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 Jyvaskyla,
- 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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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 intention 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

1st meeting, 9-10th December, 2014

2nd meeting, 12-13th February, 2015

3rd meeting, 16-18 November, 2015

IP programme, 18-20 January, 2016

5th meeting, 24-28 April, 2016

6th meeting, 24-26 January, 2017

IP programme, 27-30 March, 2017

FINAL PRODUCT
1. SELF PRESENTATION OF EACH PARTNER
1.1. LITHUANIAN SPORTS UNIVERSITY

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

9 undergraduate study programmes
9 Master’s study programmes
2 PhD 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
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

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
Research @ LSU

INTERNATIONAL RESEARCH COLLABORATION

- Prof. Dr. H. Westerblad, Karolinska Institute, Sweden
- Dr. C. N. Moran, University of Stirling, UK
- Prof. Dr. O. R. Seynes, 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 (ENSEE)
- International Network 13PE (13PE)
- 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

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.
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 intention 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)

- The experience 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.
## Aims and contribution

- 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.
- To develop the Intensive joint course model and offer it at community centers.
- 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.

### PROJECT ACTIVITIES

<table>
<thead>
<tr>
<th>2014 Year</th>
<th>2015 Year</th>
<th>2016 Year</th>
<th>2017 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar: 2015 02-03 (Educators)</td>
<td>Workshop 2015 01 (Tartu)</td>
<td>Organizing meeting 2016 11 (Tallinn)</td>
<td>Intensive course (study module implemented in Universities, offered for communities) 2017 01 (Kanaz)</td>
</tr>
<tr>
<td>Organizing meeting 2014 12 (Kaunas)</td>
<td>Organizing meeting 2015 10 (Jyvaskyla)</td>
<td>Organizing meeting 2016 11 (Tallinn or Telemark)</td>
<td>Workshop 2017 05 (Telemark)</td>
</tr>
</tbody>
</table>

**Start of project:** 2014 09 01  
**End of project:** 2017 06
Activities

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.
- Online discussion, January–March, 2015: Collecting material and dissemination of the results.

Activities

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.

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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 for 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.
  1. Morning exercises
  2. Nordic walking
  3. Exercises on outdoor apparatuses
  4. Consultations
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: 1.997mii. Urban: 58% 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
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)

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
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)

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)
LASE SCIENTIFIC AND METHODICAL 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
6 PRACTICAL DEPARTMENTS:
- TRACK AND FIELD ATHLETICS
- GYMNASTICS
- SWIMMING
- SPORT GAMES
- HEAVY ATHLETICS, BOXING, WRESTLING
- SKIING, ORIENTEERING, TOURISM AND RECREATION

FOREIGN STUDENTS

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

EUROPE - LATVIA - RIGA
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 southwest 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, Adažu 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 «Zibep» (sports activities of varying complexity in relief)
Sports and recreation center end of the Laiu street to the sea
(leisure accommodation with security, sports camps, a large mass Event Organization)
Lilasties windsurfing center
Gym kindergarten Riekstips
Sports and recreation center Leisure Street at the Gauja (rowing, beach sports)
Motocenter
Villages multifunktional playing fields (Kalngale, Garciems (Dang forest-park Carlson) Gauja, Lilasie)

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 “Pļēvri” Siguldi forest, Laxes-Mezgariema forest Kalngale – Jaunciemas woods (active leisure and sports function)

Improvement of beaches (Gulf of Riga, Gauja, Garzers, Yakerbali, Dzirnezers, Lavera 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=maulm159_ms
hope White cup cycling, adventure races, windsurfing, 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

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

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
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 appraisement of its work
• Today we rank as one of the 300 best universities in the World
  – According to Times Higher Education World University Rankings

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
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.
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 students doing their training
  - 72 doctoral students
- With 140 academic staff and
- 30 people in support service
  - for teaching, studying and research

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
Study program and research program at the Physical Education and Center for Health and Sport Sciences, Laugarvatn, University of Iceland

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
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)

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
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

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)
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!

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?
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

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 highschools
- Only qualified Physed teachers (5 years of University) can teach
- School curriculum
  - New curriculum 2012 emphasised more PA rather than sport, still more work is needed to implement more PA
Cooperation with others

- Coop is widely spread, with all schools, other departments of the University, with the sport federation, directorate 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

Expectations

- New ideas
- New possibilities of cooperation
- New research possibilities

- To work together in changing the world to a better living!!
"Holuhraun". The eruption that is still going on and strong after 100 days

Thanks
1.4. UNIVERSITY OF TARTU

**Faculties**

<table>
<thead>
<tr>
<th>Faculty of Arts and Humanities</th>
<th>Faculty of Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Natural and Exact Sciences</td>
<td>Faculty of Medicine</td>
</tr>
</tbody>
</table>
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;
### Basic module of the Institute of Sport Sciences and Physiotherapy (15EAP)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>EAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>KKSBC.03.028</td>
<td>Biometric and biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>KKSBC.02.042</td>
<td>Sport physiology</td>
<td>6</td>
</tr>
<tr>
<td>KKSBC.02.021</td>
<td>Sport pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>KKSBC.02.011</td>
<td>Research method</td>
<td>3</td>
</tr>
</tbody>
</table>

