSP.02.021	Sport pedagogy (3 EAP)
KKSB.02.011	Research method (3 EAP)

Module of the institute of education (24 EAP)

Teaching and reflection 10 EAP

Designing Learning and Instruction 6EAP

Teacher's identity and management 4 EAP

Communication and feedback in school 4 EAP

- 1) is able to communicate under different circumstances, to shape students' communicative skills, while analyzing and practicing those skills him/herself;
- 2) is informed and understands main theories of learning and teaching (instruction), able to apply those theories into practice and reflect upon;
- 3) is able to design instruction, institutional development, and assessment, considering ICT options, legal environment, student's personality development, group dynamics, security and special needs;
- 4) is able to plan, conduct and supervise research, considering both ethics of social sciences as well as field-of-study related ethics;
- 5) is able to identify him/herself and act as a teacher, is informed about teachers' code of practice (professional ethics)

Module for PE Teacher (21 EAP)

The Methodological Aspects of Physical Education (8 EAP)

The Theory of Physical Education(4 EAP)

Seminar in Sport Pedagogy (3 EAP)

Coaching Education (6 EAP)

- 1) is informed and understands main theories of learning and teaching (instruction), able to apply those theories into the context of physical education;
- 2) is able to design subject-area instruction, to manage the group dynamics, security and special needs;
- 3) is able to plan, conduct and supervise research, considering field-of-study related methods and ethics;
- 4) is able to analyse and reflect the teacher-student interaction in the context of physical education;
- 5) is able to implement the teaching-learning process of physical education integration with other subjects

PRACTICE 24 EAP

Continuous pedagogical traineeship 6EAP

SHHI

Pedagogical practice I (Pedagoogiline praktikum I) SHHI 2EAP

Pedagogical practice II (Pedagoogiline praktikum II) KPSS 2EAP

**Continuous traineeship in physical education
EAP 3EAP**

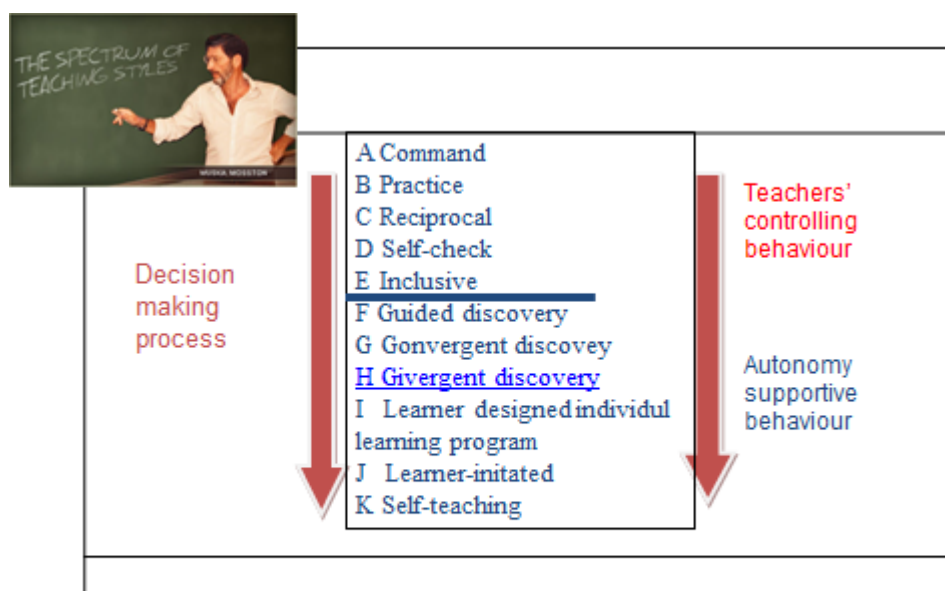
**Basic practice for physical education teacher
KKSP**

11 EAP



Guidelines for PE teachers in preparing students to be active for life The role of the teacher's behavior

Vello Hein
Faculty of Exercise and Sport Sciences



•Mosston M, Ashworth S. Teaching Physical Education, First Online Edition; 2008. <http://www.spectrumofteachingstyles.org/ebook>, 9.03.2013

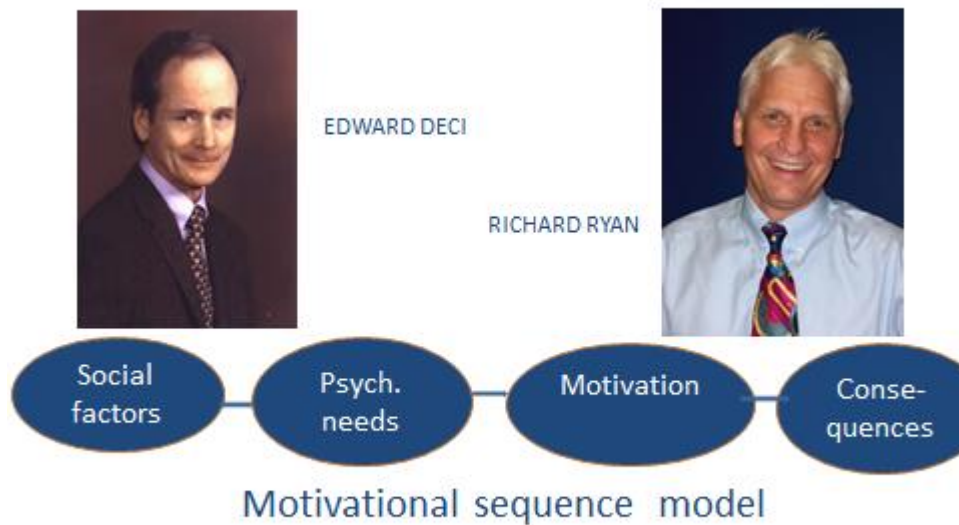
Guided discovery method (convergent)

- Teacher designs logical series or steps of ~~questions~~ tasks.
- Each step is based on the previous step
- Tasks move from general to the cpecific
- Can be applied to all task situations

Divergent method

- Learners seek a variety of solutions, multiple and divergent responses
- Learners have to produce novel ideas within a given task, topic or subject area
- Learners move from the known to experience the unknown
- [VTs_01_1.VOB](#)

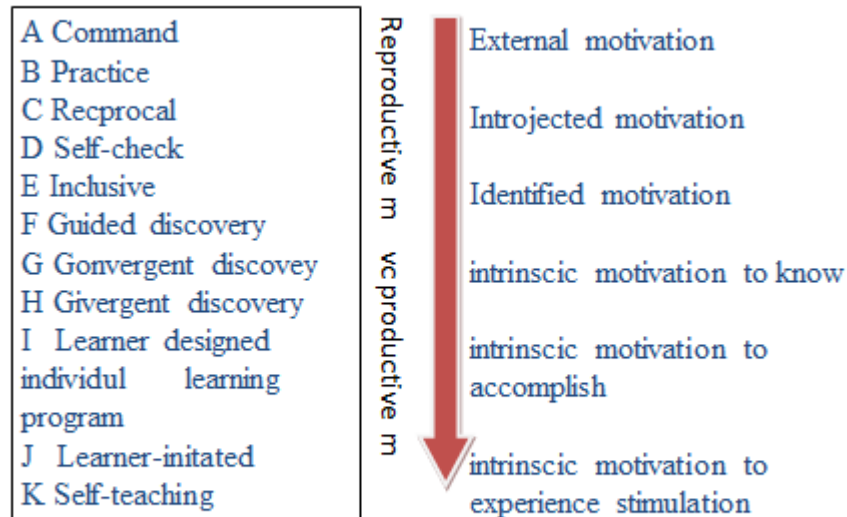
SELF-DETERMINATION THEORY



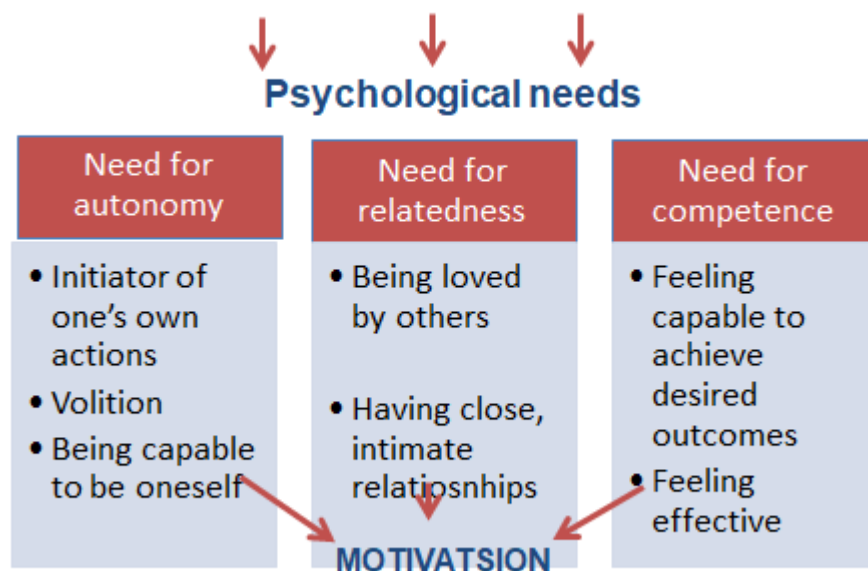
TEACHERS' MOTIVATION TO TEACH

Punishment Reward, Expectation	Shame, guilt Self-worth	Personal relevance Meaningful	Pleasure Passion Interest
The behaviour is externally controlled		The behavior is under their own controll	
Because they are paid to do so	Because they are supposed to show to colleagues, school board and students that they are a proficient teacher	Because they believe it is very important for their students	Because teaching is their mission in life, They just love teaching To know To accomplish Experience stimulation
External motivation	Injected motivation	Identified motivation	Intrinsic motivation

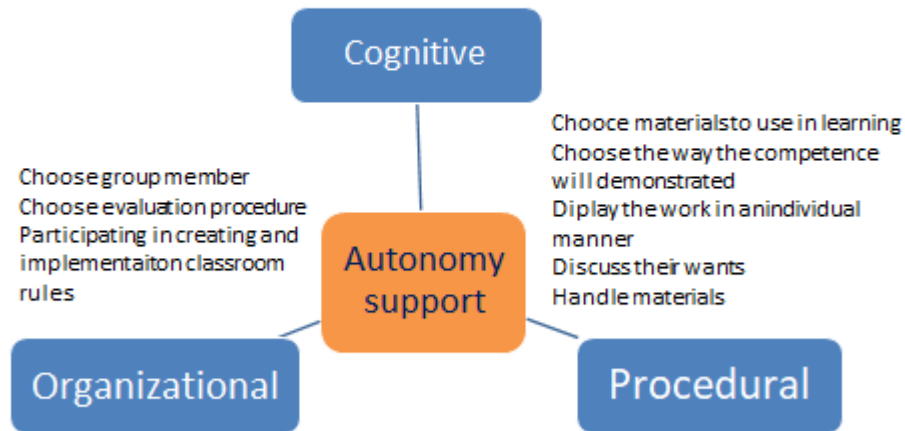
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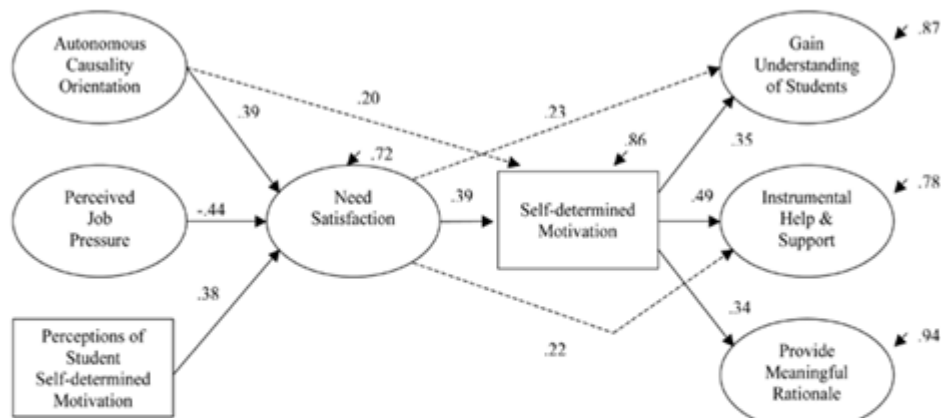
Teacher behaviour, teaching methods



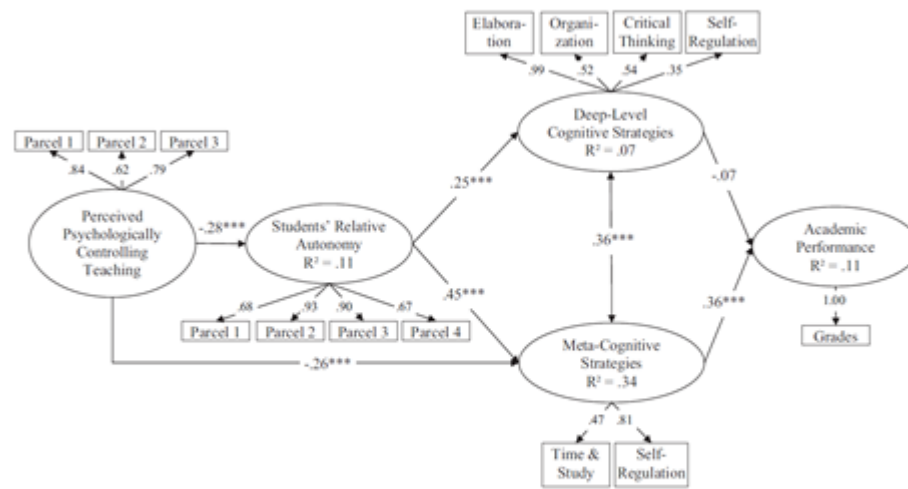
Discuss multiple approaches and strategies, find multiple solution for problems, receive informational feedback, debate ideas freely, ask questions, re-evaluate errors, have ample time for decision making



Educational Psychologist, 2004, 39(2),97-110 Candice, R. Stefanou et al



Taylor, I. M, Ntoumanis, N, Standage, M. A Self-Determination Theory Approach to Understanding the Antecedents of Teacher's Motivational Strategies in Physical Education. *Journal of Sport & Exercise Psychology*. 2008; 30:75-94


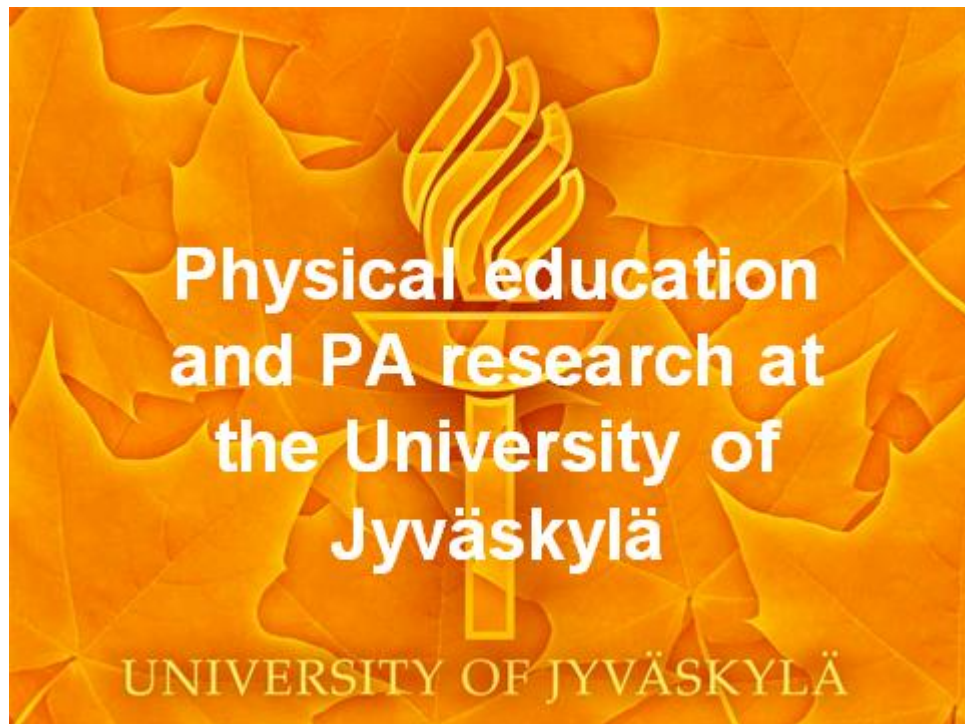


Soenens, B., Sierens, E., Vansteenkiste, M., Dochy, F., & Goossens, L. (2012). Psychologically controlling teaching: Examining outcomes, antecedents, and mediators. *Journal of Educational Psychology*, 104, 108-120.

AUTONOMY SUPPORTIVE BEHAVIOUR

1. Identify and nurture what learners want and need
2. Encourage learners' intrinsic motivation to guide their study behaviors
3. Encourage active participation
4. Give choices
5. Encourage learners to take more responsibility for their learning
6. Provide structured guidance
7. Provide optimal challenges
8. Give positive and constructive feedback
9. Give emotional support
10. Acknowledge Learners' expression of negative affect
11. Communicate value in uninteresting activities
12. Direct with "can, may, and could" not "must, should and have to"


- Intergration
- Music
- Safe (task that reduce the danger)
- Novelty (new or fresh task)
- Attention
- Instant enoyment
- Exploration intention (task that stimulate analysis, inquiry or discovery)



Finland

- ▶ 5,5 mil. Inhabitants
- ▶ Each year born app. 60 000 babies
- ▶ App. 70 % of 0-6-year old children are in day care
- ▶ 96 % of 6-year old children are in preschool
- ▶ Obligatory school starts at the age of 7
 - ▶ Primary school from 7 to 12 yrs
 - ▶ Secondary school from 13 to 15 yrs
 - ▶ High school or vocational institute (3 years, usually from 16 to 18 yrs)

Faculty of Sport and Health Sciences



UNIVERSITY OF JYVÄSKYLÄ

University of Jyväskylä, Faculty of Sport and Health Sciences



Faculty of Sport and Health Sciences

Departments

- Department of Biology of Physical Activity
- Department of Health Sciences
- Department of Sport Sciences

Research Centres

- Neuromuscular Research Center
- Motor Behaviour Research Unit
- The Finnish Centre for Interdisciplinary Gerontology
- Research Center for Health Promotion



Faculty of Sport and Health Sciences

STUDY



Photo: Petteri Räsänen

Academic subjects

- Adapted Physical Activity
- Biomechanics
- Exercise Physiology
- Gerontology and Public Health
- Health Education
- **Physical Education**
- Physiotherapy
- Science of Sports Coaching and Fitness Testing
- Sport and Exercise Psychology
- Sports Medicine
- Sports Planning and Administration

Faculty of Sport and Health Sciences



UNIVERSITY OF JYVÄSKYLÄ

Department of Sport Sciences – Unit of Physical Education

Most students who complete their Master's Degree at the Department of Sport Sciences have **Physical Education** as their major. Post-graduate studies lead to the degree of (Licentiate in Sport Sciences or) PhD in Sport Sciences.

Other subjects at the Department include **Sport and Exercise Psychology** and **Adapted Physical Activity**, as well as the specialist orientation in **Dance Pedagogy**.



Photo: Petteri Kivimäki

Graduates have careers as:

- P.E. teachers in comprehensive schools, high schools, vocational institutes, and polytechnics
- Other kinds of teachers and instructors promoting physical activity and fitness
- Researchers
- Experts in sports organisations



PE teacher education

- Bachelor degree (first 3 years)
 - Biology of physical activity,
 - (Developmental) psychology
 - Health science
 - Social science (sport sociology)
 - **Sport pedagogy (+ didactic skills)**
 - **>Practical studies:** athletics, gymnastics, rhythmic/dance, ball games, water sport, winter sport, nature (like orienteering)



PE teacher education

- Master degree (+ 2 years)
 - Studies focusing on doing research
 - Advanced level of selected aims
 - Teacher training in different school levels
 - > lead by teachers in teacher training schools as well as the PE teacher of each class/PE group



Qualified PE and Health teachers



Department of Sport Sciences – Unit of Social Sciences of Sport

The Department also houses the unit of Social Sciences of Sport, where students complete their Master's degree with either **Sports Planning and Administration** or **Sport Sociology** as their main subject. Post-graduate studies lead to the degree of Licentiate in Sport Sciences or PhD in Sport Sciences.

Graduates qualify as:

- Experts in sports administration and work in municipalities, organisations, or associations as
 - managers of physical and leisure activities
 - planning officers
 - service providers
 - researchers



Photo: Petteri Kivinski



UNIVERSITY OF JYVÄSKYLÄ

Faculty of Sport and Health Sciences

Department of Biology of Physical Activity

Masters of Sport Sciences graduating from the Department of Biology of Physical Activity can have majored in **Biomechanics**, **Exercise Physiology** or **Science of Sports Coaching and Fitness Testing**.

Post-graduate studies lead to the degree of Licentiate in Sport Sciences or PhD in Sport Sciences.

Graduates qualify for:

- Coaching careers in sports organisations
- Researcher positions
- Positions in rehabilitation centres
- Management positions in testing units



Photo: Petteri Kivinski



UNIVERSITY OF JYVÄSKYLÄ

Faculty of Sport and Health Sciences

Department of Health Sciences

- Master's degree students can major in
 - Physiotherapy
 - Gerontology and Public Health
 - Sports Medicine
 - Health Education
- Post-graduate studies lead to the degree of Licentiate in Health Sciences or PhD in Health Sciences.



Photo: Petteri Kivimäki

Faculty of Sport and Health Sciences



UNIVERSITY OF JYVÄSKYLÄ

Department of Health Sciences

Graduates qualify as:

- Teachers of physiotherapy or health science
- Experts and researchers in physiotherapy with positions in occupational health, rehabilitation, and hospitals, as well as research and development positions in rehabilitation centres and organisations for the disabled
- Experts in gerontology and public health in positions involving training, management, research and development in the fields of health and social care, and in research institutes and organisations operating in these fields
- Experts in health education working in administrative management positions (health promotion), public health organisations, and as researchers and teachers in health care institutes.



Kuva: Petteri Kivimäki

Faculty of Sport and Health Sciences



UNIVERSITY OF JYVÄSKYLÄ

International Master's Degree Programmes

- Master's Degree Programme in Biology of Physical Activity
- Master's Degree Programme in Sport Management and Health Promotion
- Master's Degree Programme in Sport and Exercise Psychology
- European Masters in Sport and Exercise Psychology (EMSEP) – Erasmus Mundus Programme



Photo: Petteri Kivimäki

Faculty of Sport and Health Sciences

Master's Programmes in Finnish

- Hyvinvointiteknologian liikuntabiologinen maisterikoulutus (HyVoTek) (programme in Wellness Technology)



UNIVERSITY OF JYVÄSKYLÄ



JYVASKYLA CITY SPORT FACILITIES

Jyväskylä City Sport Facilities

Kimmo Suomi, PhD
Professor in Sport Planning
Faculty of Sport and Health Sciences
UNIVERSITY OF JYVÄSKYLÄ
FINLAND



What is SPORT PLANNING

Finnish solution is COLLABORATIVE PLANNING; people in planning object (peer groups) are interest groups = WORLD OF EXPERIENCES>> they collaborate with the professional planners = SYSTEM WORLD

"PEOPLE LIVE IN OPEN CIRCLES AND IN THEIR BEHAVIORAL SETTINGS IN TOTAL NON-SECTORIAL LIFE"

By architect

Alvar Aalto



June 13, 2017





- Purpose is to change traditional public sport center to public-private-civic-ownership, 50 years ago area was horse race center,
- Our students calculated 150 interest groups in planning object,

- 50 % of interest groups were voluntary sport clubs,
- interest groups have opportunity to participate area planning, especially multipurpose open space planning

sivu 3

HIPPOS MASTER PLAN 300 M € INVESTMENT IN 2020



KANGAS OLD PAPER MILL FACTORY AREA; City owns the land area>> city has monopol for planning but participative way, strong support from Finnish legislation>> new group building law (1.9.2015) makes possible the building projects leaded by residents



PAPER MILL FOR HOUSING, WORKING AND LEISURE PURPOSES



Apartment buildings 4-8 floors and high-rise blocks>>>>

- Apartments for 5 000 inhabitants, whole life span, mixed social groups,
- Working places 2 000; services but also long distance work, home work, block office complexes, aims to the year 2025,

In Center of Lake Finland also in Winter time 3 public and 1 private swimming halls, 50 swimming areas in summer time, 8 ice-winter-outdoor swimming areas



<http://www.esitteemme.fi/liikuntakaupunki/WebView/>
Gyms for elderly people with money subsidies

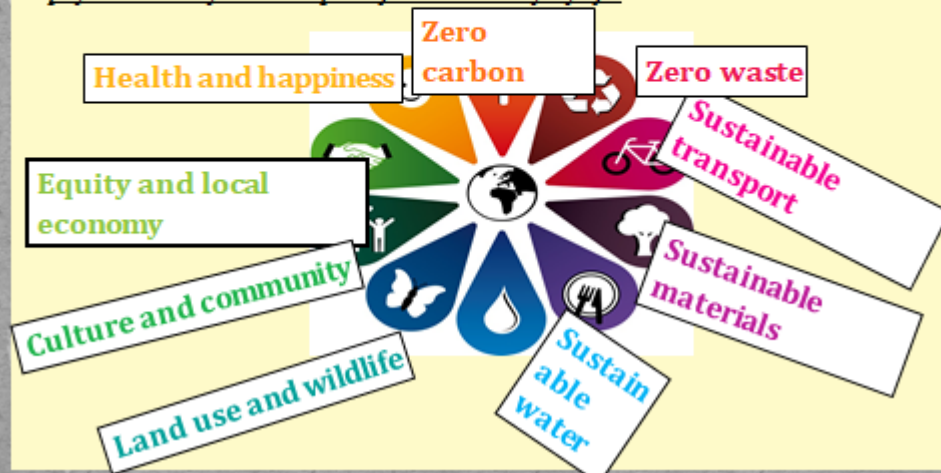


One main developing area: Neighborhood sport facilities at Local Level, add Local Physical Activities



One Planet City Network = Active City Network >>> Sportive City

- Developing idea is to develop the whole housing system and get better and more active life - not only sportive city but sustainable, happy, healthy, equity, social city where physical activity is normal part of citizen's everyday life.



WHAT ARE OUR DREAMS OF PHYSICAL ACTIVITIES ??>>

COORDINATED, MATCHED, SIMULTANEOUS PLANNING FOR
PHYSICAL, FUNCTIONAL, SOCIAL, PSYCHOLOGICAL, ECONOMIC
AND MANAGERIAL ENVIRONMENTS TOGETHER

PATICIPATIVE PLANNING HELPS TO PUT YOUR
DREAMS INTO PRACTICE!

DREAMS IN ASIAN WATERSCAPE!



1.6. TELEMARK UNIVERSITY COLLEGE-FACULTY OF ARTS, FOLK CULTURE AND TEACHER EDUCATION

PE in higher education in Norway

Studies at Telemark University
College

BA in Physical Education

- 3 years: 180 ECTS
- Theory: 30 ECTS
- Pedagogy & Practice: 60ECTS
- Activities: 60 ECTS
- Thesis: 30 ECTS

□ <http://www.hit.no/nor/HiT/Soeker/Studietilbud/Idrett-kroppsoevning-og-friluftsliv/Faglaerer-i-kroppsoevning-og-idrettsfag-bachelor>

Physical Education, Sports, Culture and Society

30+30 ECTS: Autumn- Spring semester

The student will have acquired **knowledge** of:

- Exercise, sport and outdoor activities as social phenomena, from Norwegian and international perspectives.
- The practicing of physical education, sport and outdoor activities in other countries and cultures.

Skills

The student will be able to:

- Present and discuss historical, sociological and philosophical problem-solving approaches associated with physical education, sport and outdoor life activities.

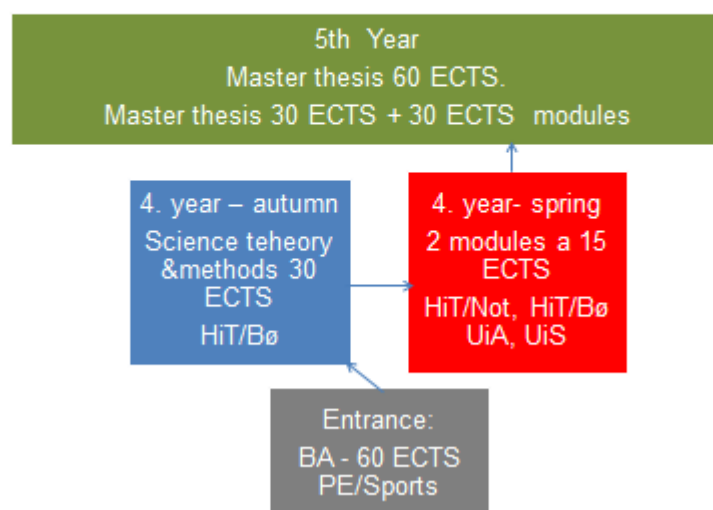
General competence

The student will be able to:

- Reflect on different topics related to sports, physical education and outdoor life in an intercultural context.

Master in Physical education, Sports and Outdoor life

Profession: PE

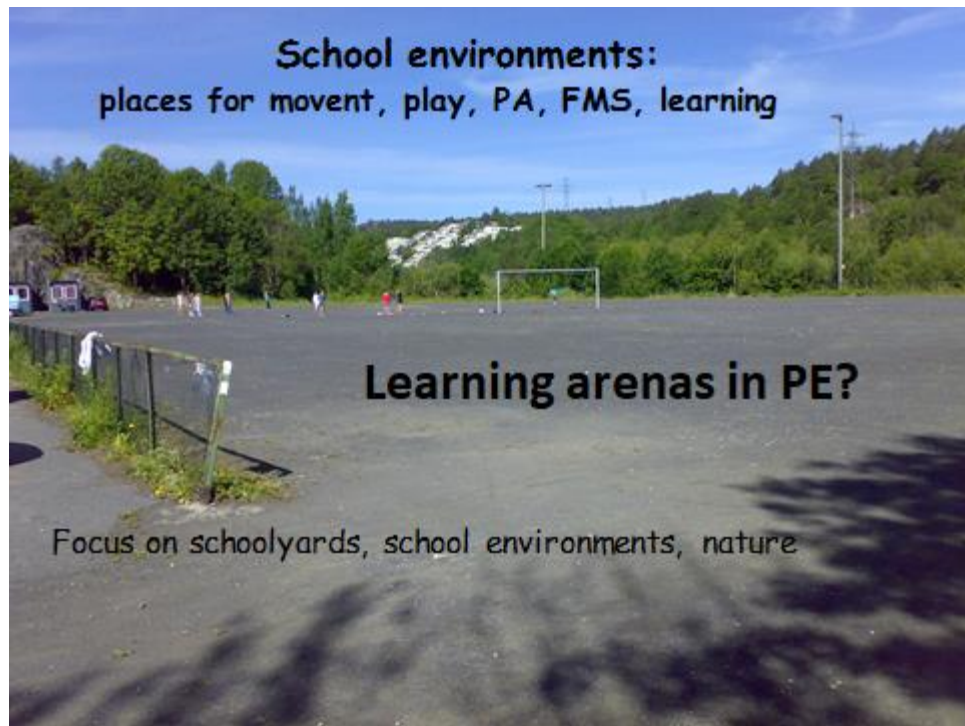


Movement behaviour: Learning in context

Professional Master i PE HiT-UiA-UiS

PE in the Limelight





Joint Master?

- A Joint Master within the Nordic- Baltic Countries?
- Modul-based 15/30 ECTS at each campus
- The camupses offer a module based on own specialities
- Thesis: 30 or 60 ECTS affiliated with own institution and mixed tutorship?

”More Physical Activity in School”

Education for teachers and assistants
in school (Extra curricular activities)

How is it possible to implement this in practice?

- What should be the content?
- How to organize this in practice?
- Who should be responsible for the implementation?
- What are the needs for competence?
- How to meet the Global Recommendations for public health?

More Physical Activity in School Extra curricular activities (15 ECTS)

- **Module I**
 - Theoretical background
 - Understanding the importance of healthy life style in children and youth
 - Previous research and experiences
- **Modul II**
 - Mapping and analyzing different arenas and facilities for PA
 - (based on teachers' own school environments)
- **Modul III**
 - Possibilities and challenges related to seasons
 - Curriculum development
- **Modul IV**
 - Exams : Project Report related to schools
 - Seminar/conference with project presentationsmed framlegging av rapporter


«Think Tank»

- Facilities/arenas for PA in the communities (mapping)
- Facilities/arenas for PA in the communities
 - Related to seasons (spring-autumn-winter)

Identify the needs of different groups:

- Unemployed youth and adults
- Anxiety and depression
- Etc.
- What kind of needs do the groups have?-
 - map priorities for activities in the different groups

1.7. ASSOCIATION OF KAUNAS COMMUNITIES CENTERS



www.kbca.lt

PROMOTING PHYSICAL ACTIVITY IN KAUNAS COMMUNITIES

AKCC administrator
Marija Bindokaitė

Nordic-Baltic Physical Activity Bridges
Kaunas, 2014 12 09


Who we are?

Association of Kaunas Communities Centers (AKCC)

Non profit, non-governmental
organization.

It was established in 2004 by 11 Kaunas
communities centers.

Nowadays the association unites 22
communities centers from different
Kaunas districts.



Local Community Organization in Kaunas City = Community Centre (CC)

Community Centre (CC) is a registered multi-functional non-governmental organization of community members living within a defined territory, a mediator and organizer acting for the general interests and goals of community members from this territory

*Republic of Lithuania Law on
Local Self-Government*



Functions of Association (AKCC)

- ✓ Coordinate the activities of community centers;
- ✓ Promote the development of Kaunas communities;
- ✓ Organize training for the leaders
- ✓ Meet other public interests: **organizing events, involvement in health and sports programs (cycling, Nordic walking, programs for older people, sporting events, etc.)**
- ✓ Represent the general interests of the Association in Kaunas municipality and other institutions (municipality commissions and committees, NGOs Support Council, etc.)
- ✓ Membership in the Union of Lithuanian Local Communities Organizations and Lithuanian NGO Coalition
- ✓ Implement national and international projects
- ✓ Participate in projects of other institutions (LSU, VDU, KTU, Kaunas municipality)
- ✓ Other



In 2014 AKCC developed Community Wellness and Physical Activity Programme 2014-2020.

The overall goal of the programme is to promote physical activity and wellness, support community sport clubs, organize sport and wellness tournaments among local community centres and Kaunas city districts, collaborate with district administration and businesses, initiate and support sport activities for youth and seniors, raise funds for sport activities of community centres



Kaunas city CC development Strategy 2014-2020

Collaboration Agreements

- Kaunas Municipality Public Health Office
- Lithuanian Sports University (LSU)



PROMOTING OF PHYSICAL ACTIVITIES and HEALTH IN LOCAL COMMUNITIES

- Promoting wellness, health and physical activity in communities (lectures, activities)
- Involving children and youth in cultural and sporting activities, joint events with schools
- Involving other stakeholders: Community Council, Kaunas Municipality, local sport clubs/cultural organisations, schools and private sector
- Organizing celebrations, campaigns, events for the local community (Neighbourhood Day, Community Wellness and Physical Activity days)
- Holding sport competitions between community centres of Kaunas districts (elderships)
- Initiating and supporting local sport clubs
- Influencing political decisions to allocate part of funds from municipal, local communities support programme and other funds for organizing cultural, sport and wellness events in local communities

Development of Local Infrastructure

- Joint planning among / within communities based on needs of inhabitants and financial resources:
- Renovation of the existing infrastructure: local sport and game grounds, exercising equipment (outdoor exercise equipment) and arrangement of new facilities;
- Mutually agreed plans to use the sport facilities;
- Planning and building cycling roads and walking pavements;
- Cooperation between schools and communities;
- Creation of new areas dedicated for physical activity and leisure time (green spaces, work-out stations etc.).

Types of physical activity in communities

- Bicycles, cycle hikes (Aleksotas, Panemunė, Vaišvydava, Kaunas city hike);
- Basketball
- Beach volleyball
- Nordic walking (very popular, CC have their own trainers)
- Outdoor exercising and aerobics for older people
- Canoeing in the summer time
- Sport competitions and events for children from local communities;
- Other sports.

CC physical activity and wellness events, programmes and projects

Nordic walking, exercising, yoga

Events and programmes of Kaunas Public Health Office (Nordic walking);

BC volley-ball, basketball, rope pulling, table tennis, figure cycling tournaments, healthy living days, cycling tours (in Aleksotas, Lampėdžiai, Panemunė, Vaišvydava)

Physical activity events in communities and PA and wellness events held jointly by AKCC and other NGOs (Kaunas Joint Club of Healthy People)

Training of CC PA instructors, KACC Healthy Day events (7th April) Day events, Wellness Day of Kaunas Communities (in June)

Joint projects with LSU

Wellness, Family and Community Physical Activity Days and events

Projects of Kaunas Municipality Sport and Health Departments, Ministry of Health for NGOs

Conclusions and Plans for the Future

Community centers must:

- Continue proactive approach meeting the needs of CC members and local residents (community)
- Actively cooperate with other NGOs in the city, other cities/countries community organizations to achieve common goals;
- Actively participate in the discussion and planning of urban wellness and physical activity programs;
- **Exchange experience and good practice**
- Community Houses with sport hall (11 houses in Kaunas)



Outdoor Exercise Equipment in Kaunas districts (elderships) are very popular. There are more than 20 exercise grounds in the city



Sports activities in Communities Centres



**Nordic walking
is very popular
among older
people**



**Sports Activities and Events
for Children**



**Training of
community
physical activity
organizers, 2012,
LSU**



University experience in relation to PA and its promotion as well as cooperation with communities

Kristina Visagurskiene

**A cooperation agreement was signed
in 2011**



The promotion of PA Programmes at communities

Year	Program	Duration/Content	Community
2011	"Long-life health care"	1 year / outdoor morning exercises, Nordic walking, physical activity counseling	"Dainava"
2012	Physical activity promotion for elderly in Žaliakalnis subdistrict	3 months / outdoor morning exercises, Nordic walking, physical activity counseling, seminars on massage	"Žalasis ažuolynas"
2012	Training sessions for community leaders "Strengthening health through physical activity programs for older people"	3 weeks / theory and practical sessions in age related changes; methodology of exercises for seniors	14 community representatives

The promotion of PA Programmes at communities

Year	Program	Duration/Content	Community
2012-2013	"Be active with Nordic walking"	twice per week (in the parks Santaka and Ažuolynas)	
2013	"Do not let yourself drowse away!"	1 month / outdoor exercises, physical activity counseling	Šilainiai community center
2012-2014	"Exercising with a smile"	once per week at LSU (January-May and September-December)	
2014	"Be active with Nordic walking"	once per week (in the park Ažuolynas)	

Announcements for community
representatives (flyers, internet page,
facebook, meetings, etc.)



Moments...

Students and teachers participate in various events and programs for communities



The University organizes a variety of health events



Physical Activity Fair



2012 European Year for Active Ageing and Solidarity between generations

Spalio 1-oji – Tarptautinė pagyvenusių žmonių diena
„Judėk, keliauk, bendrauk!“
 2012-ieji – Europos aktyvaus senėjimo ir kartų solidarumo metai



Kauno mieste kviečiami
 senjorai ir ne tik
 į renginių mozaiką!

VISI RENGINIAI NEMOKAMI

Renginio organizatoriai:

Kauno miesto savivaldybės
 Visuomenės ryšių skyriaus biuras



Lietuvos kinų
 kultūros akademija



Kauno jaunimo
 sveikatos klubas



Partneriai:

Ryšių istorijos muziejus



Vandens turistai





Councelling (outdoor fitness exercises)





Mokomosios mankštos aikštelės prie
jėgintų lauko treniruoklių

Kvietiame į nemokamas mankštas šeimose „Nesielik sau vnausti“
aikštelėse Kuršių g.6/Sarkuvos g. 7 ir Rasytės g.30 prie lauko treniruoklių.

Mankštų tvarkaraštis

	Kuršių g.6/Sarkuvos g.	Rasytės g.30
2013-09-16d.	16 val.	17 val.
2013-09-18d.	17 val.	16 val.
2013-09-23d.	16 val.	17 val.
2013-09-25d.	17 val.	16 val.

Užsėdinus pravit Kauno jaunystės sveikatos klubo gimnazikė
Lietuvos sporto universiteto lektorė
Kristina Visagurskienė

Projekto rėmėjas

Lietuvos Respublikos socialinės apsaugos ir darbo ministerija

Projekto partneriai:

Projekto vykdytojas:
Asociacija Kauno Šėmų bendruomenės centras

„Do not let yourself drowse away!“

After the program was completed, the participants received recommendations on morning and muscle strengthening exercises with the help of outdoor fitness equipment.

The recommendations consisted of the descriptions of the main exercises.

Health promotion day at communities

- Frequency:
every June (2013, 2014)
- The target group:
community members, other Kaunas citizens
- Activities:
Sports and physical activity, health prevention, arts, social activities, fitness tests
- Organizers and partners:
*LSU and the Association of Kaunas Community centers;
Kaunas City Municipality, Public Health Office, Kaunas
County Police Headquarters, youth organization "Baltai-
juoda"*



World Health Day



Outdoor and indoor activities



1.8. KULAUTUVA'S COMMUNITY CENTER







KULAUTUVA COMMUNITY CENTER



KULAUTUVA COMMUNITY CENTER



KULAUTUVA COMMUNITY CENTER



KULAUTUVA COMMUNITY CENTER



KULAUTUVA COMMUNITY CENTER




KULAUTUVA COMMUNITY CENTER





Currently ongoing project – “The establishment of Kulautuva youth center” with gym, showers, sport hall, different activities with 3 teachers for indoor and outdoor activities: bicycles, kites.

1.9. ŠILALĖ DISTRICT MUNICIPAL ADMINISTRATION



ŠILALĖS RAJONO SAVIVALDYBĖS ADMINISTRACIJA
SILALE DISTRICT MUNICIPAL ADMINISTRATION

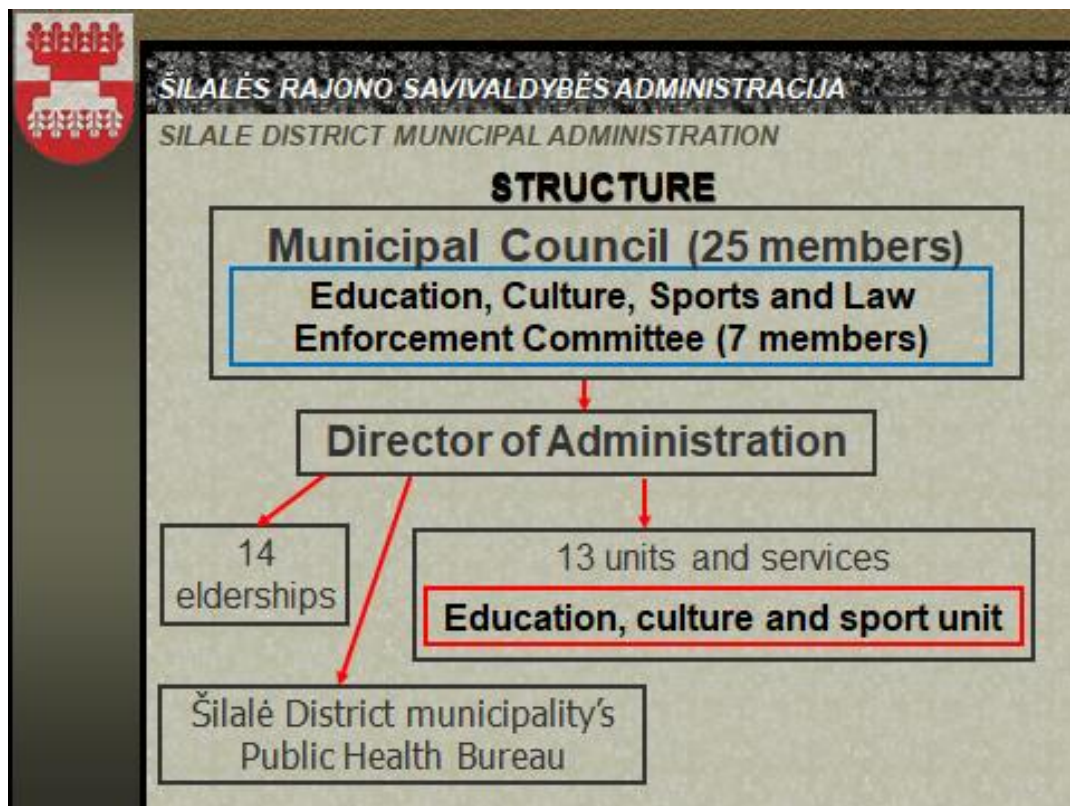




Nordic-Baltic Physical Activity Bridges

Photo by Aurelija Bacevičienė

Stasys Baubkus
Chief specialist of Education, Culture and Sport unit of Šilalė District Municipal Administration





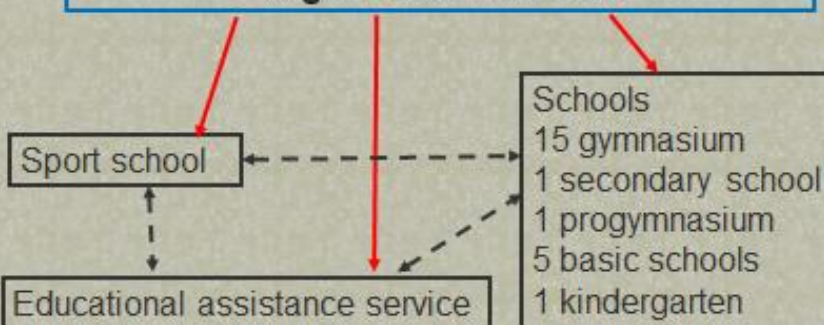
SILALĒS RAJONS SAVIVALDYBĒS ADMINISTRACIJA

SILALE DISTRICT MUNICIPAL ADMINISTRATION

STRUCTURE

Education, Culture and Sport unit

administrate physical education;
coordinate students and adult sport activity;
carries out projects, preventive programmes,
organize summer rest



SILALĒS RAJONS SAVIVALDYBĒS ADMINISTRACIJA

SILALE DISTRICT MUNICIPAL ADMINISTRATION

Sport school

organize students and adult sport activity,
carries out projects





ŠILALĖS RAJONO SAVIVALDYBĖS ADMINISTRACIJA

SILALE DISTRICT MUNICIPAL ADMINISTRATION

Šilalė District municipality's Public Health Bureau

carried out projects and activities and preventive programmes in physical activity, alcohol and tobacco consumption, drug use topics



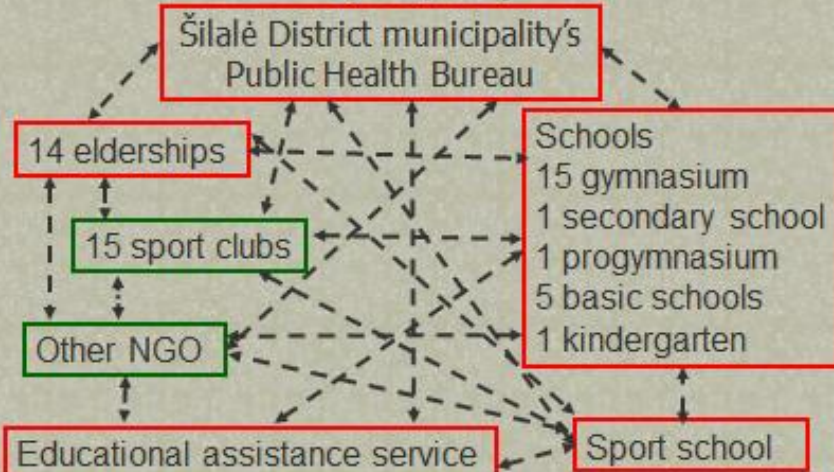
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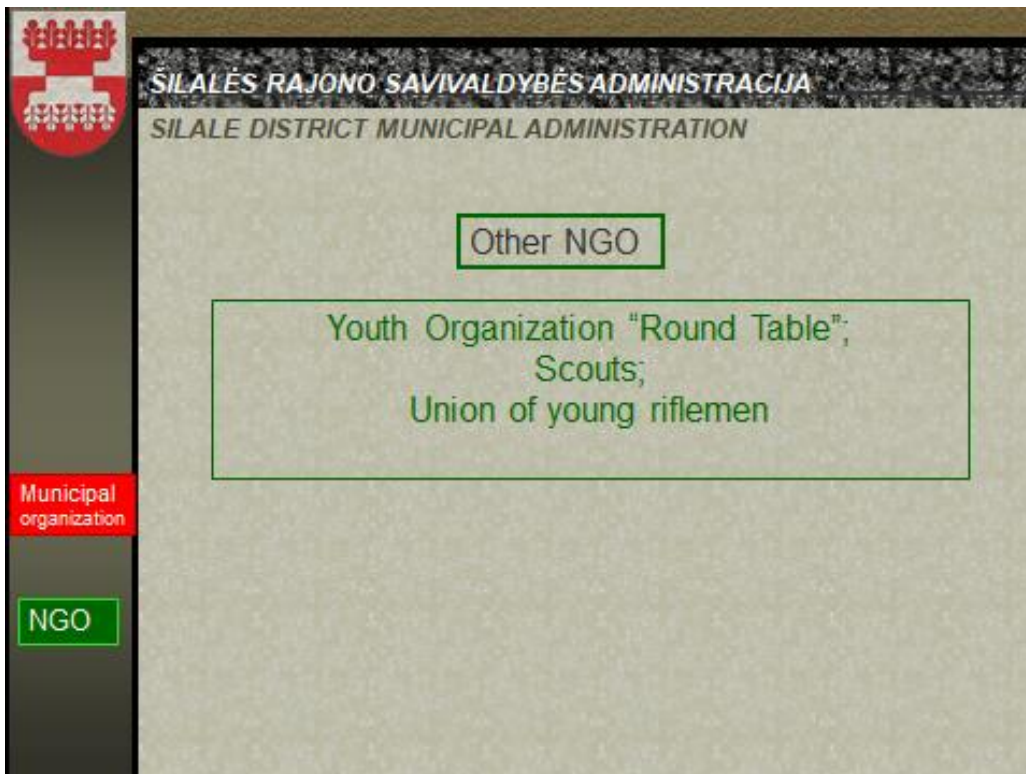
SILALE DISTRICT MUNICIPAL ADMINISTRATION

municipal and non - government organizations cooperating in implementing the physical culture and sport policy

Municipal organization

NGO







Private organization

NGO

Municipal organization

SILALĖS RAJONO SAVIVALDYBĖS ADMINISTRACIJA

SILALE DISTRICT MUNICIPAL ADMINISTRATION

Cross - sectorial cooperating



Sport competitions

JSC „Kvėdarsta“

Šilalė district Kvėdarna eldership

Automobile Sport club „Šilalė“



Municipal organization

SILALĖS RAJONO SAVIVALDYBĖS ADMINISTRACIJA

SILALE DISTRICT MUNICIPAL ADMINISTRATION

Cross - sectorial cooperating



Orienteering in cycling

Šilalė district municipality

Šilalė sport school

Šilalė district municipality public library



ŠILALĖS RAJONO SAVIVALDYBĖS ADMINISTRACIJA

SILALE DISTRICT MUNICIPAL ADMINISTRATION

Cross - sectorial cooperating



Šilalė district schools

Šilalė sport school

Municipal organization

NGO

Šilalė District municipality's Public Health Bureau

Šilalė district municipality

Group of propagating healthy way of life

Youth Organizati on "Round Table"



ŠILALĖS RAJONO SAVIVALDYBĖS ADMINISTRACIJA

SILALE DISTRICT MUNICIPAL ADMINISTRATION

Environment for physical activity










ŠILALĖS RAJONO SAVIVALDYBĖS ADMINISTRACIJA

SILALE DISTRICT MUNICIPAL ADMINISTRATION

Environment for physical activity



Šilalė stadium renovation



ŠILALĖS RAJONO SAVIVALDYBĖS ADMINISTRACIJA

SILALE DISTRICT MUNICIPAL ADMINISTRATION

Environment for physical activity

State Investment Program

A modern swimming pool is being built in Šilalė.





ŠILALĖS RAJONO SAVIVALDYBĖS ADMINISTRACIJA

SILALE DISTRICT MUNICIPAL ADMINISTRATION

Environment for physical activity



Šilalė



ŠILALĖS RAJONO SAVIVALDYBĖS ADMINISTRACIJA

SILALE DISTRICT MUNICIPAL ADMINISTRATION

Environment for physical activity

SKIING SLOPES IN ŠILALĖ DISTRICT



Municipality will cut down the forest, build an electricity connection, prepare a place for parking.

Private investors will built skiing slopes equipped with 2 lifts.



SILALĖS RAJONO SAVIVALDYBĖ

SILALE DISTRICT MUNICIPALITY

My expectations:

To know about partner countries :

- Physical education system at schools and communities ;
- Physical education teachers education;
 - Traditional physical activities



SILALĖS RAJONO SAVIVALDYBĖ

SILALE DISTRICT MUNICIPALITY

I would like to offer:

To know about partner countries :

- Physical education system at schools ;
- Physical education teachers education;
 - Cross – sectorial cooperation
 - Traditional physical activities

Olympic Education. Lithuania



What is Olympism?

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.

(Olympic Charter, 2012)

Lithuanian NOC & Olympic Education

Mission of Lithuanian NOC - develop, promote and protect Olympic Movement in Lithuania.



Olympic Education – one of the strategic areas of LNOG, therefore:

- A great variety of Olympic Education activities is crucial;
- Problem solving approach for the development of Olympic Education programmes;
- Experience based learning dedicated to creating healthy, creative and happy Lithuanian youth;
- Education through sport.



Goals of Olympic Education

- Encourage children to participate in sport and learn through sport
- Form harmonious, creative and responsible person
- Disseminate Olympic ideals
- Improve child health
- Strengthen the importance for sport within the society



Olympic Education Project



Olimpinė karta

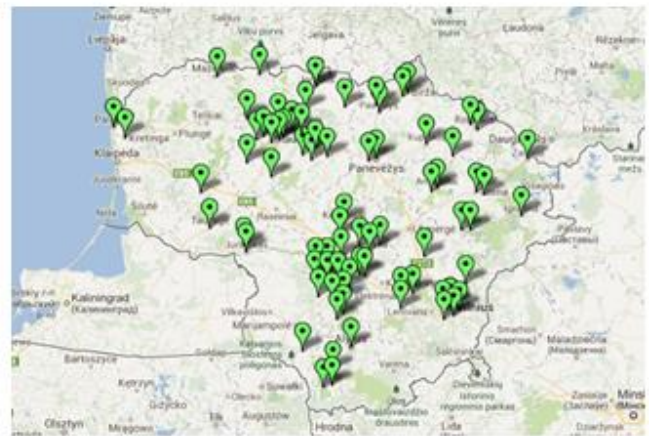


Olympic Education Project

Duration: 12 years of various projects and programmes directed to schools, pre-schools, teachers and pupils

Participants: 120 schools and pre-schools around Lithuania

Partners: governmental institutions and NGOs (Ministry of Education, Physical Education and Sport Department, Olympic Solidarity)



Stakeholders



Target groups

Children and Youth (major age group: 12 - 18)

Teachers (Physical Education & other subjects')

Areas of activities

- Formal Education
- Informal Education
- Teacher training
- Events



Formal Education

Olympic Education is a programme, that project participants integrate into the school curriculum. In a great variety of subjects pupils learn about Olympic history, geography, Olympic symbols, values, sport heroes, importance of sport for the society.



Informal Education

Contests and competitions

Schools

- Best sport school
- Project contest for schools
- Summer Camps

Teachers

- Best Physical Education teacher's award
- Olympic Education teacher's award

Pupils

- Photography, art, video, literature competitions
- Best Student Athlete Awards



Informal Education



Teacher training

Long-term and short term seminars, conferences on Olympic Education, informal education strategies, innovative teaching approaches etc.



Events

Olympic Day

European Move Week

LTeam Olympic Winter Festival



Olympic Day

Date: 7th June, 2014

Location: Vilnius

Participants: 20000

Activities:

- Olympic Day Run
- Sport activities
- Cultural activities
- Lithuanian School Games Finals (2015)



LTeam Olympic Winter Festival

Date: 1st – 2nd November, 2014

Location: Ignalina

Participants: 10000

Activities:

- Winter Sport activities
- Contests
- Winter Challenge Competition for Schools (knowledge, art, sport based contest)
- Lithuanian School Games Winter Finals (planned 2015)



European Move Week

Date: 29th September – 5th October, 2014

Location: all the country

Participants: 50000

Activities: European Move Week Run



Note: from 2015 European Week of Sport (confirmed by European Commission)



Christmas Caravan

- Cooperation with Coca Cola
- 44 schools will receive sports related gifts



Lithuanian School Games



Lietuvos
mokyklų
žaidynės



Lithuanian School Games

Under the patronage of the President of the Republic of Lithuania



Lietuvos
mokyklų
žaidynės



ŠVIETIMO
IR MOKSLO
MINISTERIJA



KŪNO KULTŪROS IR SPORTO DEPARTAMENTAS
PRIE LIETUVOS RESPUBLIKOS VYRIAUSYBĖS

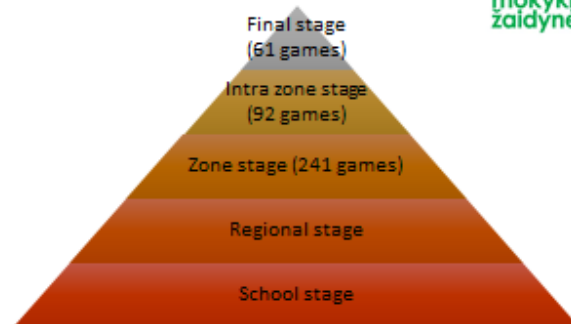


LIETUVA

Lithuanian School Games



- 59 municipalities out of 60
- 1030 schools in Lithuania
- 200000 participants
- 21 different types of sport

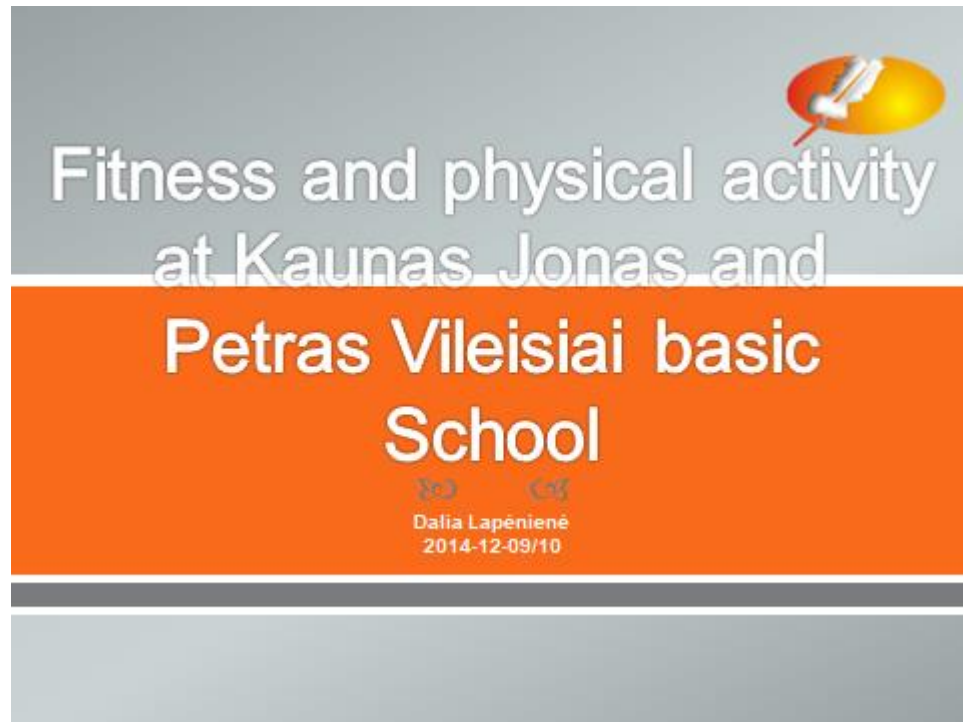


Renewal of Lithuanian School Games



- A media platform **DELFI**
- Content created by children
- Final stages of Winter and Summer sports
- Bringing the Olympic spirit to the participants, dissemination of values, creating a festival of sport
- Raise the importance of physical activity in schools and the society





The main purpose is to promote



- **Creativity, citizenship, media literacy and physical activeness not only at school, but also in the school community ...**
- *(to bridge up the gap between those who have the knowledge on how to be fit and healthy, and those who need to receive that knowledge and experience)*

System of physical education in our school



- ☞ **Formal physical education** (lessons)
- ☞ **Unformal physical education** (activities after lessons)
- ☞ **Educational physical activity days**
- ☞ **Different seminars for students**
- ☞ **Projects** (participation and organisation)
- ☞ **Class meetings** (discussions and activities)
- ☞ **Qualification courses for teachers**

School experience in relation to physical activity



⇒ **Formal physical education** (lessons)

- 2 lessons per week (1-10 forms),
- 5th form – 3 lessons per week;
- Integrated sports (golf, swimming) in 1-4 classes;



School experience in relation to physical activity



⇒ **Unformal physical education** (activities after lessons):

- Golf, basketball, sport dances, chess, table tennis, square game, gymnastics.



School experience in relation to physical activity and its promotion as well as cooperation:



☞ *Educational physical activity days:*

- According to Partnership agreement with LSU, Educology program MA students and professors provide lectures and activities – Golf, Wrestling and Basketball (2013-06-02/ 06-04).
- In 2014-06-04/ 06-05 activities– Golf, Yoga and Basketball.



School experience in relation to physical activity and its promotion



☞ *Students' education in different activities:*

- *Conferences* : 2012 – „Healthy mind in a healthy body“; 2013 – „Ecology- the way to a healthy lifestyle“;
- *Contests*: 2012 – „Gandras Florencijus“; 2013 – „Ecology - the way to a healthy lifestyle“
Contest's best



At - gandrai Florencijus, gyvenantis šalia Kauno...



School experience in relation to physical activity and its promotion



Class meetings (discussions and activities):

- Integrated program of SOCIAL & EMOTIONAL EDUCATION into Class meetings – 1 lesson per week;
- Students volunteers from 8 form conduct lessons about *healthy eating habits*, implementing project SVEIKATIADA for primary school students (2011, 2012, 2013, 2014), etc.
- Class teachers organize active sport days for class communities, e.g. Climbing (once a year), Kayak (once a year), Swimming in pools (once or twice a year), Golf game for the whole family (2012, 2013,



School experience in relation to physical activity and its promotion



Projects (participation and organization):

- State project „SVEIKATIADA“, from 2011 up to now...



- International project „Sustainable development“, branch „Development Education“ for schools, scenarios of the lessons TEACH GLOBAL AMBASSADORS are created by Scottish and Lithuanian teachers, they are going to be published and used in Lithuania, Scotland and other countries...

School experience in relation to physical activity and its promotion



Qualification courses for teachers:

- „Education of Healthy lifestyle in different French institutions“
- „Swedish and Finish experience: education of students, ecological consciensess“,
- etc.

Topics on which we are focused in the near future:



- ⇒ How to motivate students to be physically active during the breaks?
- ⇒ How to motivate students to become *conscious* for physical activeness?
- ⇒ How to motivate students to choose *active leisure time*?
- ⇒ How to develop healthy eating habits for students at school?



Physical education teacher education: challenges and expectations

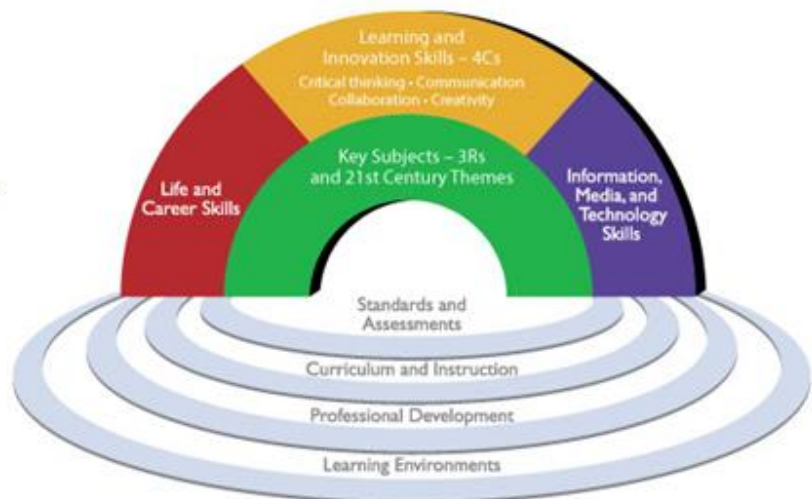
Dalia Lapėnienė

Kaunas Jonas and Petras Vileišiai school

Physical education as an area of general education

- ▶ Students like to play, they love basketball and football but physical education is more than games.
- ▶ Physical education is a part of curriculum, not a break between the core subjects.
- ▶ Expectations for physical education teachers: to exhibit teacher leadership and commitment for life-long learning; to go beyond the gym and introduce physical activity in all areas of the school life.
- ▶ Challenge we face – commitment for traditions, game teaching curriculum and dedication to work at gym.

P21 Framework for 21st Century Learning 21st Century Student Outcomes and Support Systems

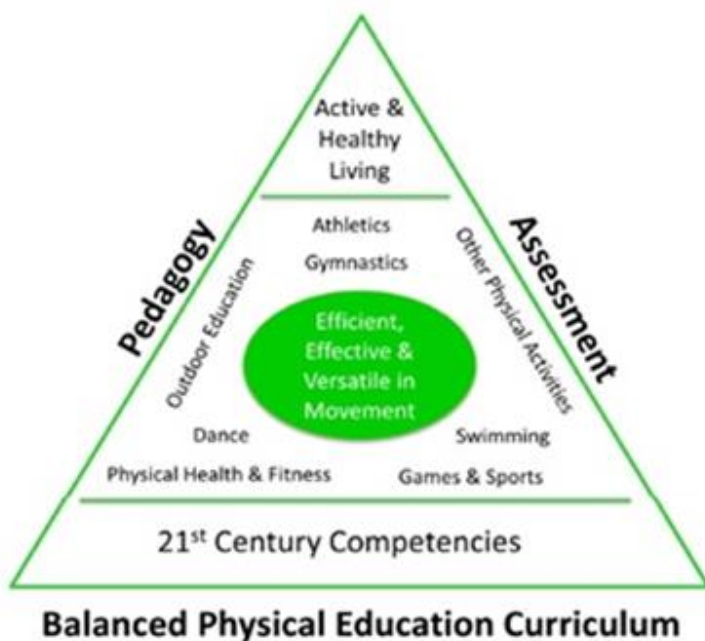


© 2009 Partnership for 21st Century Learning (P21)
www.P21.org/Framework



Attractiveness for physical education curriculum for kids, teenagers, youngsters

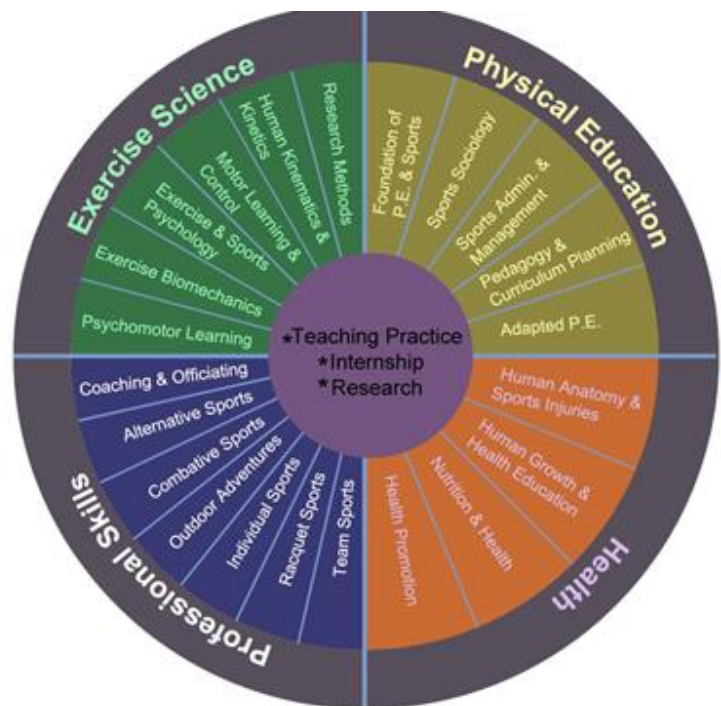
- ▶ Self-determination theory encourages to think about competence, autonomy and relatedness for inner motivation to be physically active.
- ▶ Students are different and physical activities are also various. There are lot of ways to involve, encourage, and lead students.
- ▶ Expectations for physical education teachers: to be creative, to play, to experiment and explore with different activities and teaching styles.
- ▶ Challenge we face – priority for team games and relays.





Physical education is an area of science

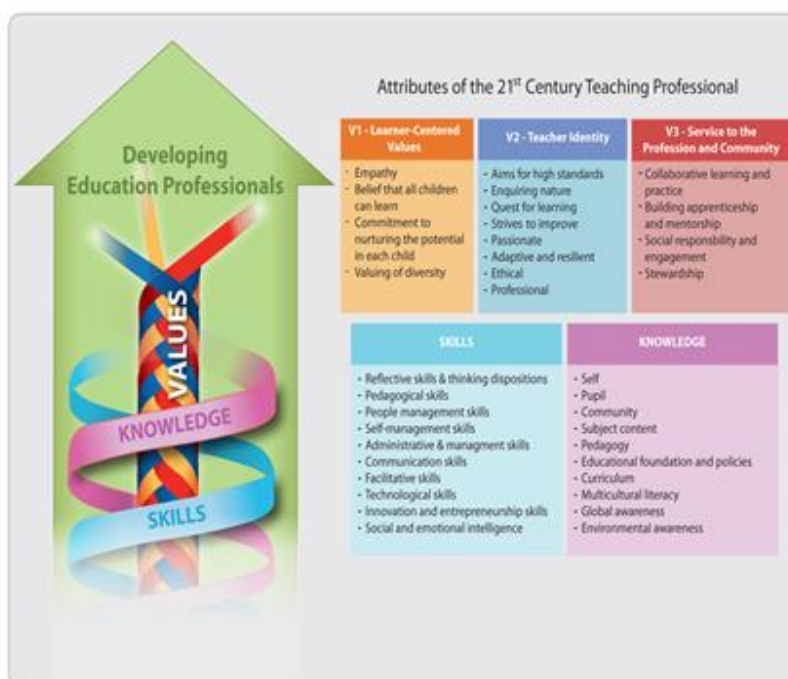
- Physical education teachers competencies covers different areas of interest. They has rich competence and they can teach physical activity and health from many different angles.
- Expectations for physical education teachers: to take science to the classroom; to introduce discussions about health, nutrition, and physical activity; to engage students in science projects; to organize outdoor events for students and many others.
- Challenge we face – physical education is considered as narrow area of general curriculum because physical education teachers work only in gym and talk only about competitions and standars.





Attractive physical education starts form attractive teacher personality

- Commitment for professional reflection, life-long learning, student oriented methods are key competences for 21st century teachers. Personal attractiveness of the teacher is important for kids and teenagers.
- Expectations for physical education teachers: to be the one kids trust, respect, communicate and follow.
- Challenge we face – physical education teachers are considered as rude, task – oriented, autocratic or harsh.





Physical education is for community

- ▶ Physical education gives commitment for life – long learning when it leads to engagement, self-direction, and satisfaction.
- ▶ Physical education teachers have exceptional conditions to involve not only students, but other staff, parents, community.
- ▶ Expectations for physical education teachers: to think about all community including youth, parents, teachers and many other people who interact with students and shape their attitudes.
- ▶ Challenge we face – physical education teachers think only about students in the class and their physical abilities which are shown in the gym.



2. 1ST INTENSIVE PROGRAMME



2.1. VIDEO MATERIAL (1)

1ST INTENSIVE PROGRAMME ACTIVITIES

2.2. LECTURES MATERIAL (1)

2.2.1. PA PROMOTION PROGRAMS FOR PRE-SCHOOL CHILDREN



Nordic-Baltic Physical Activity Bridges (NBPAB)



2

HEALTH:
Healthy
Early Childhood
Activities
Lead
To
Healthy Kids



CONTENT

- Introduction
- Research with pre-school children
- Kinds of PA for pre-school children
- PE classes for kids
- Projects

Knowledge Check

- | | |
|--|----------------|
| • What is the recommended amount of physical activity for toddlers in full day care or kindergarten? | • 15 - 30 min |
| | • 30 - 45 min |
| | • 60 - 90 min |
| | • 90 - 120 min |

Knowledge Check

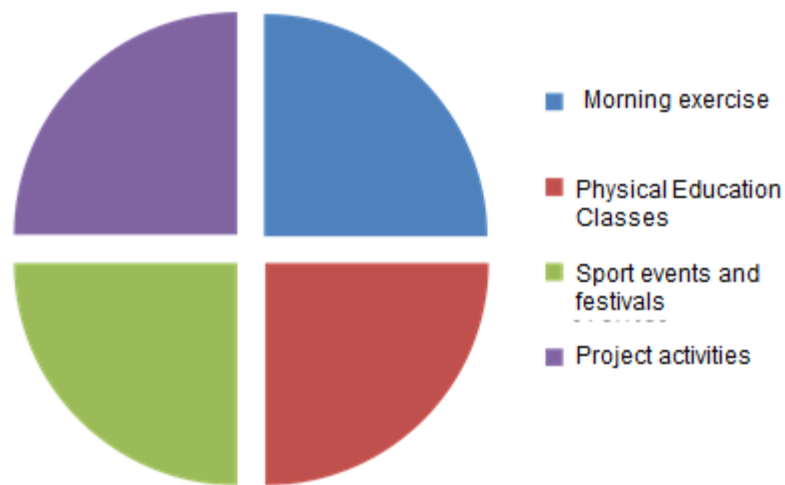
- What is the recommended amount of physical activity for toddlers in full day care or kindergarten?
- 15 - 30 min
- 30 - 45 min
- **60 - 90 min**
- 90 - 120 min

IN FACT – they need more for their healthy development

PRE SCHOOL-CHILDREN PHYSICAL ACTIVITY AND PHYSICAL FITNESS

- Preschool age of children is the period of emergence motion and rapid development.
- Children's physical fitness is directly interrelated with physical development and physical activity.
- The preschool age is especially important for the formation of child's motor potential (Robinson, Page, 2009).
- Later on this base child is only improving the physical abilities and physical fitness. The child's physical development and physical activity is improving when his physical activity is growing and its quality is changing (Malina et al., 2005).

How to collect all this activity amount?



Kinds of Physical Activity

1.STRUCTURED: Organized, quick, and intense activities led by adults

- supports age-appropriate motor skill development — it should be engaging and involve all children with very little or no waiting
- vigorous (in other words, it gets children breathing deeper and faster than during typical activities) for short doses of time (say, 10 minutes)

2.UNSTRUCTURED: Free play to stimulate creativity and use the imagination

- activities that respect and encourage children's individual abilities and interests
- teacher engagement with children during play, as well as gentle prompts and encouragement by teachers to stay physically active

Morning Exercise



It is lead by PE teacher

Interactive exercise

Combined activities together with
music teacher and speech therapist

Exercise lead by children

Disco

Exercise lead by children



Physical Education Classes



© Alex Bannykh * www.ClipartOf.com/32963

Traditional PE classes maintaining the structure (just 30 min long)

Circuit training (using stations) principle

Interval principle

Using nontraditional tools

Communication with coaches from different sports

Without any tools

Ways to Get Kids Moving

Add physical activity to your daily routine:

- Have children act out a story as you read it.
- Encourage kids to move like different animals during transitions from one activity or room to another.
- Use props to help kids move and identify shapes, colors, and numbers.



Using traditional tools



Using nontraditional tools and equipment





Variety of activities for different fitness components





For different senses



For the expression



For imagination



for inventiveness





Explores the possibilities of the body by creating various shapes



Different Physical Education Programs Effect On Physical Fitness And Motor Abilities Changes in Preschool Children
R. Rutkauskaitė, S. Dambrauskaitė, L. Klikodujeva, 2013

The aim of the research was – to identify the effect of different physical education programs on preschool children's physical fitness.

Material & Methods. The study was undertaken in 3 kindergarten of Kaunas which were different their physical education program. Subjects (n=88).

The experiment resulted in modeling 6 month physical education program for two experimental groups: E1 – program focused on a variety of movements with different tools, E2 - program based on gymnastics exercises.

Purposeful Physical Education Program Effect On Physical Fitness And Motor Abilities Changes Of Preschool Children
R. Rutkauskaitė, S. Dambrauskaitė, L. Klikodujeva, 2013

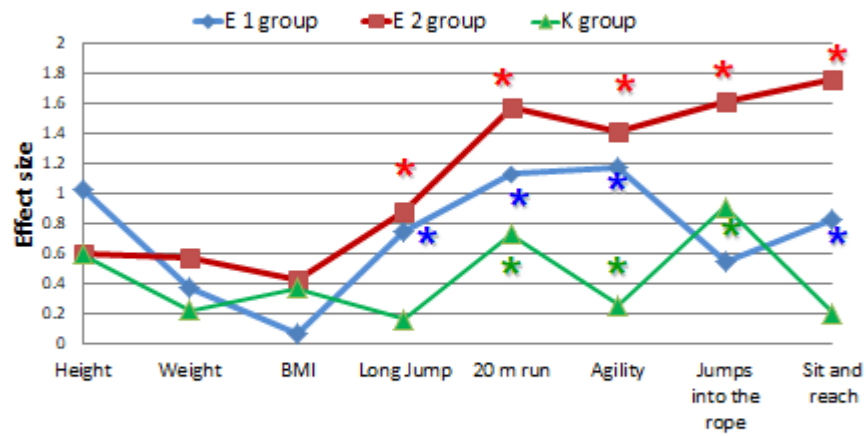


Fig 1. Preschool age girls physical fitness components and body shape changes after experiments: E1 – variety of movement; E2 – gymnastics; K – control group. * - $p = 0.05$

Purposeful Physical Education Program Effect On Physical Fitness And Motor Abilities Changes Of Preschool Children
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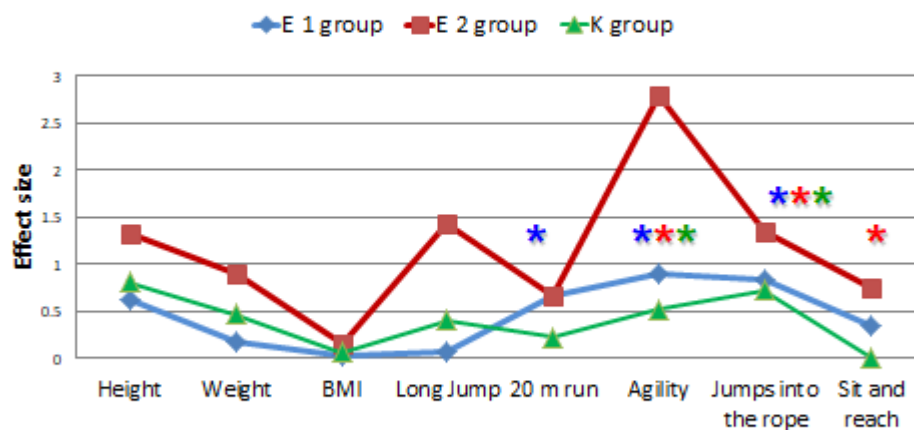


Fig 2. Preschool age boys physical fitness components and body shape changes after experiments: E1 – variety of movement; E2 – gymnastics; K – control group. * - $p = 0.05$

Sport events and festivals



Organized by PE teachers

Cooperating with colleagues

It is allowed for festival participants to regulate festival schedule

Using for the festival simple tools, equipment

Parents were asked to present tasks



Season
related
fests



Olympic festivals



Competition





PA history

Projects



Initiative for long-lasting project activities

Organizing week,
month, year projects

Projects in no-traditional
environment

Invited colleagues,
coaches, specialists

Close cooperation with
family

Children PA together with their parents

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PHYSICAL EXERCISES FOR PRE-SCHOOL CHILDREN WITH HOMEWORK AND PARENTS MOBILIZATION AROUND THESE TASKS

KRZYSZTOF PIECH¹, KAROLINA NOWAK¹, ZINA BIRONTIENE², INTA BULA-BITENIECE³

¹The Josef Pilsudski University of Physical Education in Warsaw,
Faculty of Physical Education and Sport in Biala Podlaska, Department of Tourism,

²Klaipėda University, Chair of Physical Education

³Latvian Academy of Sport Education in Riga, Chair of Theory

- Project aim was physical activity stimulation in a family (PPASF).
- For this purpose, a model was developed that included physical activity program conducted in the nursery school, **with homework for the children** to do together with their parents at home.
- Research has shown that children can become **facilitators** of **physical activity** in the **family**. The proposed model classes for children proved to be an accurate proposal, which is worth to implement the practice of teaching.

One of the most popular projects

“I choose, because I know”

- Presentation of different sports for children:
- basketball,
- joga,
- gymnastics,
- golf,
- football,
- judo,
- orientation,
- swimming,
- volleyball and etc.



Gymnastics

Golf



Muaythai



Joga





Other ...





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SUCCESSFUL PHYSICAL ACTIVITY INTERVENTIONS IN EARLY CHILDHOOD

Arja Sääkslahti, PhD, Docent



Physically active play



Interventions carried out in Finland

- **Family-based PA intervention studies**
 - STRIP, a PA project (*Sääkslahti, 2005*)
 - InPact project (*Finni et al., 2011; Laukkanen et al. submitted*)
- **Preschool-based intervention studies**
 - The Early Steps (*Iivonen, 2008*)
 - HIPPA (*Mehtälä et al. submitted*)



Lessons

Positive effects on children's physical activity were achieved by:

- creating positive attitudes in parents toward children's physical activity
- increasing parents' knowledge about the importance of PA on children's overall development
- giving concrete ideas and models of how to activate children
- providing printed material
- encouraging the use of playgrounds, fields, etc.



Lessons

- Season matters: body coordination was associated with temperature
⇒ Need to focus on cold seasons
- Girls' ball handling skills improved
⇒ Important for girls, because Barnett et al. (2008) showed that object control skills predict physical activity in adolescence
- Face-to-face discussion most valued method by parents



Lessons

- The PE curriculum affected locomotor and balance skills positively
- Affecting children's manipulative skills requires more possibilities for children to use different objects
- There is too much physically inactive time during PE lessons



Lessons

- Children increased the amount of light activity, but not of moderate-to-vigorous PA
- In-service training was found to be useful for teachers
- Monthly tips/letters were found to be interesting and supportive for teachers and parents
- Families increased the amount of bicycling



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Findings of different systematic analyses



The most effective elements to increase PA

- The most cost effective:
 - PA interventions executed in different institutions, e.g. childcare centers and schools (*Wu et al., 2011*)



Largest increase in moderate-to-vigorous PA (*Based on Gordon et al., 2014*)

- Implemented in a community- or institutional-based design
- Duration was four weeks or less
- Organized within childcare
- Teacher-led
- Focus on increasing time for outdoor play
- Incorporated unstructured activity



Successful intervention projects from a sociocultural point of view tried to

(based on Mehtälä et al., 2014)

- Create a PA-friendly atmosphere within a whole society
- Combine the influence of the childcare and home environments
- Shared and common objectives among parents and childcare personnel
- Listen to childcare staff needs and their feeling of barriers in increasing PA



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Curriculum is important

- The role in structured PA (the amount, frequency, content, etc.) (Ward et al., 2012, Iivonen & Sääkslahti, 2013)
- Development of motor skills (Ward et al., 2012, Iivonen & Sääkslahti, 2013)
 - ⇒ Successful structured PA lessons (Ward et al., 2012)
 - ⇒ lasted less than 45 minutes
 - ⇒ Implemented 3 times or less / week



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Appropriate balance...



between structured and unstructured activity?



Overly structured activities

Risk of losing benefits of children's PA play:

- Enjoyment
- Fun
- Spontaneity
- Freedom
- Flow





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Practical implications



There is a lot of physically active play

- **Possibilities for free play** (*Ben-Arieh & Ofir, 2002*)
- **High amount of outdoor play on a daily basis** (*Sääkslahti 2005*)
- **PA equipment is available during free play activities** (*Cardon et al. 2009*)



Different learning and playing environments are used in multiple ways

• Access to physical areas for play

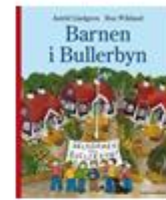
- Green playgrounds (*Dyment & Bell, 2007*)
- Parks (*Fjortoft et al., 2009*)
- Asphalt surfaces (*Cardon et al., 2008; Fjortoft et al., 2009*)
- Forests (*Fjortoft, 2004*)
- Bullerby (*Kyttä, 2003*)



Typical playground vs. the forest



Bullerby (Marketta Kyttä, 2003) inspired by Astrid Lindgren's Bullerby books



Staff members / early educators

- Encouragement for children to use different types of equipment and toys
 - Outdoor playing equipment (e.g. climbing bars, swings, sandpits, slides) (Cardon *et al.*, 2009)
 - Painting of playgrounds, playground equipment and playground markings (Stratton & Leonard, 2002)
 - Play objects (e.g. balls, wheels) (Cardon *et al.*, 2009)
 - Large wheeled toys to pull and push with whole body (Soini *et al.*, in press)





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Sometimes it's very simple:

Verbal encouragement!



Observation study findings

- Childcare personnel seldom give verbal encouragement for more physically active behavior => 92% of observations did not include any encouragement

=> The level of PA was higher when children were verbally encouraged

(Soini 2015)



We need to ensure children's possibilities for physically active play



Protect children's right to play!
Defend against the dominance of
passivity!



2.2.3. HOW CAN SOCIETY MOST VULNERABLE GROUP BECOME MORE PHYSICAL ACTIVE, AND HOW COMMUNITY CAN HELP THEM IN THIS ENDEAVOUR



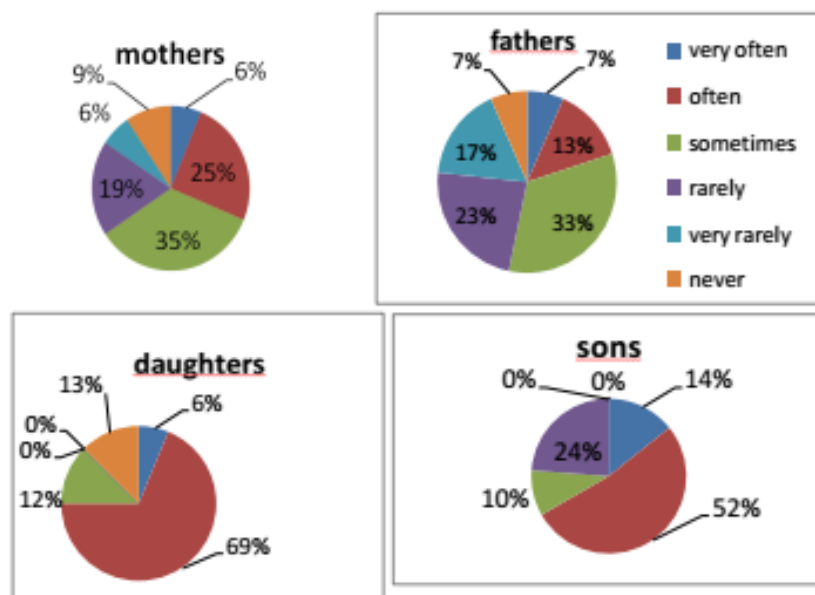
How can society most vulnerable groups
– **retired people, children, young families** – become more physically active, and how **community** can help them in this endeavour

Inta Bula-Biteniece,
Ieva Rudzinska,
Latvian Academy of Sport Education

What are the needs, how to help?

COMMUNITY GROUPS	What PA they need	How can COMMUNITY HELP
CHILDREN		
YOUNG FAMILIES		
RETIRED PEOPLE		

Family PA



Children PA

Walking - walking *home from kindergarten*: walk along the pavement with and without being held, walk before and after mom / dad / brother / sister, walk with raised legs – imitating animals - storks, crane, walk in the rhythm of music.



Running - Use a kindergarten area when going home. Compete, who the first runs to the nearest tree, bush, road sign. Play a game of "Dogs" - one catches, the other flees away, changing roles.



Children PA

Throwing - Capturing - walking home, throw stones in a pool. Throw cones in the distance. Use different sizes and gravity balls - throw in baskets, buckets, on the targets painted on a wall. Throw objects of different sizes, found at home: pillows, toys, balls made of newspaper.



Crawling - crawl around the room - forwards, backwards, sideways.

Crawl on objects: boxes, benches, etc.;

under objects - string, bench, table, chairs, stairs;

over benches, blocks and pillows;

along incline;

around objects.



Children PA

Jumping: on the way home step on **elevation** (stone ladder, edge) and do jumps: on both legs and on 1 leg, over ditch, objects, from the elevation and on it.

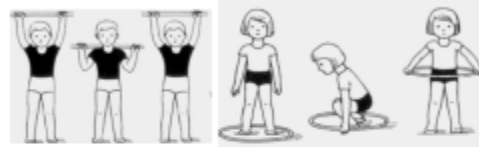


Rolling – rolling various objects around the room and outdoors (different size balls, various objects) in pairs and to the target: ball rolling crawling, ball rolling in pairs, ball rolling to the target, ball rolling along the lane.



Children PA

POSTURE exercises: exercising in the morning with the child. Use a curled towel, broom handle, a long ruler or stick. Can use sand bags, blocks, hoops, dumbbells



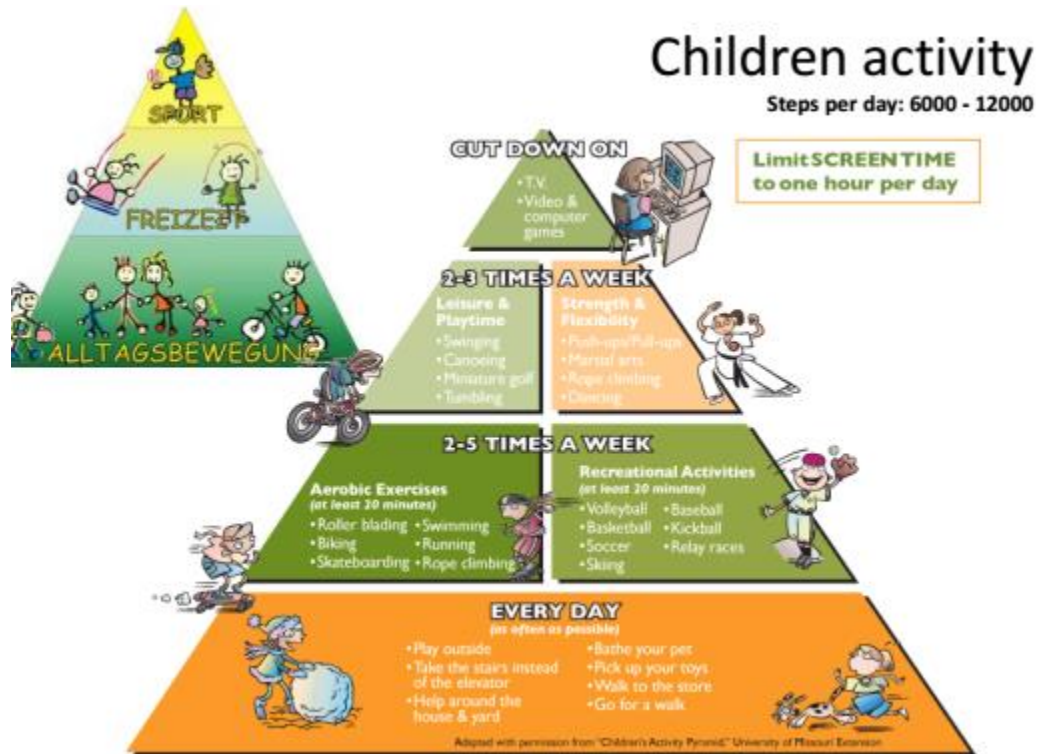
Exercises for the **FEET** - let the child walk barefoot.

1. Go along a rope, a stick, putting a step to step
2. Collect with feet buttons, small toys.
3. Walk along different material surfaces - sand, pebbles, etc.

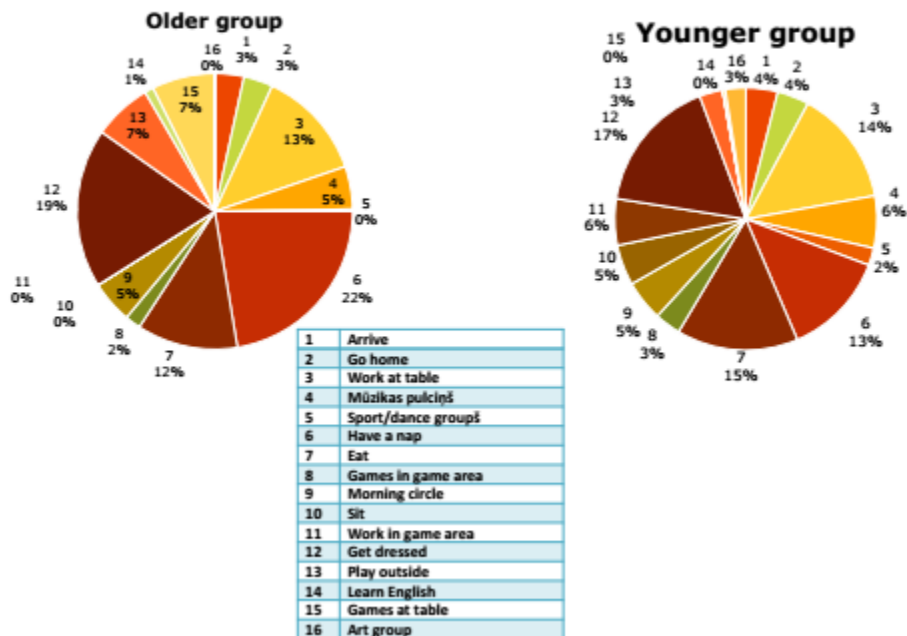


Park activity

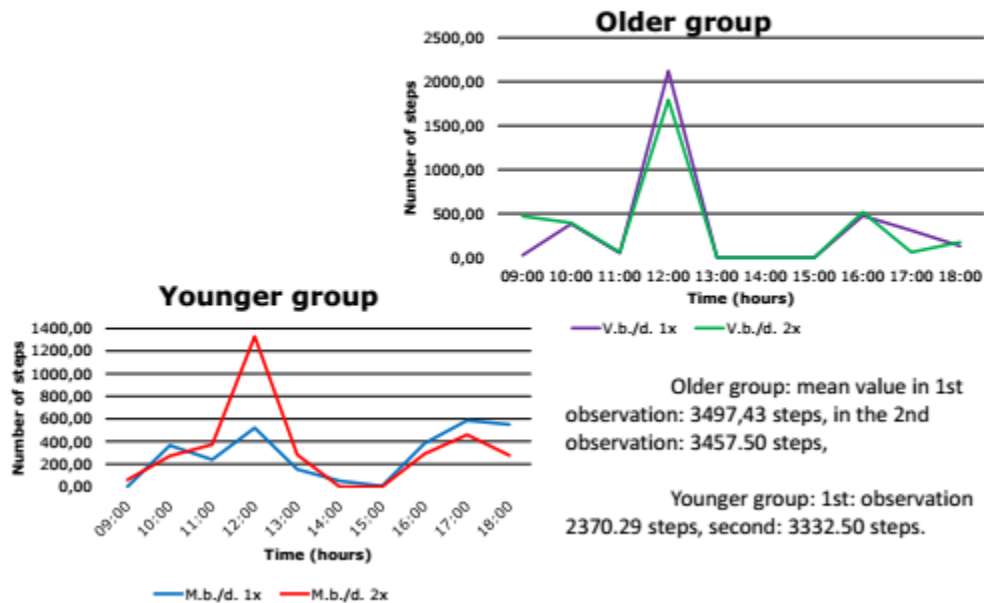
Child gender		Child age	Time spent in park	Adult who comes with child to park	Child and adult cooperation	Child activity	Adult activity
Girl	Boy				Child acts independently/ Adult acts together with child		
	X	3	20	Mom	X/----	Swinging on the swing; running around; playing in a sandbox; playing with other children.	Talking to other adults and smoking. Pay attention to child's activity.
X		4	10	Mom	X/----	Swinging on the swing; pushing a cycle; resists mother to drive away from the park.	Talking to other adults; walks in the park. Later, mom trying to persuade child to go way, but it resists.
	X	3-4	35	Mom and dad	X/-----	Cycle, walks around, crawls in a house, swings in swings (very fast), walks on the grass, runs away from mom.	Do not look after child. Only, when the child has run out of the area of playground, start paying attention to it.



What is the reality?



What is the reality?



PA in Latvian senior opinion



PA: doing some **useful activities** for **family** (good), in general: with PA activity is implied **high** intensity activity PA .

The conclusion can be drawn: seniors do not have **knowledge** about PA and its influence on human body. They associate it with physical exertion, which is bad for body.

Kaupužs, 2011

Seniors: factors, **promoting PA**



Positive emotional background musical accompaniment, good climate in group, pleasant training environment

External support positive example, group classes, external media, activity partner

Health benefits weight control, alternative to medicine, retaining physical skills, diminishing features of ageing, doctor recommendations

Kaupužs, 2011

Seniors: factors, **promoting PA, cont.**



- **Positive previous experience** (PA in young age, pleasant emotions after activity)
- **Inner motivation**
 - being useful through participation
 - be like others
 - reach new targets

Kaupužs, 2011



Seniors: barriers to engaging in

PA *Kaupužs, 2011*



- **health problems** overweight, diseases, mobility disorders
- **external environment** inappropriate, dangerous
- **social attitude** others do not understand, depressive society mood, society stereotypes about old age
- **resource restriction** participation price, main thing: to survive, uncertainty about tomorrow, lack of time, lack of adequate proposal

Individual reactions



- **Lack of energy**
- **Apathy** and **laziness**
- **Passive** way of **life**, self-isolation
- **Health condition** as an excuse
- **Narrowing** of **life-perspective**
- Being **shy** about one's **appearance**



Kaupužs, 2011



Carnikava county



•**Nordic walking**: the only possibility for pull out of house **elderly women** (costumes), **skiing, cycling**.

•**Businessmen**: need artificial covering, because need granted affordances for PA

•2013 started to build **multifunctional** sport complex,
•without it impossible to secure qualitative sport and active leisure opportunities for larger number of Carnikava county inhabitants.



The length of the bridge over the Gauja, 220 meters long, 4m wide

Carnikava pedestrian - cyclist bridge



The **adjoining cycle paths** extend the bridge by more than 1km.

Adjacent roads afford to practice PA in wider area.



Are **neighborhood social capital** and **availability** of sports facilities related to sports **participation** among Dutch adolescents?*

LSP *leisure time sports participation*

Av *availability of parks or sports facilities*

NSC *perceived neighborhood social capital*

- The people in my neighborhood get along with each other well
- I live in a close-knit neighborhood with a lot of solidarity

*Prins et al. 2012.

2.2.4. TEACHING TO BE A LEADER



TEACHING TO BE A LEADER

Dr. Dalia Lapėnienė



Some theoretical ideas about teaching and learning leadership

- *Effective teaching to be a leader* is often positioned as a key to the success of communities, organizations, schools and other social groups.
- *Leadership* is considered to be the key variable in the process of organizational success or failure. If the manager faces some problems he also faces pressure to learn to be a leader. If the manager is successful, he/ she is encouraged to teach to be a leader.
- Majority of leadership development activities are based on Teaching paradigm.
- *Teaching paradigm* is based on an instructor-centred approach, where the expert selects the predetermined content and transmits it to passive students. The success of this 'learning' might be evaluated in terms of memorization, abstract understanding and behavioral replication. i. e. surface level.
- *Leadership* is learned in different ways. Leadership is the process of being and becoming, but not of doing things correctly. Leadership is learned by example and encouragement. Leadership development programs need to encourage self-learning in order to discover the inner meaning of leadership.

Can leadership be taught? Can leadership be learned?

- For many years the answer to both questions was presumed to be YES.
- In countless business school classrooms and executive development seminars, 'experts' delivered lectures and presented examples that were supposed to 'teach' learners about
 - the 1940s trait theories of leadership,
 - the 1950s behavioral theories with focus on tasks versus relationships,
 - the 1960s behavioral theories with focus on identification of contingencies,
 - the 1970s situational theories with focus on leader-follower interactions,
 - and the 1980s transformational theory with the focus on values and vision (Ferris 1998).



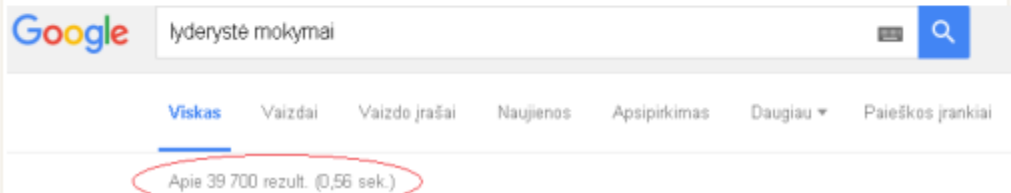
Is leadership taught or learned?

- *Teaching paradigm* is based on an instructor-centred approach, where the expert selects the predetermined content and transmits it to passive students. The success of this 'learning' might be evaluated in terms of memorization, abstract understanding and behavioral replication. i. e. surface level.
- The intellectual roots of this teaching paradigm can be traced back to:
 - *positivism* (an expert transmits knowledge to a novice),
 - *behaviourism* (introduction of new behavioural patterns that are repeated until they become automatic),
- *Teaching paradigm* reflects a 'banking' model of education, where information is deposited by the teacher into the learner, where info is accumulated (Freire 1970).



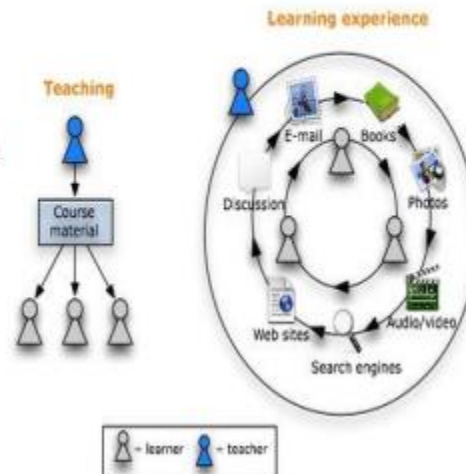
Some underlying assumptions...

- *Leadership training and development* is big business and continuously growing industry. This growth is associated with the increasing popularity of 'leadership' as a source of interest for organizations, etc. This is associated with the strength of contemporary belief about the importance of leaders on organizational performance.
- Another belief is, that leadership can be taught *through the simple transfer of knowledge of its essential ingredients*. The number of ingredients to be used varies depending on taste, e. g. the expert chooses sets of values, traits, habits to teach. From current book titles it seems there may be just seven 'habits', which need to be acquired, or 'nine leadership keys to success', or as many as '21 irrefutable laws of leadership'. This approach to training leaders is the same way as one might be taught geometry.



Teaching about leadership or learning leadership from within

- There is a growing awareness of the limitations of these traditional approaches to *teaching leadership* (Kouzes and Posner 1995; Doyle and Smith 1999).
- While they might be useful in transmitting knowledge about leadership, they stop short at developing one's potential to be a leader.
- When the study of leadership evolved (1990s), the understanding of the importance of credibility, soul, reflexivity, emotions, openness to experience, and values (Ferris 1998; Bolman and Deal 1995), exploring what McDermott (1994) calls '**leadership from within**', there was a progressive shift from the traditional *instructor-centred teaching paradigm* to a *learner-centred paradigm of personal transformation*.



Teaching about leadership or learning leadership from *within*

- The *transformation paradigm* has intellectual roots in constructivism, social constructivism and interactionism, it emphasizes co-creation, interpretation, discovery, experimentation and a critical perspective.
- Rather than learning 'leadership' as it is known by others, learners **make sense of their own experiences**, discover and nurture leadership in themselves and in each other, not in isolation, but in community.
- Leadership is not taught and leadership is not learned.
- Leadership is learning process (Vail 1996:126). Whatever else leaders do, their primary role is to keep learning and to facilitate the learning of those around them.
- The crucial question in leadership development is not just what to learn, but „**how to learn to learn**“.



The notion of “learning leadership”

- ‘Learning leadership’ centers on the person *discovering and experiencing leadership from within*, as a continual learning process, rather than as something that can be granted by others.
- ‘Learning leadership’, therefore, is not the ‘learning about leadership theory’, that characterized the teaching paradigm.
- It is approach to leadership that is rooted in the transformational paradigm, where **leadership is a process of becoming**, and learning is a **way of being** (Vail 1996).



Strategic leadership and strategic learning

- K.B.Boal and R.Hooijberg (2000) state that the study of leadership has undergone fundamental changes in last decades.
- These changes reflect a shift in focus from '*supervisory*' towards '*strategic*' leadership, and from trait theories to a wider socio-cognitive analysis of the complexity of leaders and leadership. It is a process of meaning creation and construction of reality.
- The *social constructivist* view of leadership emphasizes meaning construction and interaction. The interactionists emphasize *interpersonal relationships* as a vital aspect of leadership.
- Some more recent theories of leadership emerged from this perspective, emphasizing charisma, vision and inspiration (House and Aditya 1997).
- The qualities of **strategic leadership** by necessity **require strategic learning**.



How *strategic learning* can be understood?

- Recent definitions propose learning as 'liberation of knowledge through self-reflection and questioning' (Antonacopoulou 2001:328).
- Learning, could be an avenue for rethinking to one that is defined leadership from a task, person or situation specific process to the **lessons one creates** as one discovers the inner meaning of leadership.
- Learning is another lens for exploring leadership as a relational and not simply transactional process. It is a process of interaction and meaning creation.



Leadership is the process of becoming

- Lieutenant-General J.F. Devereil argues that 'Leading is **more than just doing**; it is also about being. It's about who you are and what values you represent' (1999).
- The assertion suggests that leadership is integral to the leader as a person; **leadership is the leader** in the way it allows person to demonstrate insight not only about the issues at hand, but also about him/herself and his/her values. The core of leadership is human being: values, emotions, meaning, interactions, etc.
- Leadership is as much external in the actions one takes as **it is internal** in the way one is (in one's being and becoming).



The challenge of finding the *leader within*

- From 1940s to 2000s leadership research and development has been predominantly focusing on:
 - the external, observable, **explicit dimensions of leadership**, captured in categories such as tasks and behaviors (leadership perspective),
 - **the tacit aspects of leadership**, in such categories as one's identity, character and temperament (followership perspective).
- Posner (2002) argues that the challenge of finding the *leader within* is about:
 - the exploration of the inner territory and the search to know more about **the meaning of life and one's purpose** in grander scheme as the basis for developing leadership.
 - the importance of leaders **knowing what they believe in**, what their principles are and having **unwavering commitment to them**.
 - taking a journey into one's inner territory is about **finding your voice as deep down as your soul**.
- Learning leadership depends not only on critical self-reflection, but it is about **allowing our voice of consciousness to speak to us**. It is about recognizing individuality as a condition of collectivity and connectivity.

Learning and being the leader is about:

- **Learning to adopt multiple perspectives** (e.g. those of followers) rather than being self-diluted in one's own perspective and vision;
- **Having the humility** to recognize talent and allow it to grow, without setting boundaries or preconditions to self-development;
- **Commitment to developing others** and creating the community of practice
- **A way of exploring collectively the meanings of activities** from which knowledge and learning derive and contribute to individual and collective development.
- It is not about facilitating others' learning, or indeed being a skillful learner. It is about **acknowledging that leading is learning.**



Leadership as development of one's own and other leaders

- By encouraging reflection and reconsideration of what one knows, develops and is developed by others, one becomes a learning facilitator. Doing so, a leader is also learning about the process of leading; i.e. developing other leaders.
- Being a great leader, according to Hodgson (1999), is about allowing yourself to be also vulnerable and having the humility to be willing to learn things that you often not wanted to be learned.
 - This means that learning and leadership both requires focus as well as flexibility.
 - They require structure as well as agency (we all are humans and make mistakes, so exceptions might be...).
- The flexibility and ability to move freely between contradictory polarities requires open mind.



If *learning leadership* can be developed?

- According to a traditional approach questions around leadership development is concerned with the *extent to which leadership can be taught, or indeed whether it should be taught. E. g.*
 - How might we justify investment in leadership development?
 - What do we get from having effective leaders?
 - What is the return on investment in leadership development?
- According to learning leadership approach, there is also a different logic and different questions:
 - Whether the leader is a learner?
 - Whether leaders can and seek to learn from their followers?
 - How can we develop learning leaders?
- These questions require to move **away from the economic logic** in justifying leadership development to **affective logic** based on *leader-follower mutual respect*, trust and commitment to *collective learning* and development.

Leadership is learned by example and encouragement not by rote of rules

- Hodgson (1999) argues that people who have learned leadership as a series of rules will have inflexibility which would be their downfall. Leadership skills are **learned by example and encouragement but not** by rote of rule.
- E. g. Deverell (1999) emphasizes that art teachers can teach students to draw, but they cannot make them great artists. Great artists, he asserts, have to be born from within.
- Posner (2002) suggests that leadership development in the early stages is about painting exterior landscapes, copying other leaders' styles and trying to learn by mimicking great leaders. The erroneous assumption is that authentic leadership can come from the outside in. **It cannot** be learnt. It can only come from within....
- **You cannot lead through someone else's words nor someone else's experiences'.**



Leadership can be learned

- Leadership can be learned, and *learning leadership* can be discovered if one is **committed as a learner to explore one's inner self**.
- This is what *learning leadership* is about, the authenticity of leadership in action, interaction and transaction, which are fundamental aspects of the learning process. Learning leadership is a space in which the multiplicity of possibilities for growth can be identified and developed (Antonacopoulou 2002).
- The kind of development that can support learning leadership is one that embraces one's practices as an arena of learning.
- Learning as a practice is not about using experiences in order to learn, or learning by doing. It is essentially about practicing one's practice, as saying *rehearsing leadership*, so that one is given the opportunity to learn by experience, to gain confidence in one's ability to lead.



Learning structures which support inner learning

- Learning structures support inner learning and practice. They act as flexible frameworks for providing social meaning and value to acts of leadership, which emerge through social interactions (Weick, 1993).
- Characteristics of the learning structures include the following:
 - **Awareness, alertness and attentiveness** to one's own and other's learning and leadership needs.
 - **Shared learning** and leadership responsibility.
 - **The incorporation of discontinuity** as a necessary feature of building a sense of continuity in the actions taken in relation to learning and leadership
 - **Mutual cooperation and agreement** to deal with issues being presented in a spontaneous and flexible way which allows the adding on of what is being offered rather than seeking to judge whether it fits with one's existing framework.
 - **Tapping into one's own and others' cognitive processes** as a way of leading out the thinking processes, that define leadership and learning (e. g. Why do I act in this way? What does he have in mind?)

Implications of leadership development practices

- Learning leadership invites us to explore different ways of seeing leadership, learning and their relationship.
- The notion of learning leadership and the main principles that underpin it remind us that learning structures which provide freedom to practice leadership are necessary as an avenue to self-learning and learning to learn.
- Leadership development programs need to encourage greater attention to self-learning as part of discovering the inner meaning of leadership.



Teaching to be a leader in community of practice

- We can teach each other to be a leader, if we can:
 - **Trust** each other and gain inner **freedom**
 - Encourage **learning** from each other
 - Encourage **creativity** and improvisation in everyday work and communication
 - Find necessary time and place for individual and collective **reflection**
 - Commit to core **values** and fulfill it in everyday situations.

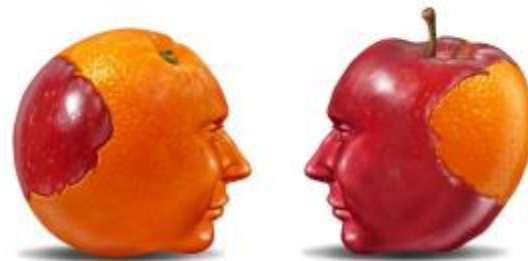
What can we do to enhance learning leadership development: **trust in people**

- Everyone has leadership potential. Every child, adolescent, adult or a senior has inner potential, inner wisdom, inner world. Every person can be empowered to be a leader if he / she has an example of leadership in community.
- As Warren G. Bennis noted, leadership is like beauty – it's hard to define but you know it when you see it. It is hard to define selection criteria, but we can easily name the leaders of our communities, our schools, or universities.
- Genuine trust displayed by the leader becomes mutual trust. We feel empowered, energized, confident, committed, and engaged when we feel trust shown by a person who is perceived as authority.
- Learning to be a leader starts from example.



What can we do to enhance learning leadership development: **encourage to learn**

- When we have to learn something new and unlearn something old we start from learning anxiety. We experience fear to face one's own incompetence, fear to be punished for a results which do not satisfy people in the community, fear to lose our identity, fear to be rejected by the authorities and many other fears.
- A leader who is committed to learn, to make mistakes, to experiment and to be authentic in any occasions enhance leadership behavior in the communities.



What can we do to enhance learning leadership development: **encourage creativity**

- Play, imagination, improvisation, arts, music, creativity... These are the key words, when we think about exploring our inner world.
- Learning leadership is the journey through oneself: one's mental models, thinking schemas, habits, attitudes, emotional reactions.
- Creativity is the shortest way to gain insight, to realize shortcomings of one's decisions and to step towards personal improvement.



What can we do to enhance learning leadership development: **reflective practice**

- Action and reflection are the two sides of the same coin. Every day we act in our communities seeking to make life better, healthier, wealthier. The next step is reflection.
- Reflection is never the process of lonely thinking about the meaning of life. Reflection is sharing of thoughts, feelings and perceived meaning of experience. We reflect only if we share.
- Team reflection helps to develop the leadership capabilities in its members. It is a way to transmit the meaning, ideas, values and assumptions, to create and manage culture of leadership.



What can we do to enhance learning leadership development: **encourage to fulfill one's values**

- Leader is a process of being and becoming. You become someone in what you believe. When we look at the leader, we see the values he / she embodies.
- Common values unite people to the community.
- The courage to fulfil the values of *trust, honesty, integrity, quality, accountability*, etc., in every situation is the main lesson we can learn from the leaders.
- Living values is the core of authenticity. Learning to be a leader *starts from learning to fulfill one's values*.



“

*Leadership cannot really be
taught it can only be learned*

— Harold S. Geneen

Thank you for
your attention



TEACHER LEADERSHIP

AS THE KEY FACTOR FOR PHYSICAL ACTIVITY PROMOTION AT SCHOOL

Dr. Dalia Lapėnienė

WHAT DO WE NEED: THE VISION

A Coordinated School Health Program



THE SITUATION IN LITHUANIA

- The discipline of physical education is not core subject in the general education curriculum. 2 academic hours per week are devoted for physical education. Games are dominant in the curriculum.
- Pupils knowledge about importance of physical activity is poor; young people lack concern in their health. Students say that theoretical knowledge about fitness, health and physical activity are not valuable and interesting for them (Blauždys, Vilkas, 2007).
- Students prefer to be physically passive. Only 14,2% of pupils (5 to 12) are physically active. Majority of students like to stay passive during their leisure (Volbekienė, Gričiūtė, Gaižauskienė, 2007).

PROBLEMS OF PHYSICAL EDUCATION ARE ROOTED IN THE SITUATION OF GENERAL EDUCATION

- The bureaucratic nature of schools and the mostly male administrators supervising mostly female teachers, has reinforced the public perception of teaching as relatively low-skilled work with generous vacations.
- The work of teaching is regarded as following procedures or instructional plans designed by others and under the close direction of a supervisor
- Traditional norms of autonomy and individuality work against the development of professional learning communities, which are essential for meaningful school improvement.



(Darvas, 2006)

TEACHERS ARE THE WHILES OF SCHOOL IMPROVEMENT

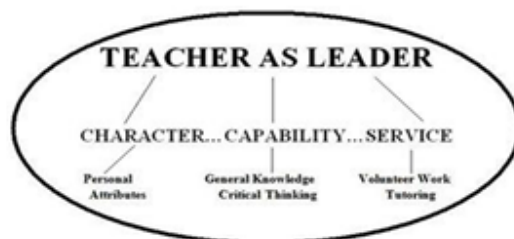
- The mission of a teacher is to prepare skillful and conscious student, who has excellent knowledge and psychological maturity.
- Schools are under pressure to improve results **for all students**. That is, schools must at least make progress towards closing the achievement gap among different groups of students.
- Principals are the technical leaders of schools, and the buck stops with them. They recognize, that they cannot improve schools by themselves.
- Teacher leaders can make a substantial contribution to a school's mission of educating all students. But, in order to make that contribution, teacher leaders must emerge.



Duration: (100s)

THE DEFINITION OF TEACHER LEADERSHIP

- The principal characteristic of teacher leadership is that it is completely informal. Teacher earn their authority through their work with both their students and their colleagues. Teacher leaders play a highly significant role in the work of the school and in school improvement efforts.
- Precisely because of its informal and voluntary nature, teacher leadership represents the highest level of professionalism. Teacher leaders are not being paid to do their work; they serve students.
- They saw a need; they recognized an opportunity to do something differently for the direct benefit of students.



Duration: (100s)

PRINCIPLES OF TEACHER LEADERSHIP

- Teacher leadership is **grounded in classrooms** (Fay, 1992b; McLaughlin & Yee, 1988; Wasley, 1991).
- **Effective teaching** is a prelude to teacher leadership, and teaching, learning, and leadership are inextricably linked (Odell, 1997)
- Teacher leadership is **collaborative** work (Lieberman, 1987; Suleiman & Moore, 1997).
- Teacher leadership is **community** anchored (Fay, 1992b, p. 59).
- Teacher leadership is a **service function** (Little, 1985).
- Teacher leadership is co-constructed, it is a **co-learning process** (Kilcher, 1992).
- **Context** is important (Lieberman, 1987). Situational dynamics have broad influence on teacher leadership initiatives and teacher leadership work (Kilcher, 1992).
- Teacher leadership **makes a difference** (Creighton, 1997, p. 3).

Harris, Mui (2006)

THE CONCEPT OF TEACHER LEADERSHIP RECOGNIZES THE DAUNTING CHALLENGES CONFRONTING SCHOOLS OF THE 21ST CENTURY



- The term teacher leadership refers to that set of skills demonstrated by teachers who continue to teach students but also have an influence that extends beyond their own classrooms to others within their own school and elsewhere.
- It entails mobilizing and energizing others with the goal of improving the school's performance of its critical responsibilities related to teaching and learning.
- Teacher leadership often requires managing a process of change.

Harris (2006)

TEACHER LEADERSHIP IN PHYSICAL EDUCATION

- Attracting students to choose active and healthy lifestyle.
- Motivating to gain knowledge about the impact of physical activity in everyday life.
- Offering different kinds of activity in attractive ways.
- Encouraging parents to involve in physically active time-off with their children.
- Collaborating with colleagues, other professionals and social partners in promoting physical activities.
- Participating in different projects and qualification courses to gain and renew competence.
- And many more day-by-day activities.

Components of Physical Education



VARIETY OF ACTIVITIES IN KAUNAS JONAS AND PERTRAS VILEIŠIAI SCHOOL



Formal physical education (lessons)



Extracurricular physical education (activities after lessons)



Outdoor education



Thematic sessions on health and physical activity



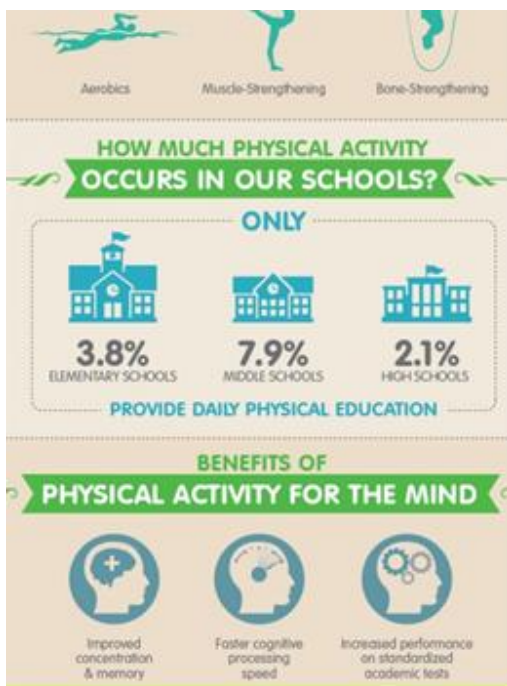
Projects



Qualification courses for teachers



Class meetings



LIFE-LONG PHYSICAL ACTIVITY STARS AT SCHOOL



EXAMPLES OF TEACHER LEADERSHIP

Projektas „Sveikatiada“



EXAMPLES OF TEACHER LEADERSHIP

BICYCLE RACE



EXAMPLES OF TEACHER LEADERSHIP

FREE DANCE FESTIVAL



EXAMPLES OF TEACHER LEADERSHIP

HEALTH AND SAFETY EDUCATION



THE DOMAIN OF PHYSICAL EDUCATION NEEDS TEACHER LEADERSHIP FOR SUSTAINABLE IMPROVEMENT



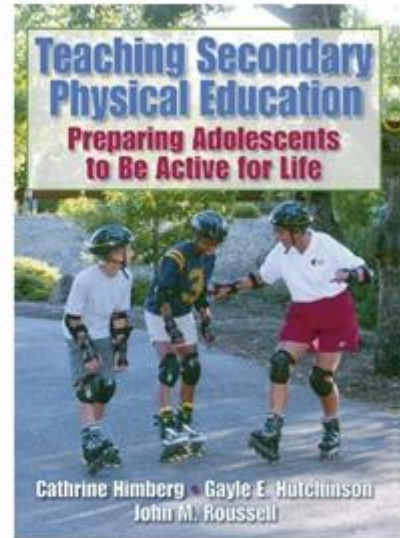


NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL PEOPLE COULD
CHANGE THE WORLD. INDEED, IT'S THE ONLY THING THAT EVER HAS.

—MARGARET MEAD

2.2.5. THE DIAMOND CONCEPTUAL FRAMEWORK –GUIDELINES FOR PE TEACHERS IN PREPARING STUDENTS TO BE ACTIVE FOR LIFE

***The Diamond
Conceptual
Framework:***
Guidelines for
PE teachers in
preparing
students to be
active for life



R. Gruodytė-Račienė, LSU 2015

Himberg et al.
2003

Purpose of PE: Active for Life

- To help students become **active for a lifetime** so that they can care for their bodies, minds, and souls, the teacher must teach lifetime skills that enhance health
- Students should be **physically educated** by the time they graduate from high school

R. Gruodytė-Račienė, LSU 2015

A physically educated person...

...is one who:

- has the skills necessary to perform a variety of PA;
- is physically fit;
- participates regularly in PA;
- knows the implications and benefits of involvement in PA; and
- values PA and its contributions to a healthy lifestyle

R. Gruodytė-Račienė, LSU 2015



National Association for
Sport and Physical Education

NASPE Sets the Standard

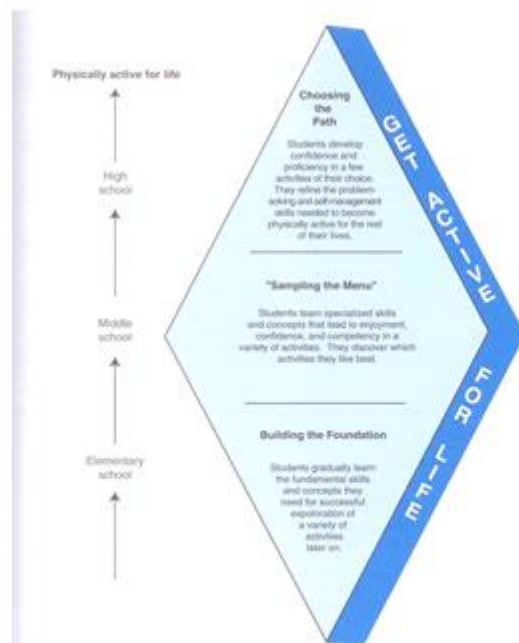


Figure 1.4 The Diamond Conceptual Framework for physical education. National standards and other guidelines, as well as the GET ACTIVE FOR LIFE factors, provide the backbone as students progress through curricula at each level toward the goal of becoming lifelong participants in physical activity.

The Diamond Conceptual Framework

“GET ACTIVE FOR LIFE” (mnemonic phrase)

...factors, influencing PA in youth

R. Gruodytė-Račienė, LSU 2015

Table 3.1 Factors That Influence Activity Levels in Youth	
Biological and developmental factors	
Gender	
Age	
Psychological factors	
Perceived barriers to physical activity, such as time	
Perceived benefits of physical activity	
Self-efficacy about physical activity (confidence in one's abilities)	
Knowledge of how to be physically active	
Attitude toward physical activity and PE, and subjective norms (perceptions of what others think about activity)	
Enjoyment	
Goal setting	
Intrinsic motivation	
Social and cultural factors	
Socioeconomic status	
Peer influences	
Parental and sibling influences	
Economic status	
Cultural influences	
Gender	
Environmental factors	
Weather	
Unsafe neighborhoods, lack of bike trails and sidewalks	
Lack of access to facilities, equipment, and recreational programs	
Television viewing and videogame playing	

Adapted from Pate et al. (1995), Sallis et al. (1992), and U.S. Department of Health and Human Services (1997).

Or it can be re-
arranged into
something more
FUN
(see next slides)

Table 1.4 GET ACTIVE FOR LIFE Factors and Suggestions for Teachers

Factors that influence activity in youth	How teachers can help
Goal setting	Help your students learn the self-management skills they need, such as goal setting and monitoring, to continue being active throughout their lives.
Enjoyment	Emphasize student enjoyment and interest when selecting activities for your curriculum. Create an enjoyable learning environment by using music and by helping all your students feel successful.
TV, video games, and computer games	Teach students strategies for how to balance their recreational time to allow for fun physical activities. Teach them how to sneak activity into their TV watching (for example, doing squats during commercials).

R. Gruodytė-Račienė, LSU 2015

Himberg et al.
2002

Table 1.4 GET ACTIVE FOR LIFE Factors and Suggestions for Teachers

Factors that influence activity in youth	How teachers can help
Attitudes	Keep your class environment positive. Reward effort. Make PE meaningful by catering to students' interests.
Confidence in abilities (self-efficacy)	Plan lessons with variations so that all students can feel successful. Use units of sufficient length so that students can become or feel competent in many activities and proficient in a few. Be an effective teacher and assess your students' progress.
Time and other perceived barriers	Teach students how to manage their time and minimize other perceived barriers to fit in physical activity. Teach them how to make physical activity fun (for example, making fitness dates with a friend) so that it becomes a priority in their busy lives. Teach them how to solve problems so that they can minimize barriers to physical activity throughout life.
Inclement weather	Teach students strategies for being active when the weather forces them inside.
Various perceived benefits	Help students experience the benefits of physical activity that are important to them, such as excitement and having fun, learning and improving skills, improving appearance, and increasing fitness.
Educated about how to be active	Teach students how they can be active in their community now and throughout their lives. Teach them the self-management and problem-solving skills they need to continue to participate in physical activity.

Himberg et al.
2002

Table 1.4 GET ACTIVE FOR LIFE Factors and Suggestions for Teachers

Factors that influence activity in youth	How teachers can help
Family and peer influences	Involve the family unit in your curriculum. Organize activity days or nights, give physical activity homework that involves the family, and inform family members how they can help your students become more active. Use peer teaching and modeling, including celebrity peers and information about what they do as their physical activity.
Older—becoming less active as you age	Teach lifetime activities and strategies for how to be active throughout life. Emphasize realistic options and problem solving for the times when life gets in the way (that is, jobs, children, chores).
Recreational programs lacking	Encourage community activity programs to cater to all youth, not just elite athletes, or start your own recreational program at your school that caters to all students.

R. Gruodytė-Račienė, LSU 2015

Hirshberg et al.
2002

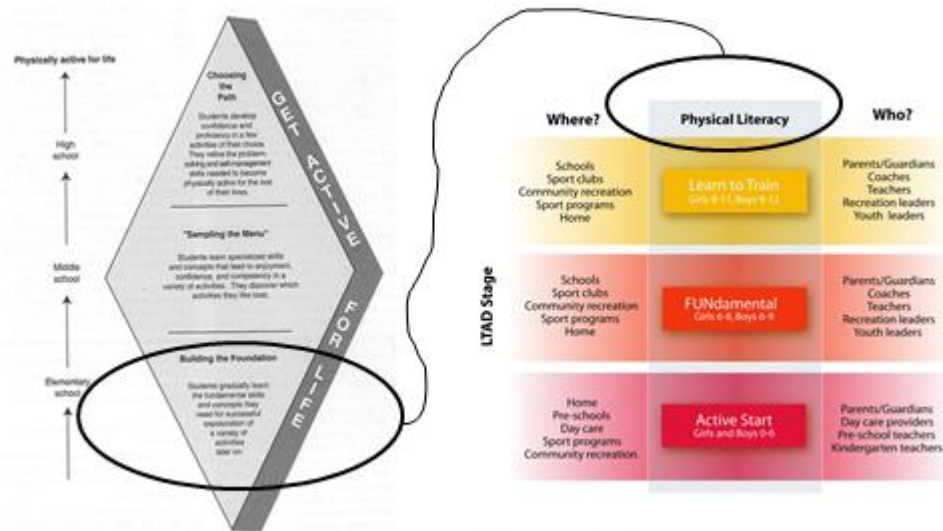
Table 1.4 GET ACTIVE FOR LIFE Factors and Suggestions for Teachers

Factors that influence activity in youth	How teachers can help
Lack of safe spaces in neighborhood	Teach strategies for being more active in safe places (home, school, church, and so on). Help students and their families organize to create more safe places to be active in the community.
Intrinsic motivation	Cater to your students' interests and provide choices. Make PE informational, meaningful, and fun. Emphasize individual task mastery, goal setting, and monitoring. Avoid comparing your students to each other.
Facility and equipment access	Work with your administrators and the community to keep school facilities open and equipment available at night. Teach students how to be active with limited space and equipment.
Economic status, culture, and gender	Be aware of economic and cultural factors that influence activity and encourage and teach strategies for increasing activity levels for all your students regardless of background. Teach activities that challenge and encompass the interests of both boys and girls. Consider factors such as muscle mass and motor-skill differences in adolescents when selecting units to teach. Be aware of how society influences the activity levels of girls and boys. Make an extra effort to motivate girls (they tend to be less active). Help them develop self-confidence in their abilities and offer them strategies to become more active by expanding their perceived and real opportunities.

Hirshberg et al.
2002

The Diamond Conceptual Framework

Himberg et al.
2003



R. Gruodytė-Račienė, LSU 2015

Consequences of missing a fundamental skill



R. Gruodytė-Račienė, LSU 2015

Types of Fundamental Skills

	Kicking	Balancing	Coordination	Running	Jumping	Swimming	Sliding / Skating	Swinging / Throwing	Reaching / Climbing	Drinking	Stretching	Other
Acrobatic sports	Strong	Strong	Strong	Moderate	Strong							Strong
Aquatic sports	Strong	Strong				Strong		Moderate	Moderate			Moderate
Combative sports	Strong	Strong		Moderate							Moderate	
Dance	Strong	Strong	Strong	Moderate								Strong
Ice/Snow sports	Strong	Strong	Strong	Moderate			Strong					
Individual sports	Moderate	Strong	Strong	Strong	Strong							
On-water sports		Strong	Strong			Moderate						
Pare sports	Strong	Strong	Strong			Strong	Strong	Moderate	Moderate		Moderate	
Racquet sports		Strong	Strong	Strong	Strong			Moderate	Moderate		Strong	
Target sports			Moderate				Moderate	Strong				
Team sports	Strong	Strong	Strong	Strong	Strong			Strong	Strong	Strong	Strong	

■ Sports that are strong developers of this type of fundamental skill
■ Sports that are moderate developers of this type of fundamental skill
■ Sports that are weak developers of or do not develop this type of fundamental skill

Sport groupings

Acrobatic sports
Gymnastics
Rhythmic Gymnastics
Freestyle Aerobics
Trampoline
Sport Acrobatics
Climbing
Skydiving

Aquatic sports
Swimming
Synchronised Swimming
Water polo

Combative sports
Boxing
Judo
Karate
Taekwondo
Wrestling

Target sports
Archery
Badminton
Shooting
Golf
Lawn tennis
Hockey
Curling

Team sports (Field)
Football
Cricket
Field hockey
Football
Lacrosse
Hockey
Soccer
Softball
Ultimate Frisbee

On-water sports
Canoe/Kayak
Rowing
Water polo
Windsurfing
Yachting

Pare sports
Golfball (Visually Impaired)
Baseball (Cerebral Palsy)
Wheelchair rugby (Quadriplegia)
Sledge hockey (Various disabilities)

Ice/Snow sports
Figure Skating
Speed Skating
Bobsleigh
Skeleton
Luge
Alpine Skiing
Freestyle Skiing
Snowboarding
Cross-country Skiing

Individual sports
Athletics
Cycling
Equestrian
Tennis
Weightlifting

Racquet sports
Badminton
Racquetball
Squash
Table Tennis
Tennis

Team sports (Ice)
Ice hockey
Hockey
Rugby
Ice hockey (Blind)

Team sports (Wheelchair)
Basketball
Football

Notes

■ For Pare sports (sports for persons with a disability) swimming includes alternate means of locomotion, including wheelchairs.

■ Sports in red indicates the most common sports for persons with physical or intellectual disability.

■ Early specialisation sports

R. Gruodytė-Račienė, LSU 2015

The diagram illustrates the Leisure Repertoire Theory as a vertical progression through three stages, each associated with a school level. The stages are represented by a diamond shape divided into three horizontal sections. The left side of the diamond is labeled with school levels: Elementary school, Middle school, and High school, with upward arrows indicating progression. The right side of the diamond is labeled with the Greek letters ω , α , and γ from bottom to top. The stages are:

- Building the Foundation** (Elementary school, ω): Students gradually learn the fundamental skills and concepts they need for successful participation in a variety of activities over on.
- "Sampling the Menu"** (Middle school, α): Students learn specialized skills and concepts that lead to enjoyment, confidence, and competency in a variety of activities. They discover which activities they like best. This section is circled in the diagram.
- Choosing the Path** (High school, γ): Students develop confidence and proficiency in a few activities of their choice. They refine the problem-solving and self-management skills needed to become physically active for the rest of their lives.

Physical activity for life is indicated at the top of the diagram, with an upward arrow pointing from the High school level.

Leisure Repertoire Theory
Bocarro et al. 2008

R. Gruodytė-Račienė, LSU 2015

School Physical Education, Extracurricular Sports, and Lifelong Active Living

Jason Bocarro,¹ Michael A. Kanters,² Jonathan Casper,¹ and
Scott Forrester²

¹North Carolina State University and ²Brock University

Leisure Repertoire Theory: Promoting Leisure for Life

One philosophy that highlights the value of intramural sport programs is the leisure repertoire theory (Iso-Ahola et al., 1994; Mobily et al., 1991). Activities that individuals do well at and regularly participate in constitute their leisure repertoire. Therefore, this theory suggests that individuals who develop a wider spectrum of activities during childhood are more likely to continue to participate as they get older as a result of a broad leisure repertoire (and thus more activities to draw from).



R. Gruodytė-Račienė, LSU 2015

What plays a more crucial role in predicting if a person is going to become a committed lifetime sport participant?



Applying this theory to youth sport, one can see that important predictor of **life-long participation in sport** does not appear to be the volume of sport involvement as a child but rather the number of different sports that young people are taught (*Roberts & Brodie, 1992*)

As adults we become more conservative about our leisure lifestyle and tend to make leisure choices from our own repertoire of skilled activities (*Iso-Ahola, 1980; Iso-Ahola et al., 1994; Roberts, 1999*)

Consequently, the greater the repertoire of choices, the more likely individuals will remain a committed sports participant when moving from adolescence to adulthood.

The inclusive multiple sport orientation of intramurals may be well suited to achieve the goal of facilitating physically active adults that are committed sport participants

R. Gruodytė-Račienė, LSU 2015

The ultimate purpose of PE and its supplemental activities
(i.e. intramural & extracurricular sports)



The promotion of ongoing lifestyles and lifelong participation in sport and PA

(*Fairclough et al., 2002; Green, 2000*)

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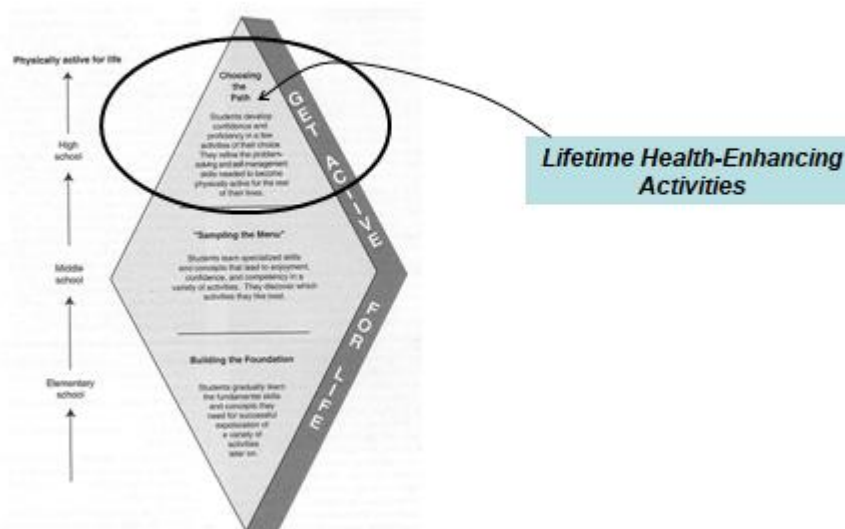
By age 16 most adolescents have adopted a pattern of leisure activities and sport participation that will form the foundation of their adult leisure lifestyle (Roberts, 1999)



The main characteristic of adults who had become committed to sport was that they had participated in several (usually 3 or more) games or activities during their sport careers (Roberts & Brodie, 1992)

R. Gruodytė-Račienė, LSU 2015

The Diamond Conceptual Framework



R. Gruodytė-Račienė, LSU 2015

Lifetime Health-Enhancing Activities

...any activity that a participant can modify so that participation is **likely** throughout most of his or her life

...some activities are better possibilities for lifelong participation than others, eg.:

Team sports vs. **Individual/Dual** activities
(solution: modify team sports to play with a smaller group than normally)

R. Gruodytė-Račienė, LSU 2015

Himberg et al.
2003

Lifetime Health-Enhancing Activities

...activities should promote at least one area of health-related physical fitness (HRPF),



...but social, mental, and emotional well-being are important factors as well

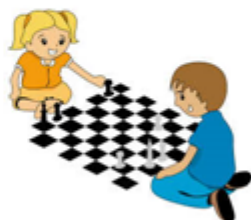
R. Gruodytė-Račienė, LSU 2015

Himberg et al.
2003

Lifetime Health-Enhancing Activities

However, playing chess, despite its mental benefits, should not be a priority in PE

It provides no health-related physical fitness (HRPF) benefit



R. Gruodytė-Račienė, LSU 2015

Himberg et al.
2003

Lifetime Health-Enhancing Activities

Many activities may score low on the HRPF benefit scale, but still be worthwhile to include to PE curriculum, eg.,

GOLF:

promotes HRPF to larger or smaller degree depending on walking vs. riding in a golf-cart
(NB! the "riders" do not receive cardiovascular benefits from the activity)



R. Gruodytė-Račienė, LSU 2015

Himberg et al.
2003

Lifetime Health-Enhancing Activities

But walking 18 holes on a regular basis* is recommended by many fitness experts as a way to stay in cardiovascular shape into retirement



(*golfers tend to become hooked on the game and as they grow older they find more time to become regulars on the course)

R. Gruodytė-Račienė, LSU 2015

Hindberg et al.
2003

Before you decide which activities to include in your PE programme

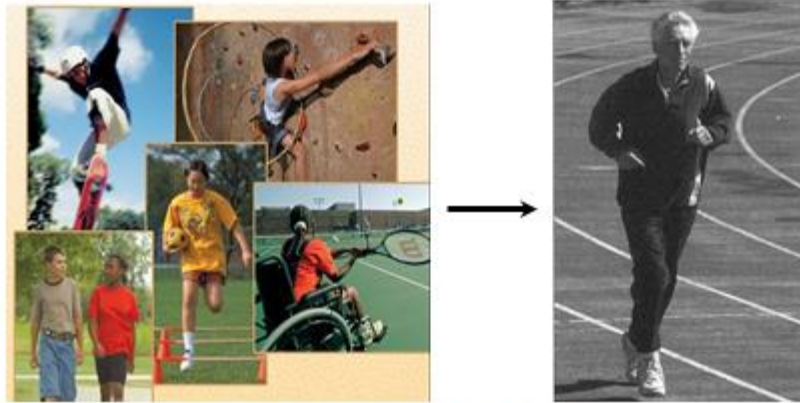


Ask yourself:

- Are my students likely to continue this activity into adulthood?
- Is this an activity that participants can do alone or with one other person?
- Can they modify the activity so that they can do it alone or with one other person? (eg., emphasize how basketball can be played 1-on-1 or 2-on-2)
- Will this activity help my students develop at least one category of HRPF?

R. Gruodytė-Račienė, LSU 2015

Guide your students to be active for life!



R. Gruodytė-Račienė, LSU 2015



Socioecological model of influences upon a child's physical activity behaviour (adapted from McLeroy et al¹, 1988)^a

^apublished in Dwyer et al. 2008

International Journal of Behavioral Nutrition and Physical Activity

Research
What do parents and preschool staff tell us about young children's physical activity: a qualitative study
Genevieve M Dwyer^{1,2}, Joy Higgs^{1,2}, Louise L Hardy^{1,2} and Louise A Baur^{1,2}

R. Gruodytė-Račienė, LSU 2015

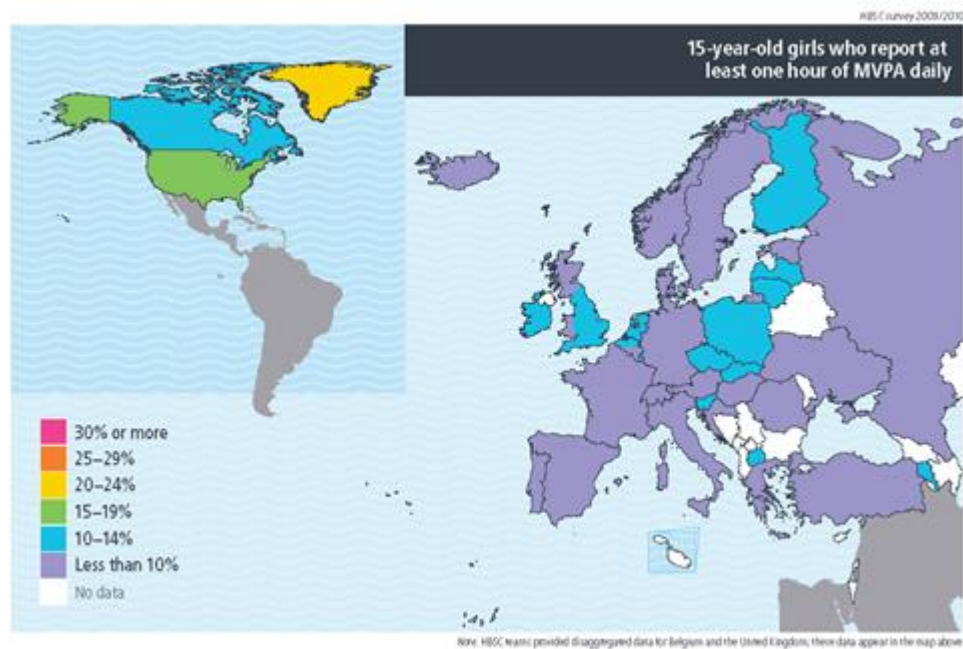
Cutting down on sitting down. Help children swap sedentary time with active time!

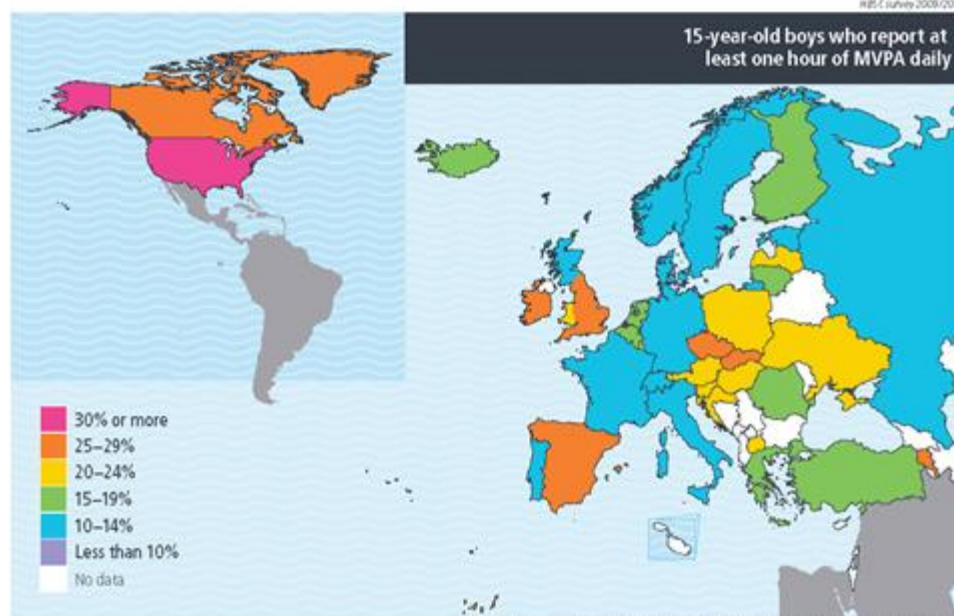


Cutting down on sitting down. Help teens swap sedentary time with active time!



K. Gruodyte-Raciene, LSU 2015





2.2.6. TEACHING METHODS/STYLES MUSKA MOSSTON

Teaching methods /styles Muska Mosston 1925-1994



Born in Israel to Russian immigrants



Sara Ashworth

The Spectrum is a theory about teaching and learning behavior; a framework for understanding the teaching/learning process.

The Spectrum paradigm originated in the 1960s and has continued to be researched, developed, and implemented around the world

Command method

- An immediate response to instruction
- Replication of a model
- Efficiency in the use of time
- A single standard of performance

Practice method

- The performance is replicated as in command method
- More time is allowed, individuals work privately for a period of time
- No comparison of performance with others
- Learner allowed to make some decisions
- Teacher offers advice to learner

Reciprocal method

- Comparin and contrasting a peer's performance against criteria placed on task cards
- Ability to analyze performance by a peer
- Ability to communicate results of this analyze
- Need more time of teacher to prepare the lesson

Self-control method

- More decisions are given to the learner
- Self awareness is heightened
- To use criteria for self improvement
- Have achieved a basic competence in a task

Inclusion method

- The learner has choices on entry level into task
- The style accommodates individual differences
- Teacher prepares all task levels criteria and gives feedback on an individual basis

Guided discovery method (convergent)

- Teacher designs logical series or steps of ~~questions~~ tasks.
- Each step is based on the previous step
- Tasks move from general to the cpecific
- Can be applied to all task situations

Divergent method

- Learners seek a variety of solutions, multiple and divergent responses
- Learners have to produce novel ideas within a given task, topic or subject area
- Learners move from the known to experience the unknown
- [VTs_01_1.VOB](#)

Learner designed programm/ Individual method

- Teachers decide subject area,
- Learners make the decisions in regard to which problems to be addressed and what solution to seek
- Objective is to give to the learner to develop a self-imposed program
- To achieve the results a series of episodes over a period of time are designed

Learner's initiated method

- Is based on the readiness to conduct self-initiated learning episodes
- The teacher's role is to be a supportive mentor
- For evaluation the criteria set in the pre-performance stages will be used

THE DEVELOPMENTAL EFFECTS

Physical
Social
Emotional
Cognitive
Moral/Ethic

Command (A)
Practice (B)
Reciprocal (C)
Self-Check (D)
Inclusion (E)

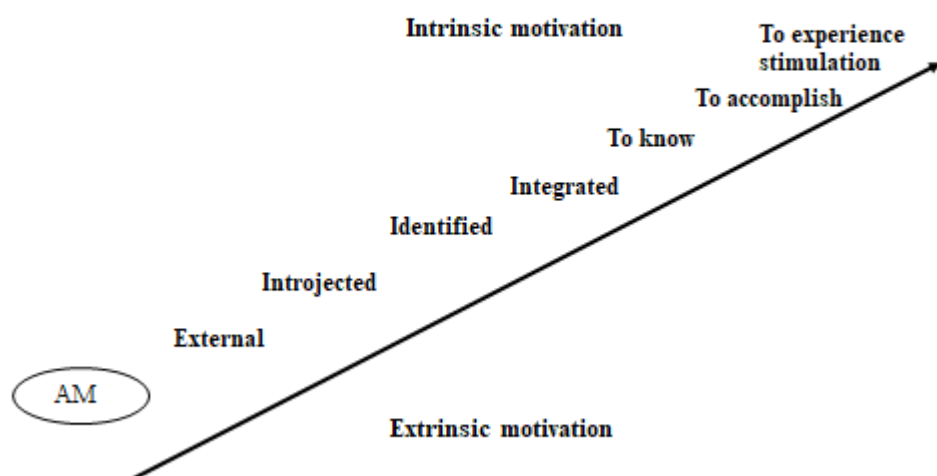
↑ REPRODUCTION STYLES ↑

— DISCOVERY THRESHOLD —

↓ PRODUCTION STYLES ↓

Guided Discovery (F)
Convergent Discovery (G)
Divergent Discovery (H)
Learner-Designed Individual Program (I)
Learner-Initiated (J)
Self-Teaching (K)

Self-determination continuum showing types of motivation



Guided Discovery style, the role of the teacher is to make all subject matter decisions, including the target concept to be discovered and the sequential design of the questions that lead to the target answer.

The role of the learner is to discover the answers.

This process implies that the learner makes decisions about segments of the subject matter within the topic.

This sequential process invites the learner to make meaningful cognitive connections that lead to the discovery of new content—a concept, principle, relationship or rule.

Designing effective instructional tasks

D. Griffey & L Housner (2007) Designing Effective Instructional Tasks for Physical Education and Sports

The dimensions of interest

- Novelty (new or fresh task)
- Challenge
- Attention
- Instant enjoyment
- Exploration intention (task that stimulate analysis, inquiry or discovery)

- variety
- choice
- Intergration
- Music
- Feedback
- Safe (task that reduce the danger)

3. 2ND INTENSIVE PROGRAMME

“PHYSICAL ACTIVITY FOR ALL GENERATIONS: TRI-SECTORIAL APPROACH”

in Lithuanian sports university,

in Kaunas (Lithuania) on **March 26-30, 2017**

The IP comprises pre- and post-tasks. During the stay in Kaunas there will be lectures and workshops, as well as group work in a mixed international team and practical assignments. There will also be visit to a secondary school/ day center to learn more about the needs of physical activity (PA) of different Target Group recipients (eg. children, youth, adults, seniors). Social activities will take place after 6 p.m., so be prepared for long and intensive but interesting days.

IP programme in a nutshell*:

Day 1 (Monday) - Intro, Key-lecture, splitting in Target Groups and workshop with supervisor

Day 2 (Tuesday) - meeting Target Groups' recipients while visiting school/ day center, interviews (needs analysis) and 30-45' PA session (students teaching kids/adults/seniors) in gym or outdoors

Day 3 (Wednesday) - working in Target Groups to prepare PPT on recommendations for Target Group recipients on PA enhancement in their lives (using three-sectorial approach); presenting it to others - sharing with the whole IP team

**The updated programme of the IP will be sent to all next week*

Pre-tasks for students:

- (**individually**) read a few publications related to IP topic and the prescribed Target Group (the publications' package will come by separate e-mail). See **Annex 1** for the list of students and teachers of the Target Groups.

- (**as a national team**) make a PPT presentation on the situation of physical activity in your country (covering "all generations" and with the three sector-approach: School, University, Community) also include National Guidelines for PA (if your country has any).

- (**as a national team**) make a poster (or two) in PDF format on Best Practice of PA promotion of your country citizens while “bridging” the three sectors activities (or at least any two of them).

3.1. AIMS AND TASKS FOR TARGET GROUPS



Aims & Tasks for Target Groups

During 3-day Intensive Programme

**„Physical Activity for all Generations:
Trisectorial Approach“**



Nordic Baltic Physical Activity Bridges

Day 1 Group Work (≈1.5 hrs)

Think of the synergic collaboration between different sectors in promoting physical activity of your Target Group



Discuss Pre-reading materials

Brain storm on PA promotion of your Target Group recipients (kids, adults, or seniors) while focusing on different sector collaboration:

- what arenas are there available for PA?
- what possibilities those arenas provide for them?
- what kind of PA they prefer?
- what is recommended for them (eg., by WHO)?

Prepare for Group Work reflection (up to 5')

Day 2 & 3 Group Work



Tasks to be done in the order that works best according to each Target Group's schedule:

- Prepare interview questions for your Target Group recipients (kids, adults, or seniors) → get ready for **Activity 1 – PA needs analysis**
- Explore in-built environment (landscape, outdoor/indoor exercising station, gyms, etc.) & equipment (available at school, university, community center) for PA of your Target Group recipients (kids, adults, or seniors) → get ready for **Activity 2 – PA practical session (≈30-45') implementation**

Day 2 & 3 Group Work (cont.)



- Prepare **Final Presentation (15' + 5' for discussion)**: recommendations on PA promotion of your Target Group recipients (kids, adults, or seniors) adhering to the three-sector collaboration; reflect on **Activity 1 & 2** (use pictures taken during the interview & practical session with kids, adults, or seniors)



“Logistics” 15:20-17:00

Preschool children (~3-6 year)	Primary school children (~6-10 year)	Secondary School children (~11-17 year)	Youth / Students (~18-25 years)	Young families (~25-40 year)	Adults (~30-50 year)	Seniors (~50+ year)
TG1	TG2	TG3	TG4	TG5	TG6	TG7
Arja Sääkslahti (FIN) & Maret Pihu (EST)	Ingunn Fjortoft (NOR) & Smari Stefansson (ICE)	Yello Hein (EST) & Mikko Huhtiniemi (FIN)	Lise Kjønniksen (NOR) & Rita Grasdytė-Račienė (LTU)	Halþór B. Guðmundsson (ICE) & Renata Rutkauskaitė (LTU)	Ieva Rudzinskā (LAT) & Ivars Kravalis (LAT)	Vida Česnaikienė (LTU) & Vita Karvelytė (LTU)
Group work at LSU 206 LB	Group work at LSU 219 LB	Group work at LSU 306a LB	Group work at LSU Library RR1	Group work at LSU Library RR2	Group work at LSU 201 a. CB	Group work at LSU 111a CB

LSU student-leader in the Target Group

TG1	TG2	TG3	TG4	TG5	TG6	TG7
Venesa Kurvelytė	Tomas Gensevičius	Gabrielė Pfinkeutė	Rėjus Pociūnas	Ugnė Liubinskaitė	Marina Šausaite	Grete Dainevičytė

CB – LSU Central Building
LB – LSU Laboratorial Building
RR – Reading Room in a Library

2017, March 28 8:30-14:00

Preschool children (~3-6 year)	Primary school children (~6-10 year)	Secondary School children (~11-17 year)	Youth / Students (~18-25 years)	Young families (~25-40 year)	Adults (~30-50 year)	Seniors (~50+ year)
TG1	TG2	TG3	TG4	TG5	TG6	TG7
Arja Sääkslahti (FIN) & Maret Pihu (EST)	Ingunn Fjortoft (NOR) & Smari Stefansson (ICE)	Yello Hein (EST) & Mikko Huhtiniemi (FIN)	Lise Kjønniksen (NOR) & Rita Grasdytė-Račienė (LTU)	Halþór B. Guðmundsson (ICE) & Renata Rutkauskaitė (LTU)	Ieva Rudzinskā (LAT) & Ivars Kravalis (LAT)	Vida Česnaikienė (LTU) & Vita Karvelytė (LTU)
* Transfer to J. & P. Vileisiai school-multifunctional centre			Group work at LSU Library RR1	* Transfer to school	Group work at LSU Library RR2	Group work at LSU CB 111
Activity 1 & 2	Activity 1 & 2	Activity 1 & 2	Activity 1 302LB	Activity 1 & 2	* Transfer to school	
			Group work at LSU Library RR1			
Lunch **						

LSU student-leaders in the TG will guide to the J. & P. Vileisiai school-multifunctional centre
 Busses 34, 38
 Address: Demokrata 36

2017, March 28

14:00-19:00

14.00–15.00	* Transfer back to LSU			Group work at LSU Library RR1	*Transfer back to LSU	Activity 1 & 2	Group work at LSU CB 111
15.00–16.00	Group work at LSU 101 LB	Group work at LSU 219 LB	Group work at LSU 201 CB	Group work at LSU Library RR1	Group work at LSU Library RR2	* Transfer back to LSU	Activity 1 & 2 CB 111 room, Gymnastics Hall and/or Albatrynas park
16.00–17.00							
17.00–19.00	Social programme. Orientation game in the City center (Meeting point Lobby of CB LSU) Responsible ESN LSU						

2017, March 29

8:30-12:00

TG1	TG2	TG3	TG4	TG5	TG6	TG7
Arija SEIKSTÄHTI (FIN) & Maret Pihu (EST)	Ingunn Fjortoft (NOR) & Smari Stefansson (ICE)	Veilo Hein (EST) & Mikko Huhtiniemi (FIN)	Lise Kjønniksen (NOR) & Rita Grudytė-Račienė (LTU)	Hafþór B. Gudmundsson (ICE) & Renata Rutkauskaitė (LTU)	Ieva Rudzinskā (LAT) & Ivars Kravalis (LAT)	Vida Česnaiteienė (LTU) & Vita Karvelytė (LTU)
Group work at LSU 219 LB	* Transfer to J. And.P. Vilniai school- multifunctional centre Activity 2	Group work at LSU Library RR1	Activity 2 Gym 105, Building 3	Group work at LSU 201 CB	Group work at LSU Library RR2	Group work at LSU 111 CB
Coffee break (218 a. CB)						
Preparation of final presentations of each Target group work (including recommendations for specific age-group) 219 LB, 401 LB, Library RR1, RR2, 201 CB, 111 CB						

10:20-12:00 Nordplus HZ NBPAB project partners meeting 218 CB

14.00-17.00	Target groups presentations 215 CB
17.00-18.00	Summing up and certificates 215 CB
18.00-19.00	Free time
19.00	Social programme. Dancing with Lithuanian Folk dance group "Rasa". Assembly hall, LSU LB

3.2. PREPARATION TASK FOR STUDENTS

Preparation task Target Group 1:

Pre-school children (≈3-6 years old)

- a) Read the following article and based on it, think and collect all those aspects we should affect when trying to increase the total amount of children's physical activity:

Mehtälä et al. (2014) *"A socio-ecological approach to physical activity interventions in childcare: a systematic review"*. International Journal of Behavioral Nutrition and Physical Activity, 11:22

<http://www.ijbnpa.org/content/11/1/22>

- b) Read the summary and after reading it, plan physical activity intervention to increase children's physical activity:

Sääkslahti (2014) *"Keys to successful physical activity during childhood"*. Science & Sports, 29S, S34-S35

https://www.researchgate.net/publication/280267938_Plenary_conference_Keys_to_successful_physical_activity_during_childhood

Preparation task Target Group 2:

Primary school children (≈6-10 years old)

Read the following 2 articles and answer the questions for each article.

a) Fjørtoft et al. (2009) *"Children in schoolyards: Tracking movement patterns and physical activity in schoolyards using global positioning system and heart rate monitoring"*. Landscape and Urban Planning 93 210-217 <http://www.sciencedirect.com/science/article/pii/S0169204609001455>

Questions:

- What is the main purpose of the study presented in this article?
- What are the methods used – and for which purpose?
- What are the main results in this study?
- What characterize movement pattern of 6-year-old children?

b) Fjørtoft et al. (2010) *"Schoolyard physical activity in 14-year-old adolescents assessed by mobile GPS and heart rate monitoring analysed by GIS"*. Scandinavian Journal of Public Health, 38(Suppl 5): 28–37 <http://journals.sagepub.com/doi/pdf/10.1177/1403494810384909>

Questions:

- a. What characterize physical activity in adolescents in general?
- b. What was the main aim of the study presented in this article?
- c. How was the schoolyards designed and equipped for physical activity?
- d. How did the youth use their schoolyard during recess?
- e. What were the main findings in this study?
- f. How do schoolyard design and equipment affect physical activity patterns in this age group?

Preparation task Target Group 3:

Secondary school children (≈11-17 years old)

Read the following article and book chapter and answer the questions for each publication.

a) Sebire et al. (2013) *“Testing a self-determination theory model of children’s physical activity motivation: a cross-sectional study”*. International Journal of Behavioral Nutrition and Physical Activity, 10:111

<http://www.ijbnpa.org/content/10/1/111>

Questions:

- a. Which motivation type was positively associated with moderate- to - vigorous physical activity?
- b. What does it mean: need for autonomy, need for competence and need for relatedness?
- c. How physical activity was measured?
- d. What need was more strongly related to intrinsic motivation?
- e. What kind of the teachers’ behaviour may be related to students’ need for satisfaction?

b) Himberg et al. (2003) *The main purpose of physical education*. In: *“Teaching Secondary Physical Education. Preparing adolescents to be active for life”*. Champaign : Human Kinetics; pages 2-23.

See attached scanned version

Questions:

- a. What are the basic ideas of the Diamond Conceptual Framework?
- b. With the GET ACTIVE FOR LIFE factors in front of you, can you explain what teachers can do to help youth become physically active for each factor?
- c. Which of the above mentioned strategies involves two or three sector cooperation (i.e. school, community, university)?

Preparation task Target Group 4:

Youth / Students (≈18-25 years old)

Read the following 2 articles and answer the questions for each article.

a) Kjønniksen et al. (2008) *“Tracking of leisure-time physical activity during adolescence and young adulthood: a 10-year longitudinal study”*. International Journal of Behavioral Nutrition and Physical Activity, 5:69 <http://www.ijbnpa.org/content/5/1/69>

Questions:

- a. How does physical activity change from 13-23 years of age?
- b. How does physical activity (frequency, recreational physical activity) throughout adolescence predict physical activity as young adults (23 years)?
- c. How does organized youth sport predict physical activity in adulthood (23 yr.)?

b) Telama et al. (2014) *“Tracking of physical activity from early childhood through youth into adulthood”*. Medicine & science in sports & exercise, 46(5):955-62 <http://www.acsm-msse.org>

Questions:

- a. Describe the main findings of the article of Telama et al., (2014).
- b. What does these findings mean to the society?

Preparation task Target Group 5:

Young families (≈25-40 years old)

Read the following 2 articles and answer the questions for each article.

a) Gustafson & Rhodes (2006) *“Parental correlates of physical activity in children and early adolescents”*. Sports Medicine, 36 (1): 79-97

https://www.researchgate.net/publication/7329146_Parental_Correlates_of_Physical_Activity_in_Children_and_Early_Adolescents

Questions:

In this review study some of the results showed that parental involvement had influence on children’s physical activity (PA).

- a. What do you think would be the three most important forms of the parental support mentioned in the review?
- b. What are your ideas of the most important support that parents can give their children to increase PA?
- c. What differences were found in the influence of One Parent versus Both Parent involvement in physical activity of their children?
- d. Do you think there was a genetic difference between the children (boys and girls) of either one or two parent involvement?

b) Ornelas et al. (2007) *“Parental influences on adolescent physical activity: a longitudinal study”*. International Journal of Behavioral Nutrition and Physical Activity, 4:3

<http://www.ijbnpa.org/content/4/1/3>

Questions:

According to the results of Parental influences on adolescents’ physical activity, there were some differences visible.

- a. Were there a gender differences shown in the study concerning meeting the national recommendation for physical activity (1995) discussed? If so – in what way?
- b. Were there ethnic/racial differences between the groups? If so – in what way? Name 3 differences between the different ethnic/racial groups.

Preparation task Target Group 6:

Adults (≈30-50 years old)

Read the following article and answer the questions.

a) Prins et al. (2012) *“Are neighbourhood social capital and availability of sports facilities related to sports participation among Dutch adolescents?”*. International Journal of Behavioral Nutrition and Physical Activity, 9:90

<https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-9-90>

Questions:

- a. What does neighborhood social capital (NSC) mean?
- b. How is it related to physical activity (PA)?
- c. How in the article was adolescent specific social capital measured?
- d. What individual characteristics might influence the perception of neighbourhood social capital?

Preparation task Target Group 7:

Seniors (≈50+ years old)

Read the following 3 publications and answer the questions below.

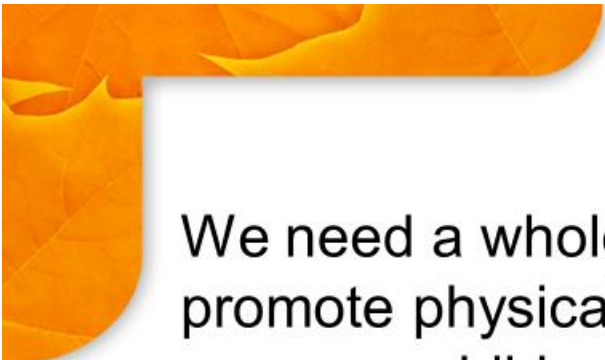
- 1) Hughes et al. (2009) *“Best-practice physical activity programs for older adults: findings from the national impact study”*. American Journal of Public Health, 99(2):362-368
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2622796/pdf/362.pdf>
- 2) Stewart (2001) *“Community-based physical activity programs for adults age 50 and older”*. Journal of Aging and Physical Activity, 9:S71-S91
<http://journals.humankinetics.com/doi/10.1123/japa.9.s1.s71>
- 3) WHO (2016) *“Physical activity strategy for the WHO European Region 2016–2025”*.
http://www.euro.who.int/_data/assets/pdf_file/0014/311360/Physical-activity-strategy-2016-2025.pdf?ua=1

Questions:

- a. What organizations and leaders should be involved in when developing communities-based physical activity programs?
- b. How WHO (World Health Organization) recommends to promote physical activity among older people?

3.3. LECTURE MATERIAL (2)

3.3.1. WE NEED A WHOLE VILLAGE TO PROMOTE PA IN CHILDREN



We need a whole village to promote physical activity in children

Arja Sääkslahti, PhD, Docent
FINLAND



Structure of the presentation

- Children's physical activity (PA)
- Experiences/ lessons of some PA interventions carried out in Finland
- Keys to successful PA intervention based on systematic analysis studies
- Practical implications
- Physical activity recommendations for yearly years in Finland (OKM 2016: 35)



Physical activity? Movement? Sport?



JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ



Physically active play

JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

Participating in organized physical activities/ sport

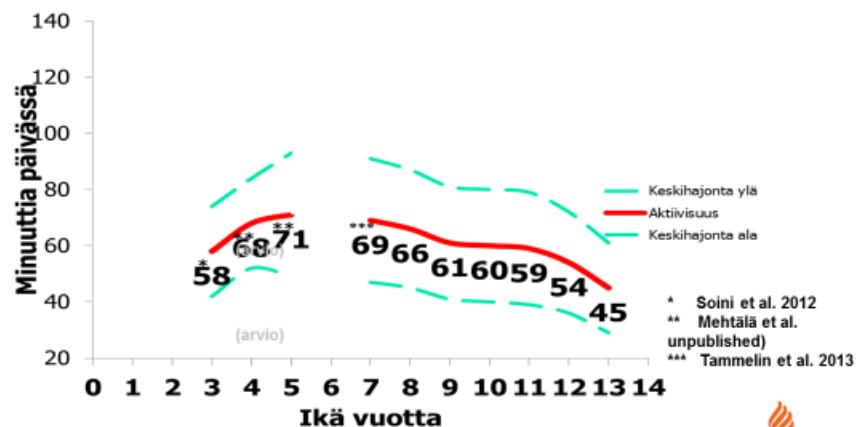


During last decades

- Changes in our living conditions
- Changes in the spending of time
- Decline in physical fitness
- Tracking of
 - physically active behaviours
 - sedentary/ non-physically active behaviours
- Increasing amount of overweight people



The amount of MVPA measured by Actigraph



There is a need to ensure the appropriate amount of physical activity and motor competence



Interventions carried out in Finland

- Family-based PA intervention studies
 - STRIP, a PA project (*Sääkslahti, 2005*)
 - InPact project (*Finni et al., 2011; Laukkanen, 2016*)
- Preschool-based intervention studies
 - The Early Steps (*Iivonen, 2008*)
 - HIPPA (*Mehtälä et al. submitted*)

=> Give also an idea how PA interventions are working in schools



Lessons from STRIP -project

Positive effects on children's physical activity were achieved by:

- creating positive attitudes in parents toward children's physical activity
- increasing parents' knowledge about the importance of PA on children's overall development
- giving concrete ideas and models of how to activate children
- providing printed material
- encouraging the use of playgrounds, fields, etc.



Lessons from InPact -project

- Face-to-face discussion most valued method by parents
- Season matters: motor coordination was associated with temperature
 - ⇒ Need to focus on cold seasons
- Girls' ball handling skills improved
 - ⇒ Important for girls, because Barnett et al. (2008) showed that object control skills predict physical activity in adolescence



Lessons from Early Steps - project

- The PE curriculum affected locomotor and balance skills positively
- Affecting children's manipulative skills requires more possibilities for children to use different objects
- There is too much physically inactive time during PE lessons



Lessons from HIPPA - project

- Children increased the amount of light activity, but not of moderate-to-vigorous PA
- In-service training was found to be useful for teachers => evaluation of motor competence!
- Monthly tips/letters were found to be interesting and supportive for teachers and parents
- Families increased the amount of bicycling



Findings of different systematic analyses



The most effective elements to increase PA

- The most cost effective:
 - PA interventions executed in different institutions, e.g. childcare centers and schools (Wu et al., 2011)



What might be problems of the institutional interventions?

Largest increase in moderate-to-vigorous PA *(Based on Gordon et al., 2014)*

- Implemented in a community- or institutional-based design
- Duration was four weeks or less



What kind of national campaigns you have in your own country?



Largest increase in moderate-to-vigorous PA *(Based on Gordon et al., 2014)*

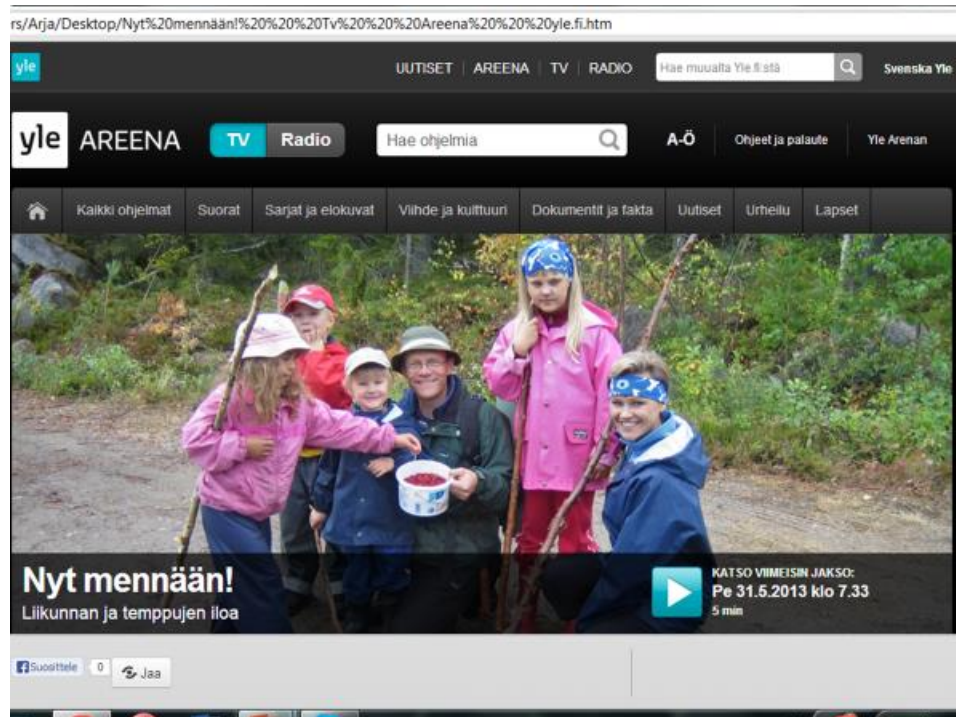
- Organized within childcare/school
- Teacher-led
- Focus on increasing time for outdoor play, school breaks and how to come to school (walking or cycling instead of car)
- Incorporated unstructured activity



Successful intervention projects from a sociocultural point of view tried to *(based on Mehtälä et al., 2014)*

- Create a PA-friendly atmosphere within a whole society
 - Laws
 - Curriculums
 - Teacher education





Successful intervention projects from a sociocultural point of view tried to *(based on Mehtälä et al., 2014)*

- Combine the influence of the childcare/school and home environments
- Shared and common objectives among parents and childcare/ school personnel
- Listen to childcare/school staff needs and their feeling of barriers in increasing PA

Curriculum is important

- The role in structured PA (the amount, frequency, content, etc.) (Ward et al., 2012, Iivonen & Sääkslahti, 2013)
- Development of motor skills (Ward et al., 2012, Iivonen & Sääkslahti, 2013)
 - ⇒ Successful structured PA lessons (Ward et al., 2012)
 - ⇒ lasted less than 45 minutes
 - ⇒ Implemented 3 times or less / week



Appropriate balance



between structured and unstructured activity?



Overly structured activities

Risk of losing benefits of children's PA play,
as well as autonomy of adolescents and adults:

- Enjoyment
- Fun
- Spontaneity
- Freedom
- Flow



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Playing = Creativity?

Playing is

- Curiosity
- Problem solving
- Imagination
- Flow experiences



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Some practical implications...



There is a lot of physical activity

- Possibilities for free play (*Ben-Arieh & Ofir, 2002*)
- High amount of outdoor play on a daily basis (*Sääkslahti 2005*)
- PA equipment are available during free play activities (*Cardon et al. 2009*)



Different learning and playing environments are used in multiple ways

- Access to physical areas such as
 - Green playgrounds (*Dyment & Bell, 2007*)
 - Parks (*Fjortoft et al., 2009*)
 - Asphalt surfaces (*Cardon et al., 2008; Fjortoft et al., 2009*)
 - Forests (*Fjortoft, 2004*)
 - Bullerby (*Kyttä, 2003*)



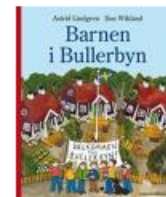
Typical playground vs. the forest



Two hours of daily play in the forest

- Classic one-year intervention study by **Ingunn Fjortoft** (2004) revealed that there was much more variation in children's play in the forest than there was in typical schoolyards
- Children playing in the forest had
 - more physically active play (i.e. functional play)
 - block & building activities
 - symbolic play (role playing and imaginative play)

Bullerby (Marketta Kytä, 2003) inspired by Astrid Lindgren's Bullerby books



Affordances (Kytä, 2003)

High-high Creative playing	High-low Lot of facilities, but not allowed to do anything
Low-high "structured activities" with few possibilities	Low-low Like a "prison" to child



Physical environment

Inside

- Size of the area
 - Small, "messy" ...
 - Large, "empty" ...
- Play equipments
- Sport equipments

Outside

- Urban
- Sub-urban
- Playgrounds
- Sport facilities
- Nature
- Surface



Staff members / early educators/ teachers

- Encouragement for children to use different types of equipment and toys
 - Outdoor playing equipment (e.g. climbing bars, swings, sandpits, slides) (*Cardon et al., 2009*)
 - Painting of playgrounds, playground equipment and playground markings (*Stratton & Leonard, 2002*)

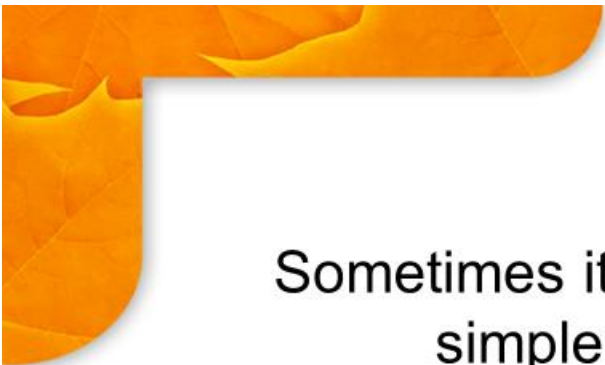


Staff members / early educators

Encouragement for children to use...


- Play objects (e.g. balls, wheels) (*Cardon et al., 2009*)
- Large wheeled toys to pull and push with whole body (*Soini 2015*)'
- *What about school children?*





Sometimes it's very
simple:

Verbal encouragement!



Observation study findings

- Childcare personnel seldom give verbal encouragement for more physically active behavior => 92% of observations did not include any encouragement

=> The level of PA was higher
when children were verbally
encouraged

(Soini 2015)

How is the situation in school context?



We need to ensure children's rights for physically active play



=> National physical activity recommendations



Joy, play and doing together Recommendations for physical activity in early childhood

Finnish Ministry of Education and Culture 2016:35

Opetus- ja kulttuuriministeriö
Undervisnings- och kulturministeriet

Joy, play and doing together:
Recommendations for physical activity in early childhood
Ministry of Education and Culture 2016:35



Scientific basis for the Recommendations for physical activity in early childhood 2016. Ministry of Education and Culture 2016:22



Foundations for recommendations

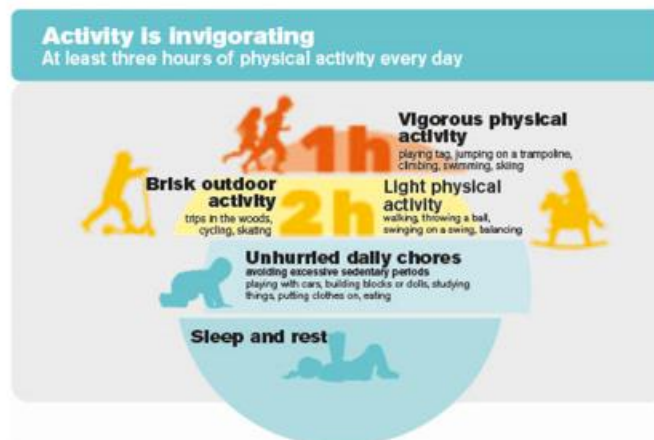
- UN Convention on the Rights of the Child
- Act on Early Childhood Education and care (as well as appropriate parts of the Basic education Act)
- National Core Curriculum for Pre-primary Education
- Pre-school curriculum
- AND ALSO
- Data, based on scientific research data, about which kind of physical activity and activities can support children's overall growth, development, learning and wellbeing.



Finnish recommendations are stated in nine themes:



PA must be seen as part of one day:



“ACTIVITY IS INVIGORATING – AT LEAST 3 HOURS OF PHYSICAL ACTIVITY EVERY DAY”

- **Children have the right** to be physically active every day and need to do so on daily basis.
- The recommended daily minimum of 3h of physical activity for children consists of **activities of different levels** of intensity: light activity and brisk outdoor activities, and also vigorous physical activity.
- Children must also allowed to **relax and unwind**.
- Daily physical activity is just **as important** for the child **as sufficient sleep and healthy nutrition**.



“BEING ACTIVE IS INSPIRING – TOO MUCH SITTING IS BORING”

- It is **natural** for children to move, play and do things. Children are most active when **playing with other children**.
- Children **learn by doing**: by exploring, experimenting, trying and failing. This is why long periods of standing still or sedentary are not natural ways children to be.
- Sedentary periods lasting longer than one hour should be avoided and shorter inactive periods should also include short breaks that are suitable for children.



Learning by doing – the value of diversity

Motor development through growth



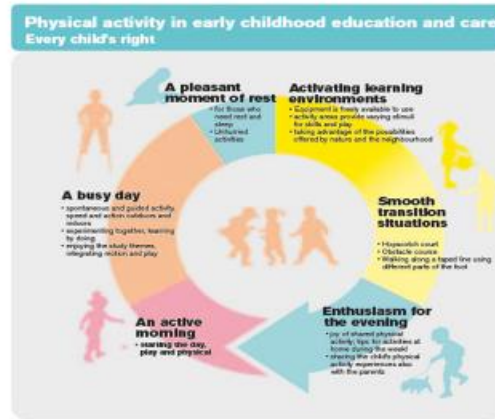
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“EQUIPMENT AND TOYS – INSPIRE TO EXPERIMENT”



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Structure of the day is the most effective way to ensure PA

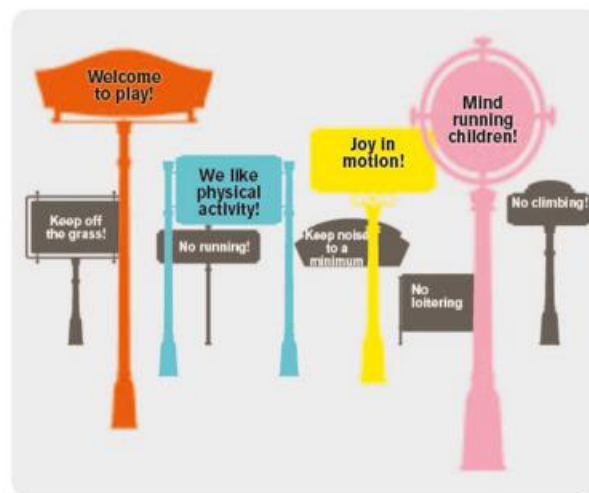


Exercise is a natural part of the child's day during early childhood education



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Are all bans necessary?



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"THE WHOLE VILLAGE ENCOURAGES PHYSICAL ACTIVITY – EVERYONE IN CO-OPERATION"

- Interaction and cooperation between **parents** responsible for their children's education and **staff in ECEC** is important.
- Cooperation with **healthcare and social services**, such as child health clinics, is also required to support children's holistic development.
- Local health and well-being representatives and bodies, **communities** and networks that organise physical activity, are important activators of children.

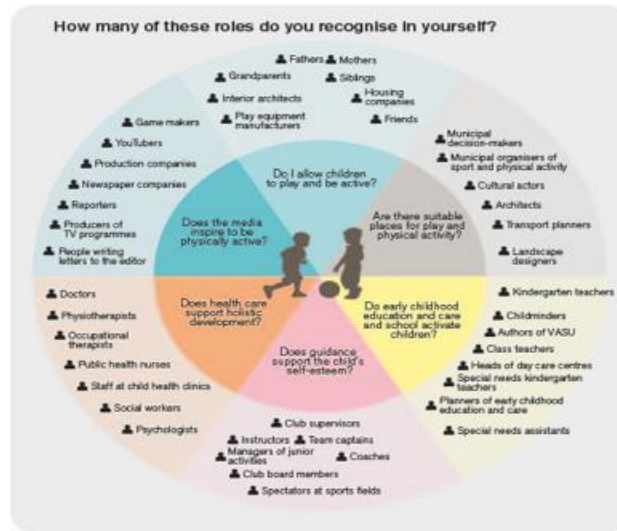


"THE WHOLE VILLAGE ENCOURAGES PHYSICAL ACTIVITY – EVERYONE IN COOPERATION"

- Since **technical operators** in the municipalities are responsible for planning yards and public areas in their area, their actions have a far-reaching impact on the availability of places and areas suitable for children's physical activity.
- Political decision-makers** have the possibility and responsibility to make decisions to enhance children's health and well-being.
- The whole village** needs to cooperate to create opportunities for children to be physically active and play!



In which roles you are engaged ?



We really need a whole village to promote physical activity in children... as well as all citizens

The most important task for adults:
support children's physical
self-confidence
"I am able to learn"



Thank you - Kiitos



3.3.2. LEARNING ENVIRONMENTS FOR MOVEMENT AFFORDANCE



Learning Environments for Movement affordances

Ingunn Fjørtoft

University College of Southeast Norway

Nordic-Baltic Physical Activity Bridges
IC 2017 "Physical Activity for all Generation: Trisectorial Approach"
Kaunas 27-29 March 2017

How do landscape teach us?

A Dynamic Systems Approach

(Thelen & Smith 1994, Newell 1985, Gibson
1979, Bronfenbrenner 1979, 2005)



How do
landscape
afford motor
development
in children??

Children develop
perceptual-motor skills
through natural
spontaneous interaction
with the environment.



The body is at
the centre of
our experience
of place

(Somerville 2008)

Learning through experience

- Motor learning is not a process of maturation. It is a process of learning through experiences and activities where “nothing comes by itself” but rather by experience. Experience is therefore fundamental for motor learning in children.
- Through bodily experiments, children explore details and quality of movements such as speed, agility, force, and weight.
- The materiality of the environment affords challenges and experiences that promote motor learning and the children respond by exploring, discover and face the challenges by mastering perceptual-motor skills in context with the environment.

The Theory of Affordances

- There is a close interrelationship between the perceptual system and the motor system
- The term “affordances” describes the functions environmental objects can provide an individual
- Perceiving environmental objects is to perceive what they afford
- Children perceive environmental objects as functions: affordances to climb, slide, balance, hide, constructions, etc.

(Gibson 1979)



The affordance
of a tree:
Structure

Climbing

Construction

Playing



Play in the Juniper bush

The Affordance of Landscapes:



Landscape characters afford functional play





Playing
with
Snow:



Role play



Construction

play:

Cabin

Playing
with
loose parts



Construction

**play:
a shelter**

Playing
with
loose parts



Construction play



Playing with loose parts

A visit to the

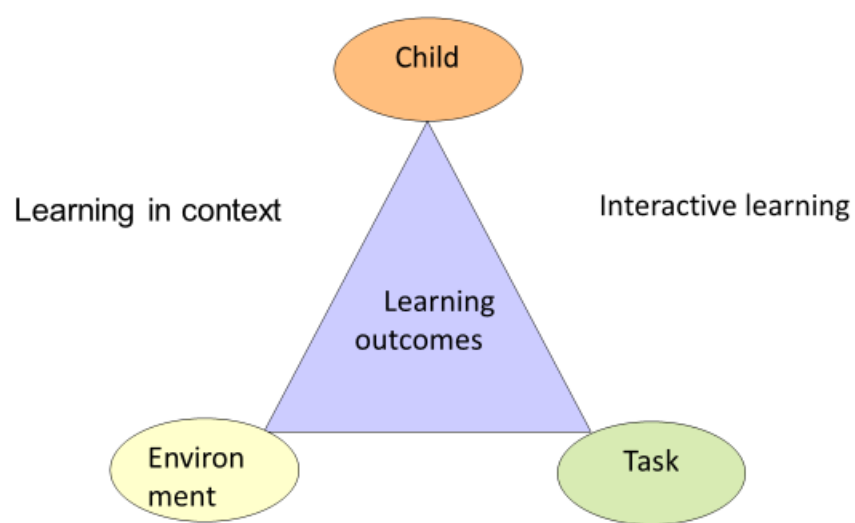
- «Hundred meter forest»
- Kindergartens and children's sport groups

<https://radix.hit.no/barn-i-natur>

BARNEIDRETT

DEL 2

NATUR OG FRILUFTSLIV



(After Newell 1986)

Learning environments

- Motor skills :

Techniques of climbing, throwing , running , jumping,..

- Motor abilities:

Cordination, speed, agility, power, balance

- Cannot be trained in isolation

- Are integrated in motor skills







The ground is the facilitator of diverse movements that challenge motor behaviour, and tasks are adapted to individual conditions.

Landscape characters as affordances for play activities

(Fjørtoft og Sageie 2000)

Landscape characteristics	Characters	Play activities
Vegetation		
Trees	Deciduous, Conifer	Climbing, construction play, building dens
Shrubs	Open Scattered Dense	Running, play tag, catch & seek Construction play, fantasy & role play Hiding, hide & seek
Meadows	Open, flat, even	Running, play tag, catch & seek, acrobatics, skiing, building & playing with snow (winter)
Topography		
Slope	slope < 30 degrees	Rolling, crawling, sliding, downhill skiing, ski-jump (winter)
Roughness	Rocks, cliffs, boulders	Climbing & bouldering

How do landscape afford motor learning?

Evidence for learning effects
on motor development

RQ 1: : How do outdoor environments
promote motor development in children?

Methods

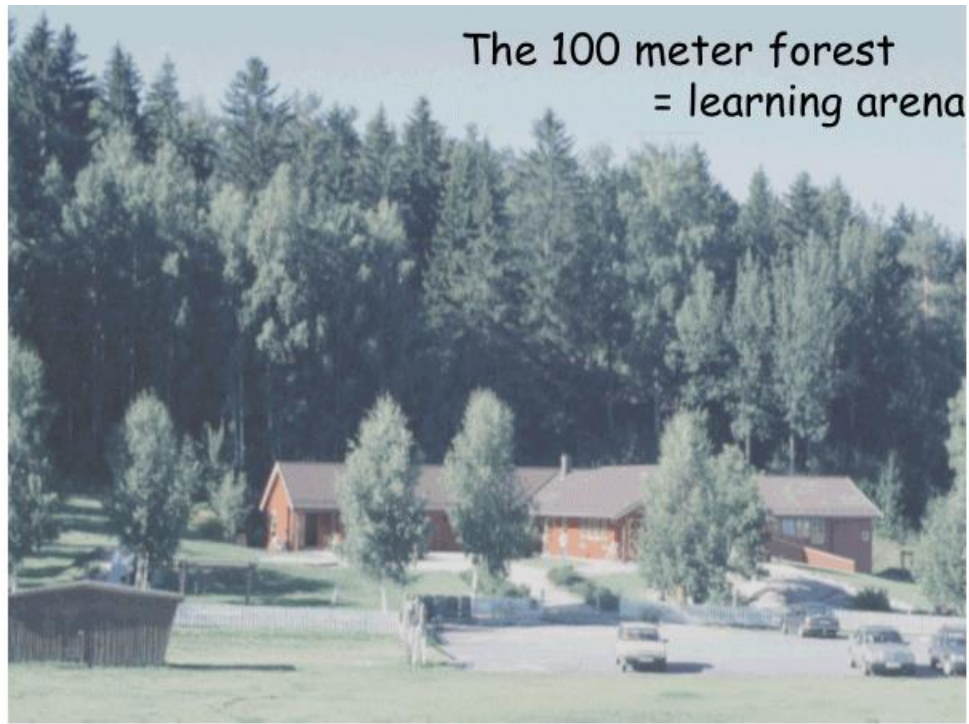
**A quasi- experimental study
of pre-primary school children**

Sample: 5-7 year old children in kindergartens:

**The experimental group (n=46) was given motor training by
playing in the natural environment.**

**The reference group (n=29) performed free play in
traditional kindergarten playground**

**Both groups were tested by the EUROFIT Motor Fitness
Test. The intervention period lasted for 9 months.**

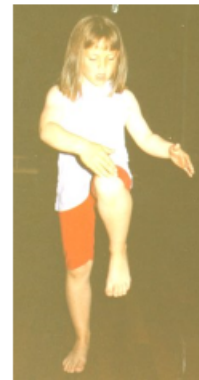


Development is a joint function of person and environment

Results from a quasi-experimental study:

Motor fitness:

- » The experimental group improved in all test items from pre- to post-test except for flexibility (Sit and reach)
- » A better improvement in motor fitness was found in the experimental group compared to the reference group. Significant differences was noticed in General balance (Flamingo balance) and Co-ordination (Indian skip)
- » The intervention effect was related more to age than gender, and a contributing time effect was noticed especially in the experimental fulltime group



Results

Improvement within the groups. Pre-post-test: SPSS T-test for paired samples

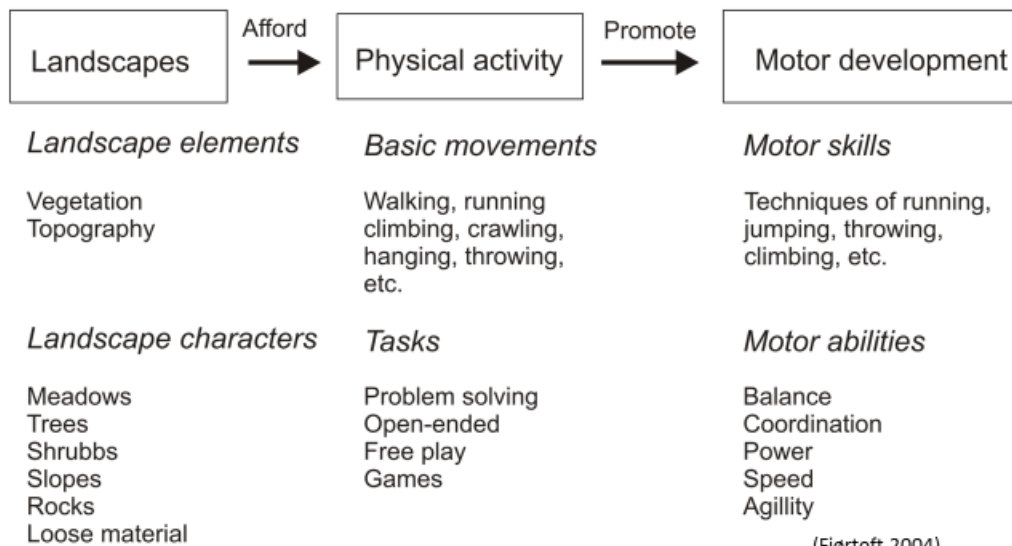
Tests	Exp. group p	Control group p
General balance	***	ns
Speed of limb	***	ns
Flexibility	ns	ns
Explosive strength	***	**
Trunk strength	**	ns
Functional strength	***	***
Dynamic balance	**	ns
Co-ordinasjon	***	***
Agility	**	ns

** = p<.01

*** = p<.001

ns = not significant

Didactic approach



(Fjørtoft 2004)

WHO recommendations for Physical Activity

- 60 – 90 minutes every day –
- Moderate to vigorous PA (MVPA=HB 140-160 bpm)
- Versatile activities that strengthen bodily competence
- How do environments afford MVPA?

60 minutes every day!

Studies have documented:

- Outdoor Physical activity and play met the recommendations of 60 minutes MVPA in school children

(Mygind 2007, Grønningsæter et al. 2007, Fjørtoft and Larsen 2005, Fjørtoft, Kristoffersen and Sageie 2009)



Outdoor Activities

60 minutes a day!

- Higher intensity levels of PA in the Outdoors than in a traditional school day with double lesson of PA

(Mygind 2007, Grønningsæter et al. 2007, Fjørtoft and Larsen 2005)



Learning environments afford physical activity which in turn promotes motor development.



Children's preferences:

- Unstructured playscapes
- Openended tasks and options
- Open-ended space, lines and shapes
- Manipulating objects, loose parts
- Challenging playscapes
- Individualization
- Green areas:
 - Lawns for tumbling, trees for climbing, bushes for hiding, flowers to pick, nice colors, placeness...

» (Fjortoft and Sageie 2000, Frost 1996, Hart 1979, Kirkby 1989, Krøger 2001, Linstrand 2001, Moore and Wong 1997, Rvkin 1990, Titman 1994)



Get Out
and Play!

Thank you!

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3.4. STUDENTS PRESENTATIONS AND GROUP LEADERS SUMMARY AND RECOMMENDATIONS

3.4.1. PA IN LATVIA


Special Eurobarometer 412*

Ieva Rudzinska
Ivars Kravalis
Vladimirs Ribņikovs
Andris Skangalis
Peteris Putnins
Gita Jakovleva




Special Eurobarometer survey on sport and physical activity

A special Eurobarometer survey on sport and physical activity was carried out by TNS Opinion & Social network in late 2013 in the 28 EU Member States. It follows comparable surveys conducted in 2002 and 2009, and contributes to provide information to support the development of policies to promote sport and physical activity. [1]



In **Latvia**, compared with other EU countries, to question "How often do you exercise or play sport?" with "never" answered 39% citizens. [2]



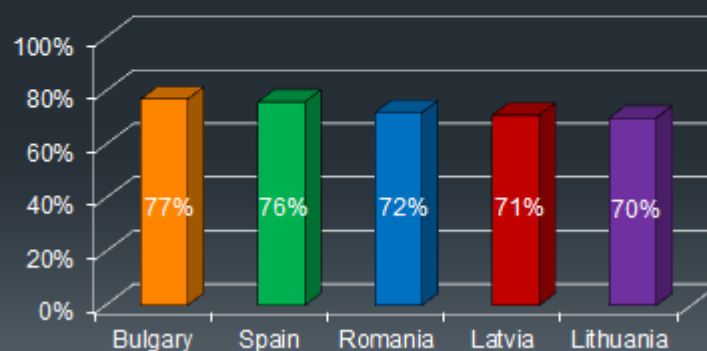
Vigorous PA, in the last 7 days

- To question "In the last 7 days, on how many days did you do vigorous PA like heavy lifting, digging, aerobics or fast cycling?" , respondents are more likely to have done vigorous PA on at least four of the previous seven days in **Latvia (28%)** and **Estonia (24%)**.
- **Latvia** has the highest level of time spent doing vigorous PA – "more than 120 minutes a day" answered **28%** respondents, while only **5%** chose this answer in Ireland, Italy, and Portugal.

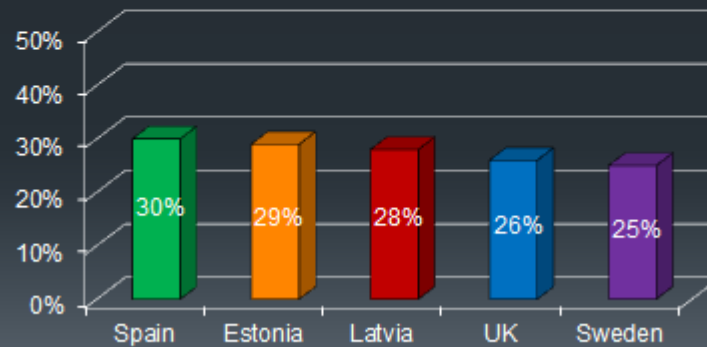
Moderate PA for more than an hour in last 7 days

- Moderate PA for more than an hour a week are more likely to do respondents in **Latvia (49%)**, **Estonia (49%)**, and **Czech Republic (46%)**, and **Lithuania (46%)**.
- At least one fifth of respondents even do such activity for two hours or more in **Latvia (26%)**, **Czech Republic (20%)**, and **Lithuania (20%)**; while in Italy only **3%** of respondents do moderate PA for at least an hour a week.

A walk for at least 10 minutes more than four days per week



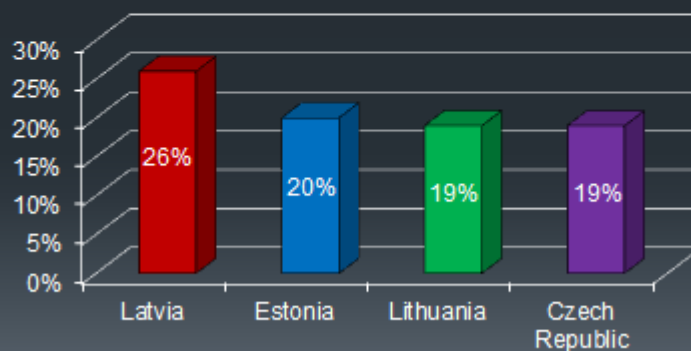
Walked for at least 10 minutes at a time at least once in the past 7 days



“How much time do you spend sitting on a usual day?”

11% respondents in Latvia answered with “8 hour 31 min or more”, and 19% answered with “2h30min or less”.

Engaging in sport or PA at work



Sports clubs

89% of respondents in Latvia are not members of any sport clubs.

Reasons in engaging/disengaging PA

- The highest result for respondents who answered «to improve your physical appearance» was in **Latvia (33%)**.
- **47%** respondents from Latvia answered that the main reason currently preventing you from engaging in PA more often is lack of free time. **19%** answered that the main reason is lack of motivation, **12%** - they have disability or illness, **11%** - because it is too expensive.

Cooperation with LASE

- Coach, sport teacher, sport manager and recreational specialist education.
- Scientific researches on sport science themes.
- Qualification raising courses for those working in the field of sport (sport federation workers, coaches, sport teachers, sport managers, recreational specialists etc.).

References

- [1] European Commission, Sport in Europe, 2014.
- [2] European Commission, Special Eurobarometer 412, 2014.

Physical activity in Norway

- PA in Norway (0-100years)
- School, Society and education
- National guidelines



School

- ☐ * kindergarden
- ☐ Primary and secondary school: 2-3 hours a week of physical education
 - ☐ 2009: Right to physical activity for primary school
 - ☐ Some schools: daily physical activity/recess
 - ☐ Focus on: active transport, walking/biking
 - ☐ Activity leaders – recess
 - Motivate and facilitate activity in recess
 - ☐ High school: various lines
 - General studies with sports
 - Sportsline

Society

- Organized sports
- Fitness centers
- Skiing and hiking

Education

- Our education (bachelor in PE)
- Preschool teachers
- University

National PA recommendations

- It is recommended that adults should be in physical activity at least 30 minutes everyday
- Children and youth should be physical activity for at least 60 minutes a day.
- Physical activity improves health

Children

- According to research, boys are more physical activity than girls
- Sinks from age 6 to 20 (boys and girls)
- 6 year olds is 21% more PA than the 9 year olds
- The activity level reduces with 31% from the age 15 to 20

Elderly

- One out of three fulfills the minimum recommendations
- 150 minutes, 75 minutes with high intensity
- Increase with four percent since 2008-2009

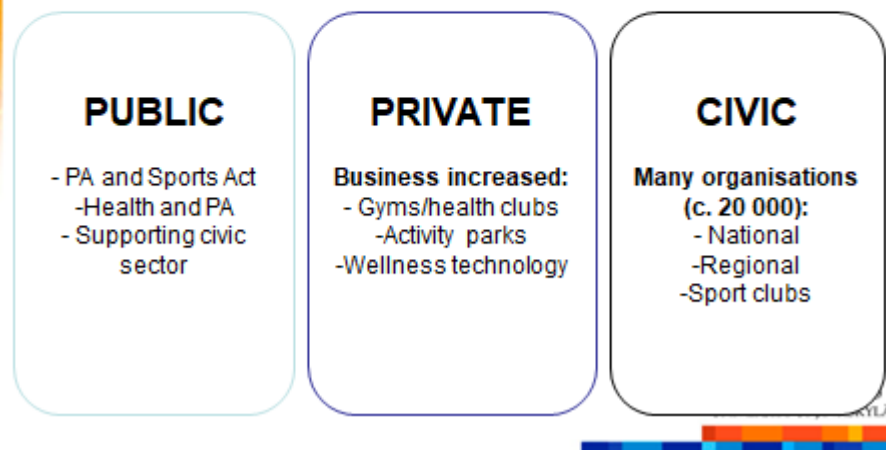
Physical Activity in Finland

Anniina Ihamäki, Eeva Laari, Karoliina Mäkräinen & Sami Helenius



The three sectors of the Finnish PA and Sport culture

The three sectors that organise PA and Sport in Finland:



33 000 PA facilities: 75 % owned by municipalities

(National Sports Council 2014)



[A wooden playground structure in a forest.](#)



[A rocky coastline with a small boat in the water.](#)



[A wooden playground structure with a tall mast.](#)



[A group of people walking on a path.](#)



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The most popular PA activities in Finland

(National Sports Surveys 2009-2010)

Children and youth (3-18):

1. Football
2. Cycling
3. Swimming
4. Jogging
5. Skiing
6. Floorball
7. Ice skating
8. Walking
9. Ice hockey
10. Gymnastics (aerobic etc.)

Adults (19-65):

1. Walking
2. Cycling
3. Gym
4. Skiing
5. Jogging
6. Swimming
7. Gymnastics (aerobic etc.)
8. Nordic walking
9. Floorball
10. Badminton

Seniors (66-79):

1. Walking
2. Nordic walking
3. Cycling
4. Gymnastics
5. Skiing
6. Swimming
7. Gym
8. Hunting
9. Fishing
10. Golf



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National Guidelines for PA (pre-school children)

- Pre-school aged children (0-8 years)
 - New guidelines were made in 2016 (previous 2005) because of the changes in living-environments and the increased research data

Recommended amount of physical activity per day consists of different kinds of daily routines and activities with various intensities



National Guidelines (school aged children)

- School aged children (7-18 years)
 - At least 1-2 hours of PA per day (7-12 years 1½ -2 hours per day, 13-18 years 1-1½ hours per day)
 - Continuously sitting not more than 2 hours
 - Time spent with media (tv, computer etc.) not more than 2 hours per day



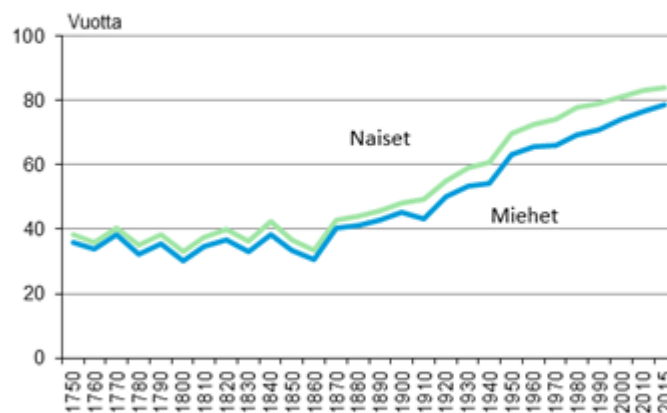
National Guidelines (adults and seniors)



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Average life expectancy

(Statistics Finland 2017)



2015:
Women 84,1
Men 78,5

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Pre-school children

- Early childhood educators have studied in university
- Around 63 % of children aged 1-6 are in daycare.
- National Joy in Motion programme (N=apprx. 1118, one-third units)
 - Daycare personnel observation
 - 10 % of daycare days: vigorous PA (apprx. 48 min/day)
 - 60 % of daycare day: physically passive activities
 - 20 % of daycare day: free play indoors
 - 21 % of daycare day: free play outdoors (a large portion of which doesn't include PA)
- Researcher observed study (Soini 2015)
 - Outdoor play more active than indoor play
 - 46 % of outdoor play very light PA
 - 2 % MVPA
 - 86 % of indoor activities light PA

School children

- School plays a major role in children's PA
 - Average 100 min of PE a week
 - 45 min lesson, 15 min recess time
 - Teachers highly educated
- 34 % of all PA (at least MPA) and 47 % of all ST accumulate during a school day
 - Apprx. 39-46 min of ST per 60 min
- Schools on the Move programme (2016, N=1564, 62 % of all comprehensive schools)
 - More movement, less sitting, more active school days
 - 49 % (40 % of girls 59 % of boys) engage at least 60 min of MVPA a day
- 20 % of 11-15 year old children meet the minimum 60 min of MVPA a day (2014)

Young adults (students aged 18-35)

- Higher education students:
 - From 2000 to 2012
 - engagement in **commuting PA** has increased
 - frequency of those daily engaged in **conditional PA** has declined slightly
 - 1/3 of students meet the PA requirements (2013)
- PA for higher education students:
 - *Korkeakoululiikunta* = Academic Sports
 - *The Finnish Student Sports Federation* (OLL)



Adults (working aged)

1. Society: Our way of life have changed
 - Agricultural society □ Industrial society □ service based economics
 - less PA, more PP
 2. Community : High socioeconomic status □ more PA □ affects also children
 3. Individual: Only one out of ten fulfils the hole PA recommendations (2011)
- Back to big picture:
 - Type II diabetic
 - Musculoskeletal disorders
 - How to stay PA during the day?
 - What is enough?
 - Fit for life- program



Seniors (65 years and older)

1. Society:
 - Longer working careers
 - Independent living
 - Better health, less PA time (from 1990 to 2013)
2. Community:
 - Outdoor activity most famous (Almost half)
 - Focus on environment (social and buildt)
3. Individual:
 - Only 1/20 fullfils PA recommendations (2011)



Summary

- Strong education and research supporting the PA promotion in Finland
- During the last decades a strong shift from supporting the competitive sports to enhancing health promoting activities
- Problems: polarization, inactivity causing increasing costs for welfare state
- The focus of Finland's sports policy at the moment:
 - Children and youth (for example school facilities, lower costs in sport clubs)
 - Developing PA facilities equally (age, gender, socio-economic, geographic)





Physical activity in Iceland

Aníta, Anna Dís, Bjarnfríður, Magnea
& Sigurður



UNIVERSITY OF ICELAND
SCHOOL OF EDUCATION



Recreation activity in Iceland

- Mountains
- Ocean and rivers
- Rock's
- Shores
- Flat land
- National parks



Recreation activity in Iceland

- Sports halls
- Swimming pools
- Ice skating ranks
- Ski areas
- Physical fitness centres



Recommended guidelines for Physical Activity

Directorate of health released in 2008 recommendations about physical activity for all age groups.

National Guidelines for PA:

- Kids 60 min per day on MVPA
- Adult 30 min per day on MPA
- Senior citizens 30 min per day on MPA
- Pregnant ladies 30 min per day on MPA



hreyfingurinn dagleg hreyfing





The national Olympic and Sports association of Iceland

- Is a national union of region associations, sports association and special associations.
- Main purpose is to increase the physical activity level in the population.



Associations

- Driving sport, Volley ball, Dancing, Track and field, Golf, Cycling, Hockey, Judo, Bowling, Powerlifting, Horses, Motorcross, Snowcross, Shooting Sport, Swimming, Tennis, Badminton, Ping Pong, Gymnastics, wrestling, Handball, Boxing, Karate, Football, Basketball, Olympic Weightlifting, Sailing, Skiing, Taekwondo, Triathlon.



Ungmennafélag Íslands is a national union

- Union members are 18 region unions and 11 clubs are part of it.
- There are about 300 unions in the national union UMFÍ with 160 thousand members.



National Competitions

- National Competition for adults
- National Competition 50+
- Youth National Competition



Beginning of swimming teaching

- Swimming teaching became regular using the hot water around 1820.
- The oldest pool now in Iceland is Seljavalla pool build 1924 into the mountain on 3 sides. 25m x 10 m. Completely natural.



Public swimming pools

- Today there are about 150 swimming pools in the country
- Icelanders swim very much and facilities are becoming greater
- Also many wellness spas have been opened i.e. the Blue Lagoon, Fontana and Nature Baths in Mývatn





Physical Fitness Centre

- Popular options
- Well established
- Many open classes for subscribers
 - Spinning
 - Hot yoga
 - Foamflex
 - Tabata
 - and more



Physical Fitness Centre

- Company support for employees to use the fitness centre
- Labor unions also offer member support
- Students get a good discount of subscription card





Iceland Crossfit Association (CFSÍ)

- 2013
- 12 affiliates all over Iceland
- Annie Mist Thorisdottir
 - Fittest 2011, 2012
- Katrin Tanja Davidsdottir
 - Fittest 2015, 2016



Physical activities for seniors

- Important and significant topic for the community
- New projects concerning health promotions for seniors in Iceland.
- The outcome of these projects show positive results
- Exciting project from WHO about “Age- Friendly Cities”





The importance of physical activities for seniors

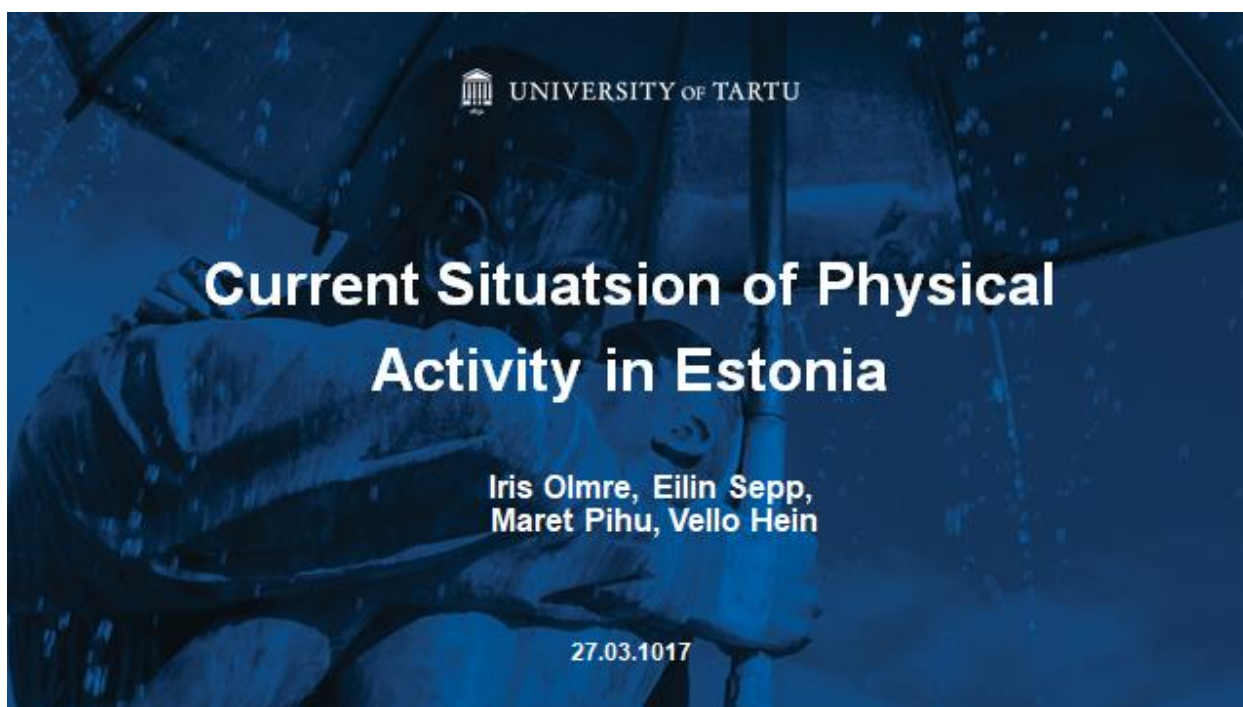
- This age group is expanding in society therefore very important
- Physical and mental strengthening for seniors
- Recommendations for physical activities concerning this age group is stated in Iceland



Thank you -Takk fyrir! ☐



3.4.5. PA IN ESTONIA



Estonian 2016 Report Card on Physical Activity for Children and Youth.

<u>Indicator</u>	<u>Grades</u>
Overall Physical Activity Levels	F
Organized Sport	C
Active Play	INC
Active Transportation	INC
Sedentary Behaviors	F
Family and Peers	C
School	C
Community and the Built Environment	B
Government Strategies and Investments	C



Overall Physical Activity Levels

Objectively measured PA showed that 27% of 2- to 11-year-old boys and 13% of girls had at least 60 minutes moderate-to-vigorous physical activity per day on average.*



* Konstabel K, et al. Objectively measured physical activity in European children: the IDEFICS study. Int J Obes. 2014;38:S135–S143.



According to the HBSC 2014 study, only 16.4% of Estonians aged 11 to 15 years met the daily PA recommendations, with boys having higher PA levels (21%) compared with girls (12%). *

* Aasvee K, Rahno J. Health Behavior in School-Aged Children (HBSC) National Institute of Health Development; 2014.

Health Behavior among Estonian Adult Population, 2014

- Age 16-64
- 23% males and 22,2% females do physical exercises at least 30 minutes 2–3 times a week.
- 39 % of males ja 32 % of females are not physically active at all.



- The Estonian government approved in 2015 "The General Principles of the Estonian Sports Policy until 2030," which states main developmental directions and aims for PA with emphasis on lifelong PA.
- Steps have been taken to support the PA of children, youth and adults.
- Currently under discussion is the development of PE curriculum emphasizing more physical literacy focusing on motivation and lifelong PA.



3.4.6. PA IN LITHUANIA



LITHUANIAN
SPORTS
UNIVERSITY

Tri Sectorial approach of Lithuania

Made by: Gretė Dainėvičiūtė,
Ugnė Liubinaitė &
Venesa Kuršelytė

www.lsu.lt



Lithuania

- Population - 2 853 500 people
- 65 300 km²



Physical activity - any bodily movement produced by skeletal muscles that requires energy expenditure (WHO).



Community - self-organized network of people with common agenda, cause, or interest, who collaborate by sharing ideas, information, and other resources.



Physical activity situation in Lithuanian community

- Physically inactive is about 46% of community.
- Lithuania is in 9th place In European Union according to these measurements.
- Men are more prone to be physically active, 45% of men do sports at least once a week.
- In women only 37% of them are physically active once a week.

(Lithuanian Ministry of Health, 2013)

- Only 37% of men have never tried to be physically active.
- 47% of women have never been physically active.
- People for physical activity usually gives 223minutes per day (men - 238min., women - 207min.) It means that people are living more sedentary life than active life.

(Lithuanian Ministry of Health, 2013)

Conclusion

Physical activity of Lithuanian community is inadequate especially for young adults and elderly. People are living more sedentary life and are not active enough in their leisure time.



(Lithuanian Ministry of Health, 2013)

Physical activity situation in Lithuanian schools

- In Lithuanian schools physical activity has low level
- Childrens do not have enought physical education lessons. PE lessons are in poor quality. (Trinkūnienė & Adžgauskas, 2015)
- In schools children have only two PE lessons per week.

- Children who do not do sports in PE lessons while being ill usually have other activities: play darts or chess. Sometimes they just watch the lesson and do not have any activity. (Trinkūnienė & Adžgauskas, 2015)

- In secondary and primary schools children do not want to do sports, they do physical activity carelessly. Usually teen girls do not come to the PE lessons or unprepared.
- In primary school children are not physically active enough. Just 45,2 % boys and 20,2% girls are active. (Rutkauskaitė & Butkauskė, 2016)

- Usually teachers in PE lessons give children play team games, athletics, gymnastics exercises for girls. (Trinkuniene, Beitnaras& Simokaitis, 2016)
- In secondary and primary schools usually girls and boys do PE lessons separately.

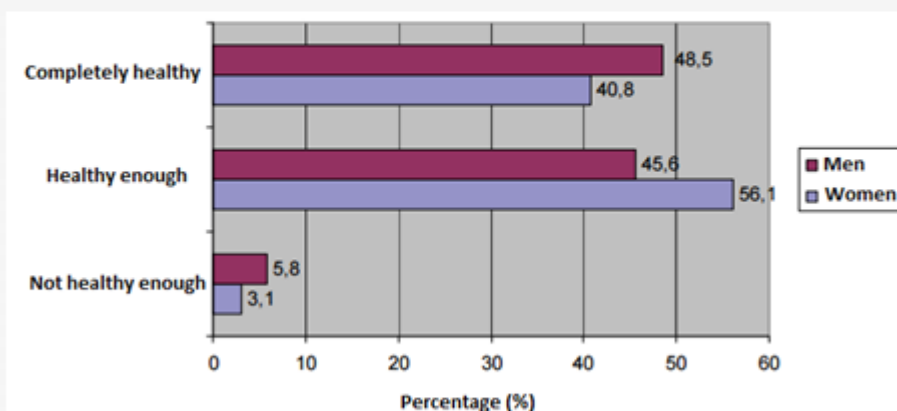
- Physical education teachers in Lithuanian schools usually organize sports activity after classes: basketball, football, volleyball, table tennis or badminton.
- But 76% children in older age do not choose any sports activity after school. (Meškaitė A., et.al, 2012)

Students

- 74% do exercise.
- 67,9% do exercise more that 1 hour per week.
- 44,9% light exercise more that 4 hours per week (Dobrovolskij & Stukas; 2015).

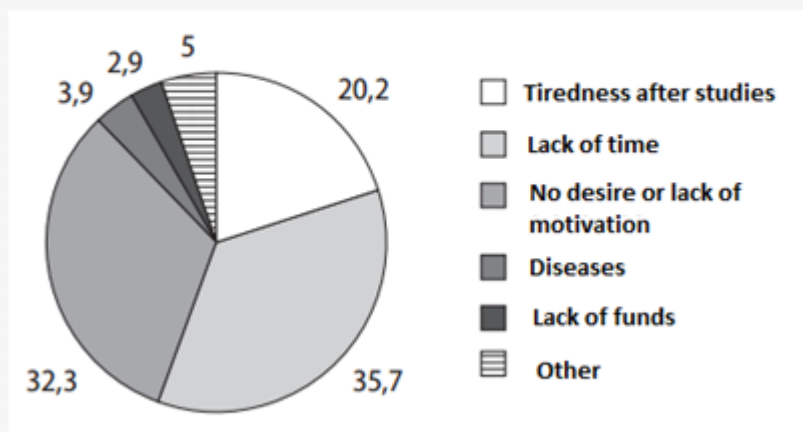


Students opinion about their health



(Strazdienė & Adaškevičienė; 2014)

Reasons for not exercising



(Dobrovolskij & Stukas; 2015).

References

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7. Meškaitė A., Dadelienė R., Burokienė S., Doveikienė J., Juocevičius A., Raistenskis J. (2012) 11-15 metų mokinių fizinio aktyvumo ir fizinės būklės tyrimas. *Sveikatos mokslai*, 22 (6), 49-53.
8. World Health Organization

3.5. POWERPOINT PRESENTATIONS

3.5.1. PRE-SCHOOL CHILDREN (≈3-6 YEARS OLD)

Preschool children

Iris, Gita, Monika, Venesa,
Arja, Maret, Villus,
Gediminas

Information about the group

- Age 5-7
- 13 children
- Boys and girls together
- Organized PE lessons twice a week for 30min.
- Teacher is qualified PE teacher



Our lesson

- Activity for 2 hours
- Indoor gym – approximately 10m x 20m
- One leader- Venesa (and many assistants)

Warm up

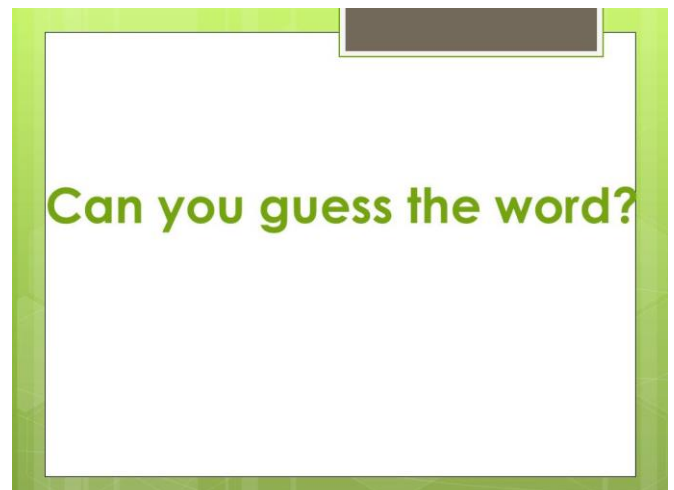


IMG_8169.MOV

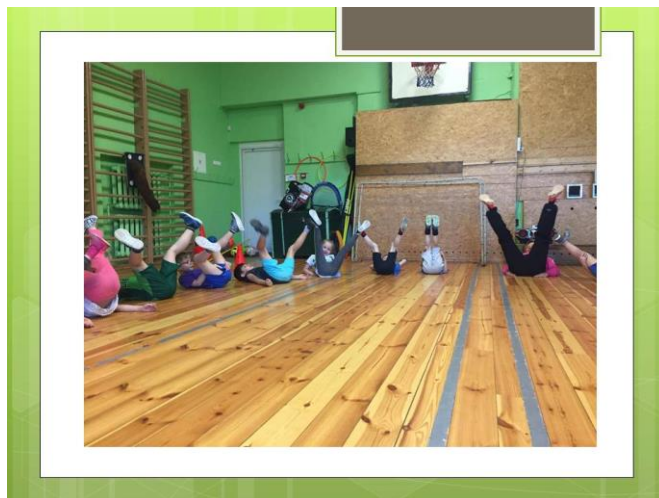
Games

- Crocodile
- Interview as a game with a ball
- Fishnet
- Brother help me
- Interview with a game- animals
- Letter game in pairs
- Touch your bodyparts game

Pre-school children (≈3-6 years old)



Pre-school children (≈3-6 years old)



Ending

- Two lines- asking a question- answering it and passing the ball to the person next to you
- All in all children were really excited and happy in the end of the activity, we were pleased to see those happy little faces ☐


IMG_8198.MOV


IMG_4586 (1).MOV


IMG_8194.MOV


IMG_4584.MOV

Pre-school children (≈3-6 years old)



Interview



What is your favourite physical activity?

- Playing with LEGO
- Playing basketball, football
- Biking
- Dancing
- Going to pool
- Construction something

How often do you do sports?

- Twice a week
- Everyday
- More than ten times

What sport would you like to try that you have never done before?

- Ice skating
- Skateboarding
- Skiing, snowboarding
- Horse riding

Pre-school children (≈3-6 years old)

What kind of physical activities are you doing with your parents in your free time?

- Skiing
- Playing chess
- Playing football
- Biking
- Jogging
- Doing squats

What is your favourite sport?

- Push ups
- Jogging at the gym, outside

How do you get to school ?
(by bus, car or walking)

- By car

What do you think where you are good at? (show the activity)

- Push ups
- Running

Recommendations based on the interview and lesson

- Parents role
- Teacher role
- P.E lessons
- Increasing activity level in all lessons
- Free time activity
- Outdoor activity
- "Active transportation"

General feeling



GROUP LEADERS SUMMARY AND RECOMMENDATIONS

FOR TARGET GROUP „PRE-SCHOOL CHILDREN”

Arja Sääkslahti (FIN)

Different sectors with their role (Specified through Sosio-ecological model)

Global level:

- UN's children's right to play, have education and support to grow toward his/her full potential

National level:

- Laws
- Curriculum/Syllabus
- PA recommendations
- Champaigns to inspire PA

Community level:

Schools

- Buildings including appropriate facilities:
 - Outdoors
 - Open space
 - Playground
 - Equipements
 - Indoors
 - Gym/ big room
 - PA equipments
 - Sport equipments
- Recreational areas/sport arenas

Community -> school

Principals

- PA friendly atmosphere and culture within school
- Facilities
- Possibility to PE lessons

Teachers

- Teaching through moving
- Physically active teaching methods
- Possibility to be active as part of daily behaviour

Home

Parents' PA friendly attitude

- Supportive toward PA and PE in preschool
- Appropriate clothing

Family/ parents as a role model

Child

Unique personalities:

- Respect their own ideas and earlier experiences:
 - Ask what they want (and respect it)
 - be interested about their stories and wishes what they would like to learn
 - Listen their imagination
 - Plan together
 - Let them build learning environment

Feedback

- Learning process just started => more time to discuss with other target groups about their own learning => planning strategies how to effect to different sectors

SUGGESTION:

- 1) Familiarization in practice to the content and facilities
- 2) Planning activity within own target group
- 3) Activity in real context
- 4) Presentation to other target groups what they have learnt + discussion
- 5) Planning strategies how to effect to different sectors (national, community, home, child etc.)
- 6) Presentation based on these levels (across different age groups)

3.5.2. PRIMARY SCHOOL CHILDREN (≈6-10 YEARS OLD)

TG – 2
Primary school children
(6-10 year)

Brain
Frída
Vladimír
Thomas

PA Analysis

We asked kids simple questions about what they better prefer and choose to do when they have free time and reecess.

Questions –

- What do you like to do outside?
- What do you prefer, indoors vs. outdoors?
- ☐ Why do you prefer outdoors?
- Do you want any new equipment in the schoolyard?
- Do you do any PA in your sparetime?
- Do you prefer climb or play?

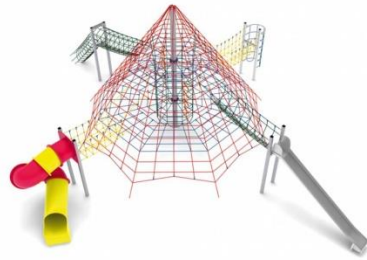
Suggestions



Reality



Rope pyramide
and sandbox
under it

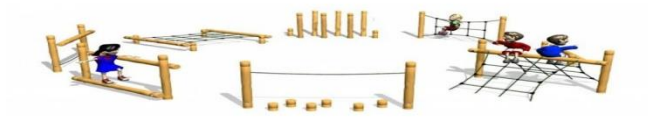


Skatepark and/or painted games on asphalt



Primary school children (≈6-10 years old)

Steaple-chase around footballfield



More mobile small goals on footballfield



Old materials for trial park



Restored basketball court



Multifunctional ballbin



Climbing park forrest



Primary school children (≈6-10 years old)

Climbing ropes in the forrest



Ballgames for kids

- Ten passes, high activity, communication



Painted Ladder

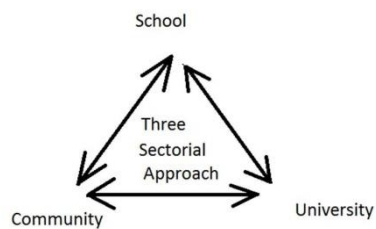
Concentration, coordination, movements.



Chasing game with free spot and blind tree finder



Three sectorial approach



GROUP LEADERS SUMMARY AND RECOMMENDATIONS

FOR TARGET GROUP „PRIMARY SCHOOL CHILDREN”

Ingunn Fjørtoft (NOR)

Community is responsible for funding and building this schoolyard. Maintains the facilities. Uses it at evenings and afternoons. *DUGNAD*

University gives a learning process on how to use the different areas for teachers at the school and a demonstration area for students how to use the multifunctional area for PA.

School has changes its policy of staying inside in the recess periods → needs to go outdoors every recess. And PE lessons. The school setting has several unique venues for physical activity promotion such as before school, after school, physical education, class-, break-and lunch-times.

.

3.5.3. SECONDARY SCHOOL CHILDREN (≈11-17 YEARS OLD)

SECONDARY SCHOOL CHILDREN (≈11–17 YEAR)

Supervisors: Vello Hein (EST) & Mikko Huhtiniemi (FIN)
Students: Gabrielė Pliuskutė, Pēteris Putniņš, Lene Kristin Holst-Dyrnes Skjolden, Eilin Sepp, Anna Dis Thorarinsdottir, Magnea Drofn Hlynisdottir



Target group

- School – J. & P. Vileisiai school- multifunctional centre;
- Age – 11 (6th grade);
- Count – 20.



Questions? Answers!

1. How do you like PE?

- + Fun, relaxing;
- – Morning lessons=sleepy kids;
- 8/10 like it.

2. What do you like to do in PE?

- sport games (+dodgeball);
- tennis;
- swimming;
- biking;
- more competitions (relays, races etc.).



3. What do you want to do more of?

- more swimming classes;
- more PE classes in general;
- wrestling (boys);
- dances.

4. What could've been done for you to enjoy the subject more?

- more PE lessons;
- more time outside.

5. What do you think is the benefit of PA?

- «Exercise the body and be healthy!» / Lucas F.;
- getting stronger;
- getting faster.



6. Is your PE class long enough? Would you like it to be longer/shorter?

- 2h a day;
- all day/everyday;
- more but shorter lessons.

7. Will you try to be physically active after finishing school?

- YES! (sports games, running, individual sports, walking, cycling etc.).
- more into arts, music.



Secondary school children (≈11-17 years old)

Feedback

+

- Interaction with kids before and after the lesson.
- Discipline.
- Changing the opinions about PA and PE.
- Offering innovative activities.
- Developing communication skills (social skills, english skills etc.).



-

- Kids do not know the basics.
- Inequality.
- Dehydration.
- Noise.
- Old system.



Recommendations

1. Overview of the system:
 - at least 3 lessons per week (45 minutes active time).
2. Make more emphasis on the physical fitness (progress).
3. Teacher education programs (motivation, goal setting, innovation etc.).
4. Make it possible to use equipment, gyms etc. on their own (free of charge, at any time).
5. Provide opportunities for kids to go and do physical activities outdoors.



Conclusions

1. The education of the teachers comes from the university, and the teachers bring it to the school, which leads to a better community.
2. The teachers have to stay self motivated in their development, so the kids would always benefit from their knowledge and experience.
3. Make the kids self efficient in PE and PA.
4. The kids are our future, so they should be our priority.



THANK YOU FOR YOUR ATTENTION!


**KEEP
CALM
AND
STAY
ACTIVE**



GROUP LEADERS SUMMARY AND RECOMMENDATIONS FOR TARGET GROUP „SECONDARY SCHOOL CHILDREN”

Vello Hein (EST)

Seminar for university students and practical PE class for 5 grade school students in Vileisiai school taught by students.

Supervisors: Vello Hein (EST) & Mikko Huhtiniemi (FIN)

Students: Gabrielè Pliuskutė, Pēteris Putniņš, Lene Kristin Holst-Dyrnes Skjolden, Eilin Sepp, Anna Dis Thorarinsdottir, Magnea Drofn Hlynsdottir



The aim of the seminar was to discuss the two pre-reading materials (article and book chapter) “Testing a self-determination theory model of children’s physical activity motivation: a cross-sectional study” Simon J Sebire, et al . (2013).

Using The Diamond conceptual Framework for physical education and National standards university Chapter 1 in book “Teaching physical education in secondary school” students discussed how to guide children in the process of becoming physically active for the rest of their lives.

PE class taught by students in Vileisiai school.

Before the class university students explored the opinion of school students about PE. For that two groups of pupils were formed. Several questions were previously designed to ask.

How do you like PE? Answers: + Fun, relaxing; – Morning lessons=sleepy kids; eight students of ten like it.

What do you like to do in PE? Answers: sport games (+dodgeball); tennis; swimming; biking; more competitions (relays, races etc.).

Is your PE class long enough? Would you like it to be longer/shorter?

Answers: 2h a day; all day/everyday; more but shorter lessons.

Will you try to be physically active after finishing school? Answers: YES! (sports games, running, individual sports, walking, cycling etc.). more into arts, music



3.5.4. YOUTH / STUDENTS (≈18-25 YEARS OLD)




LITHUANIAN
SPORTS
UNIVERSITY




Young adults
Karoliina, Eeva, Silje, Rejus and Zygimantas


www.lsu.lt



Conclusion of pre-task studies


- Active early ☐ likelihood: active later in life
- Inactive early ☐ likelihood: **inactive later**





Aim

1. To increase young adults` PA in their environments (arenas)
 - ☐ Our main aim was to think about ways to activate inactive young adults
2. Try out a practical lesson based on the results of the interview



Young adults: Arenas

Higher education
(universities etc.)
AND/OR
Job
~ 08.00-16.00

Leisure time
~ 16.00-24.00




Methods

1. Interview
 - N=17, LSU students
2. Intervention
 - N=5, LSU students

+ Improvement of PA in the future
(based on previous experience and background knowledge about inactive young adults)





Interview

- Questions about the two arenas
 - (PA in higher education\job and leisure time)
 - What? Where? Why? Why not? With whom? Obstacles? Wishes?
- Participants:
 - 17 physical education students, aged 20-21

Youth / Students (≈18-25 years old)



University arena - Interview sum up

- Students have named a lot of possibilities & opportunities to be physically active in university like:
 - Qualified coaches that mentor you during the PA;
 - Various facilities - track & field, swimming pool, gym, different tennis, basketball and football courts;
 - Integrated PA lectures during studies.
- Students have provided strong knowledge about benefits of PA:
 - Improved general health and function of the body;
 - Social satisfaction;
 - Better visual appearance;
 - Good emotions.



- Students had some ideas to improve PA:
 - Build a multi-functional sports hall;
 - Renew outside & inside basketball, football courts;
 - More practical than theoretical lectures.

Regardless, most of the students were happy with PA facilities.



Leisure time interview sum up

- Students spend their free time:
 - Walking with friends;
 - Partying;
 - Doing PA: going to the gym, swimming, volleyball.
- Reasons why students like their activities:
 - Good experiences – social, joy of exploration;
 - “Addiction” since early ages.
- Obstacles for more PA named by students:
 - Lack of money and time;
 - Unattractive outside facilities.

Regardless, most of the students were happy with PA facilities.



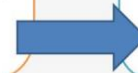
Intervention: Practical lesson

Aims of the lesson:

- Creativity
- Socializing
- Playfulness
- Out of ones comfort zone
- Do something non-traditional

Outcome of the lesson:

- Outside vs. inside (cultural differences, good experience, emotions)
- Enthusiasm
- Too early in the morning
- Activity for ‘spectators’



Inactive young adults

Current status:

- The usage of technology and media has increased – PA has decreased
- The perception of PA has changed
- Polarization



Recommendations for young adults

- Active commute
- 60 minutes of moderate-intense activity / day
- Brakes in between sitting constantly no more than 1 hour;
 - Stretching, mobility, small activities.
- Weekly improvements of motor & physical abilities

How to make this happen?

Youth / Students (≈18-25 years old)



What about future?

(Building bridges)

- Combining technology and PA?
- City planning?
- Education?
- Co-operation with traditional & social media?
- Changing the inactive culture in universities, jobs and etc?
- Low cost/free PA facilities and opportunities?



Combining PA, art and technology in urban surroundings

Examples by OiOi, a Finnish technology company

- <https://vimeo.com/173639479>
- <https://vimeo.com/157276582>

Thank you!



Links to the pictures

- <http://www.thecoolist.com/worlds-10-best-sports-facility-designs/>
- <http://www.e-architect.co.uk/copenhagen/copenhagen-havnebad>

GROUP LEADERS SUMMARY AND RECOMMENDATIONS

FOR TARGET GROUP “YOUTH /STUDENTS”

Lise Kjønniksen (NOR)

The group work was consisted by two students from Finland one student from Norway, and two students from Lithuania. Altogether, there were two boys, and three girls.

First, the student decided to make interview of their target group: “Young students”. In this way, they would get to know this group better concerning how they like physical activity. They did group interview 25 students at the University. The questions were well prepared, and they had good contact with the students. The student group seem to like the group interview.

By the results of the interview, they prepared a practical lesson outside for their target group. What happened was that only a few students showed up at the certain day (five). Afterwards we were told that the students in Lithuania normally did their physical activity inside (not outside).

Then “my” group worked and prepared their final presentation. I think most of their working process was good, but I think they could maybe have been working more with their final power point presentation, to make it more clear and stringent. What was good, were their own suggestions about the future. This part was very creative.

I think my group learned a lot through this IP experiences and experiences, and they will remember this for a long time.

3.5.5. YOUNG FAMILIES (≈25-40 YEARS OLD)



YOUNG FAMILIES 25-40 YEARS

"Nordplus HZ project "Nordic-Baltic Physical Activity Bridges (NBPAB) NPHZ2014/10107"

Made by Ugnė Liubinaitė, Andris Skangalis, Helene Eriksen, Hafþór Guðmundsson, Anniina Ihmaki & Renata Rutkauskaitė

PROJECT YOUNG FAMILIES

The group

The task

Our goal



PROJECT YOUNG FAMILIES

Introduction

Triangle cooperation

Preparation

Practical activity

Interviews

Reflection

Suggestions



INTRODUCTION

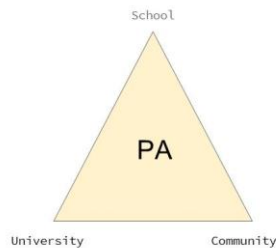
Active parents more supportive of children's PA than non-active (Gustafson & Rhodes 2006)

Support and encouragement to PA is more effective than modelling (Gustafson & Rhodes 2006)

Warmth and support of parenting styles, time spent together and parent-child communication promote self-esteem → PA (Ornelas, Perreira & Ayala 2007)

TRIANGLE COOPERATION

- Communication with children and parents
- All 3 parts affecting each other
- Knowledge about PA



PREPARATION

Activities

Equipments

Environment

DIFFICULTIES

Amount of participants

Ages of participants



Young families (≈25-40 years old)

PRACTICAL ACTIVITY

1. Bridge tag
2. Snake
3. Color game
4. Traffic lights
5. Obstacle course



Young families (≈25-40 years old)



INTERVIEWS. PARENTS ANSWERS:

PA is everything that involves movement
 Walking, cycling, sledging (winter)
 PA with children during after work, weekends
 Duration variates from 2h per day to 1 time per week

REASONS TO PERFORM PA

Reducing screen time for children
 Teach children that PA is good

REASONS NOT TO PERFORM PA

Lack of time
 Not proper environment
 Lack of money

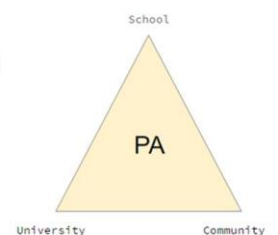
REFLECTION

No need for mutual language
 Easy to be active with children
 Enjoy
 Motoric skills
 Attention
 Participation



SUGGESTIONS

- Environment
- Knowledge about PA and health
- Student practical activities in other sectors
- Open functional healthy lifestyle events
- Families campaigns



GROUP LEADERS SUMMARY AND RECOMMENDATIONS FOR TARGET GROUP “YOUNG FAMILIES”

Hafthor Gudmundsson (ISL)

Icelandic reflection on the IP teaching course in Kaunas march 2017.

In this report I will give some feedback on the following parts:

- Organization of the IP course
- The preparation of the material to be discussed there and follow up
- Feedback of the Icelandic students after the IP course
- Feedback of the Icelandic leader participating in the IP course and who was in charge of the group “Young families”

IP course held in Kaunas the dates of March 26 – 30 –

Organizing committee:

1. The organization of the Course was very well done. All information was sent to each country long in advance to select students and teachers for the course. The organizing committee had prepared all documents to be sent to students so they would be able to study by forehand.
2. Everything was working well when everyone came to the course.
3. Very well organized work with the schools students should visit

Students:

Students gave some remarks or what they were happy with and some things they were not so happy with.

What students were very happy with.

1. Lot of very good articles that were presented
2. Idea behind the project was very good
3. Very much knowledge passed between the countries
4. Very thankful groups of students to be able to participate with in this work and to learn and understand the differences between countries.
5. Very nice teachers who helped students in organizing the teaching in school
6. Very many different tasks between the groups

What students thought might be improved for future IP courses

1. Try to manage the course with more time to travel back and from course for students to experience the visiting country
2. Leaders of the groups were working a bit differently, would be better if leaders were informed better on the requirements they should be asking for.
3. Students were of course very different so some were more working than others

Leader:

When taking part in a IP course like this several things come to mind and these are the ones that should

be mentioned here

1. Very nice to work with the student group that had been given this assignment
2. The school who took part in the course was well run and one could see that children in the school were well behaved and organized
3. Parents who took part seemed to enjoy the work that was put for them and enjoyed to be with their children in games and more
4. Discussion with parents was enjoyable and informative
5. Parents seemed to be quite different in their daily activities with their children in time spent doing some kind of PA which ranged from very little to 2 hours daily
6. Reasons for little
7. PA very of many kind but these were the main ones:
 - a. Lack of time
 - b. Lack of money
 - c. Expensive participation
 - d. Little knowledge of environmental factors for PA
 - e. Sometimes also weather and other outside factors

3.5.6. ADULTS (≈30-50 YEARS OLD)

TARGET GROUP 6 ADULTS 30-50



Matias, Sami, Nisa, Marius, Maryam

Content

- introduction
- Explanation of activities
- Evaluation of the activities
- Results of the questionnaires
 - Recommendations
- Use of the trisectorial approach

Introduction

Nowadays most of the adults are under the physical activity recommendations. With our interaction we tried to encourage them to be more active and give information. We gave them questionnaires and had indoor and outdoor activities.



The activities



OUTDOOR
* Cardiorespiratory (aerobic)



INDOOR

- Indoor
* Muscle strengthening (anaerobic)



Adults (≈30-50 years old)

INDOOR



Observations

- Indoor
 - * No previous experience
- * More information about the exercises
- * Different levels - different options
- Outdoor
 - * No previous experience
- * Information about the places
 - * Enjoying games
 - * Not motivated

Questionnaires

Questions:

1. Physical activity the last 7 days
2. Moderate
3. vigorous
4. How physical fit do you feel?

Recommendations for adults

1. Information about general health lifestyle
2. Advertise the benefits of a healthy lifestyle
3. The teachers should participate more
4. Different kind of learning environment. Learning by doing.

Trisectorial approach

- University
 - * collaborate with the schools and community (provide instructors after school.)
- Schools
 - * PE teachers should encourage school staff and involving the community
 - * Open the facilities to the whole community
- Community
 - * Providing facilities and promoting.
 - * Be supportive for schools and university.

GROUP LEADERS SUMMARY AND RECOMMENDATIONS FOR TARGET GROUP “ADULTS”

Ieva Rudzinska (LAT)

Group Leader’s suggestions.

In our group we were two leaders, our observations are as follows:

- The chosen activities – Nordic walking and yoga - were appropriate to the target group. However, the sticks could be obtained from the LSU, there was no need to carry them with bus for additional price and burden.
- From the questionnaires and in practice we found that teachers had different levels of experience in the mentioned PA. Those, who have been practicing both PA, needed more interesting and challenging activities. In their turn, those whose level in mentioned PA was lower needed more explanations about correct performance of the offered exercises.
- The principal of the school suggested that there could be more explanations about the benefits of particular exercises, about muscle groups being engaged.
- The principal observed that the students showing particular exercises, lacked confidence in front of the teachers, so group leaders had to be more strict with the students, demanding more explanations about exercises and their benefits.
- Like other groups, we observed that girls have better prepared pre-course theoretical issues.
- In our opinion, more attention has to be paid to the environment of engaging in Nordic walking. Our group enjoyed a lot a walk in the neighborhood of LSU, but school surroundings were messy and untidy, and besides the river intensive traffic was too close.

3.5.7. SENIORS (~50+ YEARS OLD)



Physical activity for all Generations: Trisectorial approach Seniors (50+)



Anita Thorgerdur
Sigurdur Skuli
Gretė Dainėvičiūtė
Edvinas Gramauskas

Physical activity needs and recommendations

- At least 150 minutes of moderate-intensity aerobic physical activity per week. Or do at least 75 minutes of vigorous-intensity aerobic physical activity per week.
- At least 10 minutes of aerobic activity in bouts.
- Moderate-intensity aerobic physical activity to 300 minutes per week for additional health benefits.
- Do physical activity to enhance balance and prevent falls.
- Do Muscle-strengthening activities, 2 or more days a week.

Be physically active as their abilities and conditions allow.



Questionnaire

1. How old are you?
a. 50-59
b. 60-69
c. 70-79
d. 80-89
e. 90+

2. Gender?
a. Male
b. Female

3. Where do you live? (apartment, flat or house)
a. In a flat
b. In a house

4. In which district you live?
a. City center
b. Outside the city center

5. Do you have a garden?
a. Yes
b. No

6. Do you have any pet which needs to be physically active?
a. Yes
b. No

7. Do you work? (describe type of work)
a. Yes
b. No

8. What areas are available and near you in the environment to be physically active? Have you participated or used any of them?
a. Yes
b. No

9. Are you living with someone? (family, partner)
a. Family
b. Partner
c. Alone
d. Someone else

10. Are your friends physically active?
a. Yes
b. No

11. Have you participated in sport activities in early life?
a. Yes
b. No

12. Have you participated in sport activities in past 10 years?
a. Yes
b. No

13. Are you physically active less than 3 days per week?
a. Yes
b. No

14. Are you physically active more than 3 days per week?
a. Yes
b. No

15. Are you aware of recommendations for seniors for physical activity?
a. Yes
b. No

16. Do you have any non-communicable diseases? (diabetes, cardiovascular diseases, raised blood pressure, osteoporosis)
a. Yes
b. No

17. Tell your opinion. What kind of life elderly people like the most?
a. Yes
b. No

18. Tell your opinion. What kind of life elderly people dislike most/why?
a. Yes
b. No

19. Do you think environment near you is health promoting?
a. Yes
b. No

20. Tell your opinion. What can community, school, university, do to promote PA among seniors?
a. Yes
b. No

21. What kind of PA you prefer indoors/outdoors: individual, groups?
a. Indors individual
b. Indors group
c. Outdoors individual
d. Outdoors group

22. Do you have any sports equipment at home? If you have, what kind?
a. Yes
b. No

23. Do you think PA can help you to avoid health problems?
a. Yes
b. No

24. Would you take part in organized PA? (Why?)
a. Yes
b. No

25. Do you think nutrition can help you to avoid health problems?
a. Yes
b. No

Thank you!

Purpose of questionnaire

To find out relationship between seniors and physical activity and lifestyle. Correlation between the environment and individual health.



- 8 participants
- 62-83 years old

Question	Answer
What areas are available and near you in the environment to be physically active? Have you participated or used any of them?	Ažuolynas park, training machines
Do you have any non-communicable diseases? (diabetes2, cardiovascular diseases, raised blood pressure, osteoporosis)	Osteoporosis, elevated blood pressure, glucoma, cardiovascular disease
Tell your opinion. What can community, school, university, do to promote PA among seniors?	More exercises, lectures about healthy lifestyle, organized activities
Do you have any sports equipment at home? If you have, what kind?	Gym ball, nordic walking sticks, training machine, pull-up bar
Would you take part in organized PA? (Why?)	Interested in healthy living

Questionnaire conclusion

- Positive attitude
- Knowledge
- Healthy lifestyle
- Group activities
- Health promoting environment
- Social influence
- Early life activity
- Avoid health problems

Seniors (≈50+ years old)

Purpose of our training session:

To show elderly possibilities of moving outside in different ways and teach them whole body exercises. To make an opportunity for people to socialize.



1. Dynamic warm up (10min at the least)
 - a. High knee walk (soldier walk)
 - b. Step and arm reach with the movement
 - c. Not jumping side jacks
 - d. One knee raise with hands
 - e. Crossover walk (grip vine)
 - f. Combat step
 - g. Ice skating steps (backward lunge)
 - h. Dancing side steps
2. Exercises on the stairs (10min)
 - a. Steps
 - b. Side walk with partner (steps, connected with palms)
 - c. Upstairs side walk with clap
 - d. Straight arms upstairs walk in pair
 - e. Lifting hands in pairs upstairs walk
3. Training machines (15min)
 - a. Circle training
 - b. On slides
 - c. Ask seniors to be in pair and teach us how to use training machines
 - d. Leg press
 - e. Bicycle
 - f. Exercise in circle machine in pair
 - g. Push up with stand up and high five
 - h. Circle for arms
4. Ring training (10min)
 - a. Deadlift
 - b. Ring giving to other turned back
 - c. Round circles in pairs
 - d. Backward lunge with knee clip in pairs (holding the ring in front)
 - e. Side leg raises in pairs
 - f. Ring sets
 - g. Make ball out of rings and toss it around
5. Cool down (5min)
 - a. Shoulder to shoulder leg stretch
 - b. Hamstring stretch



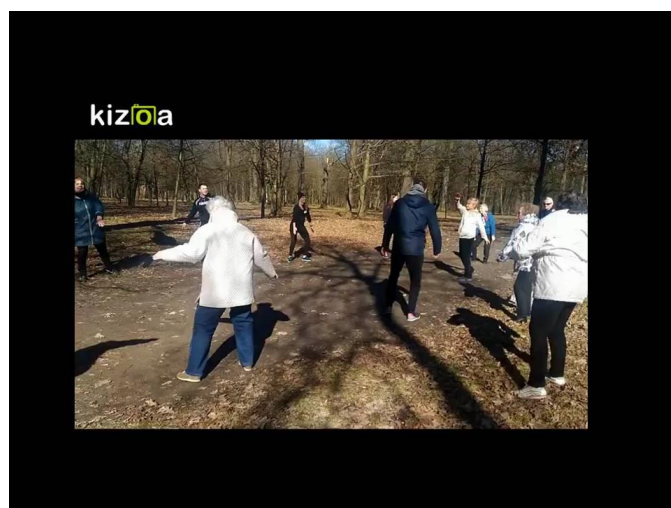
The training session: Fit buddy

- Whole body exercises
- Variety of exercises
- Work in pairs
- In open air
- Attention for everyone
- Explanations in English and Lithuanian
- Fun

Conclusion

- Enjoyable activities invites and interest people to learn about healthy living.
- Seniors are more physically active than community expects.
- Age cannot define physical activity level.
- Seniors are more likely to participate in group activities and enjoy socializing while exercising.
- Different exercises allows people to choose PA intensity and enjoy it together.

REFERENCES: WORLD HEALTH ORGANIZATION (2017). PHYSICAL ACTIVITY AND OLDER ADULTS



Ačiū už dėmesį!
Takk fyrir áheyrnina!
Thank you for your attention!
Paldies par jūsu uzmanību!
Takk for din oppmerksomhet!
Kiitos huomiostasi!
TÄNAN TEID TÄHELEPANU EEST!

GROUP LEADERS SUMMARY AND RECOMMENDATIONS

FOR TARGET GROUP “SENIORS”

dr. Kristina Visagurskienė/ dr. Vida Česnaitienė (LIT)

Physical activity is an essential component of a healthy community, and promoting an active way of life is a critical strategy to help maintain health and quality of life as we age.

Municipal, provincial, and federal governments are facing the challenges of an aging population. The importance of physical activity for older adults is now undisputed, including the physiological, psychological, and social benefits and its impact on maintaining mobility and independence. Given the innumerable benefits of physical activity for the adult population, significant emphasis should be focused on physical activity promotion for this population.

It is never too late to become more active; people of any age and even those who have never been active can benefit from becoming active.

Regular exercise is a type of planned physical activity performed to increase physical fitness (e.g., brisk walking, bicycling, swimming, rowing, etc.).

Physical activity promotion for older adults can take a variety of forms. Whether your role focuses on implementing physical activity programming, supporting professionals providing physical activity programming, or developing policies that encourage and enable active lifestyles, an action plan and readily available resources will enable you to promote physical activity to older adults.

There are some steps to consider:

1. Understand and communicate the benefits of physical activity for older adults.
2. Identify and use existing resources.
3. Identify barriers and solutions for physical activity for your target population.
4. Develop and implement action plans.
5. Evaluate successes and identify areas for improvement.

Importantly to take a multi-level approach to physical activity promotion by using not only mass media messages but also by providing local links to community-based physical activity events and lists of local opportunities for physical activity, including recreation facilities and physical activity counselling services. Finally, engage policy makers to assist in physical activity promotion efforts.

Conclusion (IP programme activities)

- Enjoyable activities invites and interest people to learn about healthy living.
- Seniors are more physically active than community expects.
- Age cannot define physical activity level.
- Seniors are more likely to participate in group activities and enjoy socializing while exercising.
- Different exercises allows people to choose PA intensity and enjoy it together.

SUGGESTIONS AND IDEAS FOR THE PERFECTION OF PETE (PHYSICAL EDUCATION TEACHER EDUCATION)

Marija Bindokaitė (LTU)

Communities activities	Communities needs	Suggestions to the students programs, students practice, to coaches (schools)
Children, youth and adults, families events and sports tournaments	Sport coaches and judges. Sports and healthiness promotion activities and activation	Judging the competition aid, children games – as practice of students. Healthiness lectures
Organization of children/youth summer camps and sports clubs and conducting (managing) its. Host a sports tournaments for the youth between cities and local communities youth sports teams	Sport coaches, students volunteers	Organization skills development, physical activities/sports coaches
Sports and physical activity, healthiness promotion and activation - common universities (schools) and community projects	Necessary consultations in the sports and healthiness activities fields projects	Help to establish programs, ability to write projects and implement them (its?) together
Increasing of physical fitness, sport activities, Healthiness Promotion Days in the city districts with schools (high schools). Activity of healthiness promotion groups in the community	Undertakers Explanatory work	Students practice, coaches of schools and universities/colleges. May be workshops?
Wellness/healthiness programming for different social ages groups	Lack of specialists for execution and funding	Executors of health promotion programs. Action planning
Physical and healthiness promoting activities to the specific needs young people and citizens	Specialists of special massage and physical exercises coaches	The ability to apply a variety of physical activities at a range of health status
Exercising with outdoor exercise equipment	Leisure-time infrastructure that provides specific opportunities for sports and physical activity	Students could couch how to use outdoor exercise equipment in the summer practice
Community looks at the university (college, school) like a part of local community and participant of community life.		

3.6. VIDEO MATERIAL (2)

2ND INTENSIVE PROGRAMME ACTIVITIES

4. BEST PRACTICE EXAMPLES (POSTERS)

Best Practice of PA promotion in Iceland



UNIVERSITY OF ICELAND
SCHOOL OF EDUCATION

Now We Move - MOVE Week

MOVE Week is an annual Europe wide event held in May and has been part of the NowWeMOVE campaign since 2012. Iceland has been participating since 2012.



National Contest In Motion

Participants register moderate and vigorous physical activities pursued outside working hours. In order to get one day registered participants need to move 30 minutes per day which can be divided up to several times during the day, for example 10 – 15 minutes at a time.



Cycle to work 3. - 23. mai 2017

The project cycle to work is meant to get people to start exercise regularly and to encourage people to use active transportation. Anyone can participate in the cycle to work as long as they use their energy like cycle, walk, run or use rollerblades.



The Women's Race

The first Women's Race was held 30th of June 1990. The goal of the race is to encourage and support women of all ages to improve health. Women's Race appeals to all women, where you can choose different length distances. No time is taken in the race, it's just for fun and personal victory.



Health promoting kindergarten

Kindergarten – 2017 kindergartens are starting to sign up for it. It has eight key elements: exercise, diet, mental safety, dental health, family, local community and staff.

Elementary School – The basic role of education is Health and welfare and since 2011 many elementary schools have been part of the health promoting program.

High school - All high schools in Iceland are participants in the program. The main emphasis of the project is on four subjects: nutrition, exercise, mental health and lifestyle.



Health promoting community

Health in all policies, have array activities available for all resident. Residents have easy access to health centers for mental and physical health. The first community to sign up for this program was Reykjavik in 2013 and now there are at least eight communities in Iceland that are a Health promoting community.



Health promoting workplace

Aims to improve the health and well-being of workers. With three main forces:

- **Good health and safety at workplaces works against stress**
- **Mental health and workplaces**
- **Smoke-free workplaces**



Health promotion of senior citizens

•To establish "Age friendly cities" - Health promoting cities.
•Research from Iceland about health promotion for seniors considering cooperation with local authorities.

This group of age is becoming large and therefore the need for finding new ways for health promotions is important.

With these goals:

- To make this age group live longer in their residence and homes
- Make them more capable to execute daily tasks and activities.
- Avoid or delay admission to a nursing home
- Reduce the cost of public health care
- Increasing health quality of older age groups





Heilsuleikskólinn Kór ICELAND

Nordic-Baltic Physical Activity Bridges
Kaunas, 2017



Eco-Schools

- Each school follows a seven step change process and empowers their young people to lead processes and actions wherever they can.
- Ensure young people have power to be the change for sustainability that our world needs by engaging them in fun, action-orientated and socially responsible learning.

Health & Wellbeing

Encourages schools to promote the health and wellbeing of young people and the wider community and to make environmental connections to health and safety.

School Grounds

Encourages schools to introduce children to the natural environment and to biodiversity in a practical way by offering a safe and potentially exciting facility for outdoor education that can complement classroom-based activities.

Creating from natures materials



Outdoor activities



With outdoor education we improve:

- Environmental awareness
- Stamina and balance
- Eyesight, hearing and sense of smell
- Conceptual Understanding
- Understanding of numbers, sizes and shapes
- Imagination and creation
- A child's ability to be in a group and work together
- Learn the alphabet, colors name and where we find them in the nature

Recycled fruit and vegetable



Circle time



Health promoting preschools

- Physical activity
- Nutrition
- Mental health
- Dental/oral health
- Safety
- Family
- Community
- Teachers/staff



How do we benefit?

More health conscious children/student
More health conscious teachers/staff
More health conscious community
Better health and increased quality of life for everybody!

BUILDING BRIDGES
-GOOD PRACTICES FOUND IN UNIVERSITY OF JYVÄSKYLÄ,
FACULTY OF SPORT AND HEALTH SCIENCES

Aria Sääkslahti

University of Jyväskylä, Faculty of Sport and Health Sciences, Finland

Effective cooperation with different national agencies are needed to increase knowledge of stakeholders and create nationwide strategies to support physical activity of all citizens during lifespan. Therefore, Finnish example of cooperating different stakeholders can paw the way to other countries. Every country can consider, what are their own important stakeholders on the way to build bridges between different institutions and when planning and creating actions.

Communication with national stakeholders

The main idea is to support national policy called "leading with knowledge":

- Ministry of Education and Culture
- Finnish national agency for education

Role of expert

University has an expert role, when making nationally important documents, like

- laws,
- curriculums,
- national recommendations etc.

Membership in different associations

Belonging to national associations as well as participating in planning in-service training can guarantee research based knowledge to be transferred into practice. This kind of associations are like:

- Finnish Olympic Committee
- Association of Physical and Health Educators in Finland

Belonging to national networks:

Active participation to different networks guarantee the knowledge to be available for everyone, like children in day care, schools etc.

- Joy on the move – program => national network including people working in field
- School on the move - project

Cooperation with journalist:

Availability for interviews is important to change overall attitude toward physically active lifestyle. It's very important to release interviews to those journals that are not focused on sport. This gives possibility for knowledge to those people who are not interested in sport but are interested of wellbeing and success in academic learning.

- ready to give interviews, when ever needed

Local partners:

There is need for students to have practical experience with all children. In childcare centers and schools students also meet those children, who are not so interested about sport and whose parents were not able to support physically active lifestyle of their child.

- schools
- communities



*To make a change,
there is a need to affect multiple level of society.*





COORDINATING MEETING AT JYVASKYLA UNIVERSITY, 24-26 JANUARY, 2017, FINLAND



Nordic-Baltic Physical Activity Bridges
Kaunas, 2017

GEOGRAPHIC DATABASE FOR SPORT FACILITIES

Finland's sport facilities are collected in the **Lipas** - database. Lipas includes geographic and attribute information for Finnish sport sites, recreational areas and outdoor routes. Lipas is a national and public geographic information system for exploring and updating Finnish sport sites, recreational areas and outdoor routes. The geographic information system is maintained by the University of Jyväskylä, Faculty of Sport and Health Sciences. Lipas is funded by the Ministry of Education and Culture.



The Lipas database includes app. 30000 sport facilities. The database is updated by the Finnish municipalities (local authorities) and includes mainly the sport sites that municipalities sustain. It is also possible to add data from other sources (e.g. Metsähallitus) or sport associations.



Lake Jyvasjarvi (all covered by ice) – 3rd biggest lake in Finland – a good example of *Sports for All* movement arena. During “high hours” – approx. 2000 people are using the lake for recreational physical activity.



Physical activity in Estonia. Best practice

State Forest Management Centre (in Estonia RMK) have built up the hiking routes. Total distance of trails is 375 km .RMK hiking route is a network of long trails going from border to border. These trails go through all of Estonia, through different national parks and nature reserves. You can hike the full route or pick a section you like! The hikers on the trail can find several attractions. On the trail hikers will find attractions that enable to determine a tree's height, have fun with box with box jumping, and learn about biodiversity



On the lakeshores a lot of sport attractions and adventure parks for kids are established.

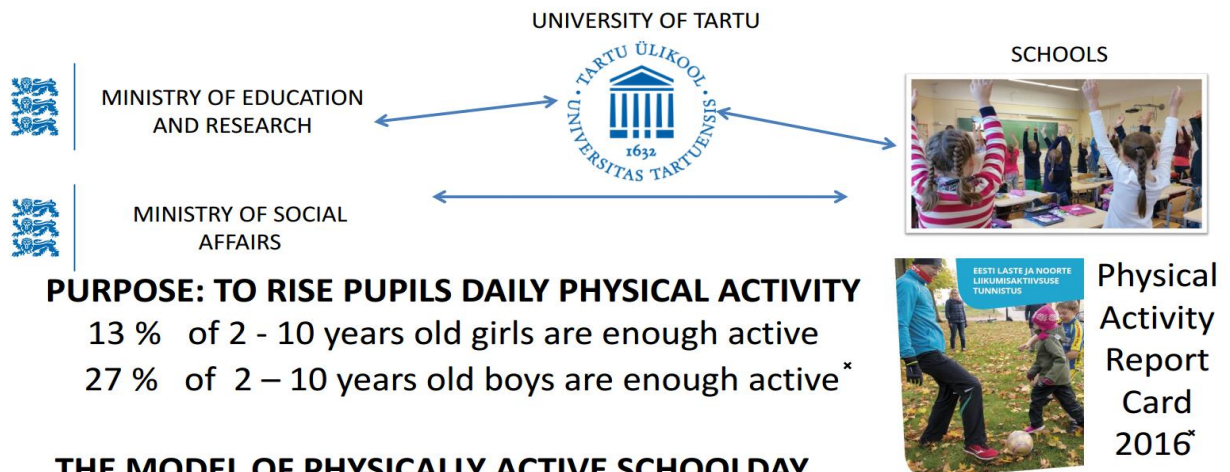


Among several sport clubs there is one that is very popular in winter time – sport club “Suusahullud” (crazed skier).

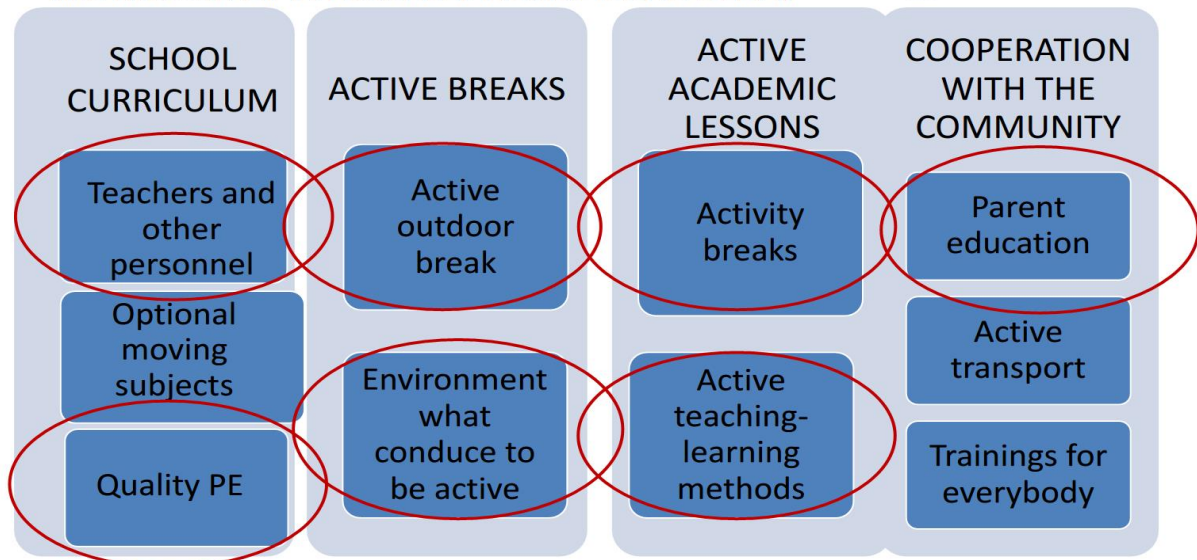
Sport club has special bus “ski bus” equipped with skis and with high qualified ski coaches. Schools have opportunity to order so called “ski bus” for teaching students to ski outside the school area or even on special ski track.



GOOD PHYSICAL ACTIVITY EXAMPLES IN ESTONIA



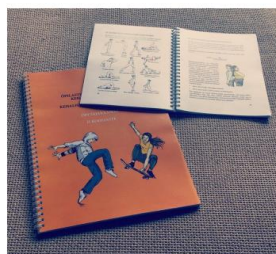
THE MODEL OF PHYSICALLY ACTIVE SCHOOLDAY



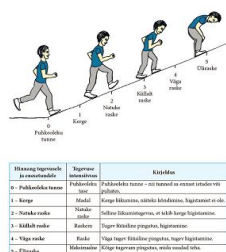
➤ New National PE Curriculum 2018/2019

➤ Materials for PE

➤ Active school program 10 + 3 schools



HINDA, KUI RASKE, OLI TEGEVUS SINU JAOKS



Basic School of Tamme in Tartu

* Konstabel, K. et al (2014). Objectively measured physical activity in European children: the IDEFICS study. International Journal of Obesity, 38.

* Kruusamäe, H. Et al (2016) Results form Estonian's 2016 report card on physical activity for children and youth. Journal fo PA and Health, 13.

PHYSICAL ACTIVITY PROMOTION IN LATVIA



Smecere pine forest.
Competition in skiing and
BMX track.



The local municipality offers a variety of sporting activities all year around: cross-country skiing, biathlon, hockey, basketball, soccer and a lot of more.



County festival:
running,
football
and
athletics.
Participate
also adults.



MADONA



For adults, there are many sport clubs to choose from, enroll in them, and start to compete nationwide. These clubs also organize local sporting events in towns for locals to compete in.



All sporting activities in numerous towns are supported by the city council. Sport is and always will be a big part of local towns.

KEKAVA



VARKAVA



Championship for juniors in
Latgale area.



County festival: tug of wars



Sports school every year
organizes cross-country race
for neighboring districts.



Children playground on the hill.



Blue Hills competition: running, basketball.

For their **primary** education, children and youth go to secondary schools located in the local town. There they get the overall knowledge, for sports education, they can enroll in Children and Youth Sports School. There they choose their sport, train and compete in it.

Riga, 2017, Peteris Putnins, Andris Skangalis, Ieva Rudzinska



COORDINATING MEETING AT RIGA

12-13 FEBRUARY, 2015, LATVIA



LITHUANIAN
SPORTS
UNIVERSITY

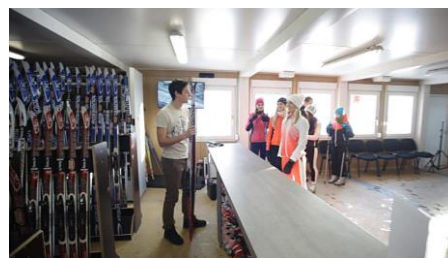


NORDPLUS
Horizontal

Nordic-Baltic Physical Activity Bridges
Kaunas, 2017

During the meeting the project's group visited **Cross-country Skiing and Ice-Skating Ring in Uzvaras Parks** (Victory Park).

Free tracks in Victory Park are lightened around the clock. The track is covered with artificial snow, its length is 1,25 km and relief of the track is almost flat with small mounds. Equipment rental, services of ski master and shower are available every day from 10 a.m. to 9 p.m. (from 10 a.m. to 11 p.m. on weekend).



This park is located in the city with artificial snow tracks meant for cross-country skiing and a ski-renting point for public use, for athlete training, for students to practice, for secondary school PE classes (ski rent is free of charge, sessions are scheduled in advance) is a perfect example of a good practice. This place was neglected, abandoned, full of drunken people and a gathering spot for drug-addicts which now is an attraction place for people loving to move in outdoor environments.



The regional youth activity center (with number of sports and arts choices for children and youth) is a place where students of Latvian Sports Academy come to assist the pedagogues for 4 weekly hours on a regular basis.



COORDINATING MEETING AT UNIVERTY COLLEGE OF SOUTHEAST NORWAY 16-18 NOVEMBER, NOTODDEN, 2015, NORWAY

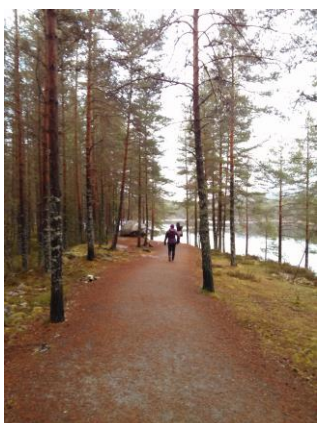
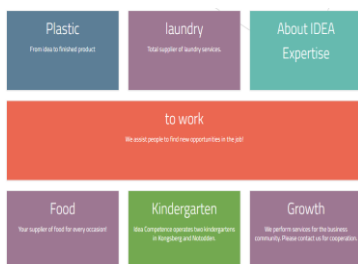


Nordic-Baltic Physical Activity Bridges
Kaunas, 2017

During the meeting the project's group visited the "IDEA Kompetanse" center (one of the companies as a model of „bridging“ in Notodden community).

The centre helps about 250 people who are on sick leave or unemployed to go back to work and they use the BioPsychoSocial model (through educating, physical activity programmes and recreation as well as a trial in a working arenas such as kitchen, kindergartens or other places).

The IDEA company could be as a placement for students' internship (PE or Physiotherapy).



There are many nice places where nature is tailored to community needs (for the recreation and physical activity) in Norway.





PROMOTING PHYSICAL ACTIVITY IN KAUNAS COMMUNITIES

ASSOCIATION OF KAUNAS COMMUNITIES CENTERS (AKCC), 2015-2016



Nordic-Baltic Physical Activity Bridges
Kaunas, 2017



AKCC unites 25 CC, collaborate with **Kaunas Municipality Public Health Office** and **Lithuanian Sport University**.

Community Centre (CC) in Kaunas City - is a registered multi-functional non-governmental organization of community members living within a defined territory (local), a mediator and organizer acting for the general interests and goals of community members from this territory.

One of the function of CC - Meet other public interests: organizing events, involvement in health and sports programs (cycling, Nordic walking, programs for older people, sporting events, etc.).

One of Priority Activities - Socialization of older persons, children and youth and Increasing physical activity, sport and health promotion. In 2014 AKCC developed Community Wellness and Physical Activity Programme 2014-2020.

The overall goal of the programme is to promote physical activity and wellness, support community sport clubs, organize sport and wellness tournaments among local community centres and Kaunas city districts, collaborate with district administration and businesses, initiate and support sport activities for youth and seniors, raise funds for sport activities of community centres.

Types of physical activity in communities

- Bicycles, cycle hikes (Aleksotas, Panemunė, Vaišvydava, Kaunas city hike) – all social ages groups;
- Basketball and Beach volleyball and competitions;
- Nordic walking (very popular, CC have their own trainers);
- Outdoor and indoor exercising and aerobics for older people (due wellness projects, TAU)
- Canoeing in the summer time;
- Sport competitions and events for children, youth and citizens from local communities;
- Other sports, sport dancing (Solo Latino, Zumba, line dances)
- Lectures, workshops, children and youth summer camps (future).

Results

- Wellness/healthiness programming for different social ages groups;
- Developing and promoting health and physical activity helps consolidate peoples to their common and social activity;
- Enhance emotional and physical health, consolidate community;
- Holding sport competitions between community centres of Kaunas districts (elderships)



CC Physical Activity and Wellness events, programmes and projects

Nordic walking, exercising, yoga (almost all CC)

Events and programmes of Kaunas Public Health Office (Nordic walking, exercising);

BC volley-ball, basketball, rope pulling, table tennis, figure cycling tournaments, healthy living days, cycling tours (in Aleksotas, Lampėdžiai, Panemunė, Vaišvydava)

Physical activity events in communities and PA and wellness events held jointly by AKCC and other NGOs (Kaunas Joint Club of Healthy People)

Training of CC PA instructors, AKCC Healthy Day events (7th April) Day events, Wellness Day of Kaunas Communities (in June)

Joint projects with LSU, TAU

Wellness, Family and Community Physical Activity Days and events

Projects of Kaunas Municipality Sport and Health Departments, Ministry of Health for NGOs

Conclusions and Plans for the Future

Community centers have:

- Continue proactive approach meeting the needs of CC members and local residents (community).;
- Actively cooperate with other NGOs in the city, other cities/countries community organizations to achieve common goals;
- Actively participate in the discussion and planning of urban wellness and physical activity programs;
- Actively cooperate and collaborate with Lithuanian Sports university, Kaunas Municipality Public Health Office, sports clubs and centers, schools. Exchange experience and good practice;
- Initiating and supporting local sport clubs, renovation of local sport and game grounds, exercising equipment (outdoor exercise equipment) and arrangement of new facilities.



Nordic walking is very popular among older people



Different types of physical activities are developing in the communities



Health and Physical Education in Kaunas Jonas and Petras Vileisiai School – multifunctional center



Health and physical education is important for every student, because helps them succeed in life. There is no secret that physical activity is necessary for person's well-being. Children are continuously developing physically and emotionally, they are affected by benefits of activity – and, inversely, by negative effects of inactivity. Consequently, it is vital that schools provide physical education programs to ensure that each child stays active. In Kaunas Jonas and Petras Vileisiai school – multifunctional centre health and physical education is developed in four areas, e.g. ensuring the quality of physical education lessons, participating in health education projects, providing high quality non-formal education and engaging students in extracurricular activities.

Each class and kindergarten group has two **physical education classes** per week. 30 percent of the surveyed students (2016), mentioned, that physical education is the most interesting and engaging lesson. There are four areas which we consider to be of primary importance:

- ✓ **Cognitive skills** are taught delivering content knowledge. Teaching and learning is essential to physical education, as without it, students are less likely to understand rules or develop strategies to excel in activities, sports, and games. Physical activity contributes to improve academic performance. Regular activities are strongly associated with higher concentration levels as well as more directed, composed behaviour.
- ✓ **Physical competencies** are developed in 3 major curriculum areas, e.g. healthy lifestyle, types of sports and non-traditional physical activities. During the physical education classes, a number of psychomotor skills are built, including reflexive skills, perceptual abilities, and complex, high-order skills that require combination of physical abilities to yield motion.
- ✓ **Physical fitness** is a general state of health and well-being and also ability to perform aspects of sports. During physical education classes students are engaged in various exercises targeted to develop physical fitness. Physical education develops students' motor skills and hand-eye coordination as well as the upper body muscles and lower body muscles.
- ✓ Health and physical education are excellent vehicles for teaching and reinforcing **character education**. Trustworthiness, fairness, respect, responsibility, kindness, citizenship and many other character qualities are demonstrated during the game.



Extracurricular activities encourages students to be active in their spare time after school. Students are encouraged to:

- ✓ **Participate in extracurricular sports promotion events**, which are oriented for the whole family. It is interesting and fun to play sports with parents and other family members, especially for younger kids.
- ✓ **To be active, to exercise, walk in the air and chose sports for leisure**. The student are invited to take part in hiking, running and other sport events organized in the Kaunas city.
- ✓ **To seek for personal best**. Talented students are encouraged to engage in professional sports, to attend sports schools and achieve sporting excellence.
- ✓ **To engage in outdoor education** with classmates or Scouts. Scouts are major ambassadors of outdoor education at school both for junior and senior students.



National and international **health promotion projects** are seen as excellent possibility to enhance health promotion curriculum. The projects (e.g. "Sveikatiada", "HealthEDU", "Nordic-Baltic Physical Activity Bridges", etc.) provide added value in these areas:

- ✓ **Health literacy** is about students' ability to understand and take the right action to make better health choices. It is built during the lectures and discussions participating health care specialist at school and other organizations.
- ✓ **Healthy life skills** are facilitated using active teaching methods, such as integrated interdisciplinary projects, presentations made for younger students, project-based learning. Exercise, water drinking, a healthy diet, meditation, meaningful leisure and inspirational books are mostly mentioned healthy life skills in students' projects.
- ✓ **Prevention against risk behaviours** is very important area. Students are encouraged to reflect risk factors in the environment and identify which of them cause the most important health problems. Physical passivity, alcohol and drug use, tobacco use, poor eating habits and behaviours, that causes injuries, are considered as fundamental risk behaviours.
- ✓ **Personal growth activities** include reflections about importance of self-awareness, self-knowledge, aspirations, dreams, talents, potential, quality of life and active role of physical activity for personal well-being. Students are encouraged to set goals, take action, engage in self-assessment and self-discovery in different life domains. Physical activity is introduced as the key domain, because wellbeing starts from good health and physical fitness.



Non formal physical education stimulates interest in sports. Depending on the age, students are encouraged to choose one or more sport clubs. In our school, students are attending basketball, football, golf, gymnastics, „bold, strong, agile“, chess, swimming and square game. Sports teaches:

- ✓ **Movement skills**: walk, run, jump, catch, kick, stand, etc.
- ✓ **Sport skills**: agility, balance, co-ordination, speed, jumping, climbing, hopping, throwing, skipping, etc.
- ✓ **Mind – body connection**: wreak tension, cope with stress, experience positive emotions, stay calm and concentrate, etc.
- ✓ **Play and teamwork**: interact together for a common goal and to win and excel physically. It brings out the competitive sides of students not only working body and mind together, but also promotes sportsmanship.



PROMOTING PHYSICAL ACTIVITY IN THE UNIVERSITY OF THE THIRD AGE (U3A) Lithuanian Third Age University of Sport and Wellness



Nordic-Baltic Physical Activity Bridges
Kaunas, 2017

The University of the Third Age (U3A) movement is a unique and exciting organisation which provides, through its activities, life-enhancing and life-changing opportunities. Retired and semi-retired people come together and learn together, not for qualifications but for its own reward: by sheer joy of discovery!

Lithuanian Third Age University of Sport and Wellness (LTAUSW) was established on October 25, 2013.

The mission of Lithuanian Third Age University of Sport and Wellness is to promote easier integration of elderly people into the social community, encourage their effective, productive and meaningful lifestyle maintaining their working capacity, physical activity, and raising their awareness of healthy lifestyles and the cultural levels. University invites all 50-year-old and older persons to be students who want to contribute to this remarkable idea and do it by acquiring new knowledge and skills in wellness and sport.

Some facts:

- Academic year runs from October to May.
- In one year the students can choose three modules.
- Tuition fee is 10 € per year.
- 2013-2017 we had 514 seniors students.
- The oldest student is 86 year old woman.

The modules are taught by lecturers from Lithuanian Sports University and visiting lecturers on voluntary basis. Seniors have lectures and practice sessions several times a month. They also have extra activities that can be attended by all participants of the Third Age University: exercising (every Monday and Wednesday) and Nordic Walking (every Thursday). These activities are willingly assisted by LSU students (volunteers). The Sports Coaching Study Programme planes including a study module related to coaching people at the Third Age Universities.

Types of physical activity in U3A:

- Outdoor and indoor exercising (for balance, flexibility, strength, coordination)
- Aerobics for older people
- Taichi
- Nordic walking



Selection ratings of LTAUSW modules in 2016-2017

Modules	Numbers of students
Adapted Physical Activity and Massage	64
Indoor, Outdoor and Aquatic Recreational Activities	62
Applied Psychology	54
Healthy Lifestyle	49
Basics of Computer Literacy	23
Physiotherapy for Orthopaedic, Traumatological and Rheumatologic Patients	20
Healthy aging	16
Personal Identity Changes	12
Sports Games	7
Basics of Nursing and Physical and Functional Rehabilitation of Elderly Persons with Disabilities	2