### 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)

<table>
<thead>
<tr>
<th>The Methodological Aspects of Physical Education (8 EAP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Theory of Physical Education(4 EAP)</td>
</tr>
<tr>
<td>Seminar in Sport Pedagogy (3 EAP)</td>
</tr>
<tr>
<td>Coaching Education (6 EAP)</td>
</tr>
</tbody>
</table>
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

Guided discovery method (convergent)

- Teacher designes logical series or steps of questions/tasks.
- Each step is based on the previous step.
- Tasks move from general to the specific.
- 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

Social factors  -> Psych. needs  -> Motivation  -> Consequences

Motivational sequence model

TEACHERS’ MOTIVATION TO TEACH

<table>
<thead>
<tr>
<th>Punishment</th>
<th>Shame, guilt</th>
<th>Personal relevance</th>
<th>Pleasure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward, Expectation</td>
<td>Self-worth</td>
<td>Meaningful</td>
<td>Passion</td>
</tr>
<tr>
<td>Interest</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The behaviour is externally controlled</th>
<th>The behavior is under their own control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because they are paid to do so</td>
<td>Because they believe it is very important for their students</td>
</tr>
<tr>
<td>Because students expect teachers to do so</td>
<td>Identified motivation</td>
</tr>
<tr>
<td>External motivation</td>
<td>Because teaching is their mission in life, They just love teaching</td>
</tr>
<tr>
<td></td>
<td>To know</td>
</tr>
<tr>
<td></td>
<td>To accomplish</td>
</tr>
<tr>
<td></td>
<td>Experience stimulation</td>
</tr>
<tr>
<td></td>
<td>Intrinsic motivation</td>
</tr>
</tbody>
</table>
Teacher behaviour, teaching methods

Psychological needs

Need for autonomy
- Initiator of one's own actions
- Volition
- Being capable to be oneself

Need for relatedness
- Being loved by others
- Having close, intimate relationships

Need for competence
- Feeling capable to achieve desired outcomes
- Feeling effective
Discuss multiple approaches and strategies, find multiple solutions for problems, receive informational feedback, debate ideas freely, ask questions, re-evaluate errors, have ample time for decision making.

Choose material to use in learning;
Choose the way the competence will be demonstrated;
Display the work in an individual manner;
Discuss their wants;
Handle materials.


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 enjoyment
• Exploration intention (task that stimulate analysis, inquiry or discovery)
1.5. UNIVERSITY OF JYVÄSKYLÄ

Physical education and PA research at the University of Jyväskylä

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)
University of Jyväskylä, 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
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
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.

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

- Batchelor 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

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
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.

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.
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

Master’s Programmes in Finnish

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

HIPPOS MASTER PLAN 300 M € INVESTMENT IN 2020
KANGAS OLD PAPER MILL FACTORY AREA; City owns the land area; city has monopoly 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

PARTICIPATIVE PLANNING HELPS TO PUT YOUR DREAMS INTO PRACTICE!

DREAMS IN ASIAN WATERSCAPE!
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-kroppsoeving-og-friluftsliv/Faglaerer-i-kroppsoeving-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

5th Year
Master thesis 60 ECTS.
Master thesis 30 ECTS + 30 ECTS modules

4th year – autumn
Science theory & methods 30 ECTS
HIT/Bø

4th year – spring
2 modules a 15 ECTS
HIT/Not, HIT/Bø
UiA, UiS

Entrance:
BA - 60 ECTS
PE/Sports
Movement behaviour: Learning in context

Professional Master i PE
HiT-UiA-UiS

PE in the Limelight

Noen vits med gym?
Joint Master?

- A Joint Master within the Nordic- Baltic Countries?
- Modul-based 15/30 ECTS at each campus
- The campuses 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 lifestyle in children and youth
  - Previous research and experiences

- **Module II**
  - Mapping and analyzing different arenas and facilities for PA
  - (based on teachers’ own school environments)

- **Module III**
  - Possibilities and challenges related to seasons
  - Curriculum development

- **Module IV**
  - Exams: Project Report related to schools
  - Seminar/conference with project presentations and framing of the 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

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.
Priority Activities in Kaunas Community Centers (LSU survey of 2012)

- Environmental activities (10 communities)
- Socialization of older persons (9 communities)
- Increasing physical activity (7 communities)
  Sport and health promotion
- Socialization of children and teenagers (7 communities)
- Promotion of volunteering (7 communities)
- Business (1 community (Petrašiūnai))
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.

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**

<table>
<thead>
<tr>
<th>Nordic walking, exercising, yoga</th>
<th>Events and programmes of Kaunas Public Health Office (Nordic walking);</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC volley-ball, basketball, rope pulling, table tennis, figure cycling tournaments, healthy living days, cycling tours (in Aleksotas, Lampėdžiai, Panemunė, Vaišvydava)</td>
<td>Physical activity events in communities and PA and wellness events held jointly by AKCC and other NGOs (Kaunas Joint Club of Healthy People)</td>
</tr>
<tr>
<td>Training of CC PA instructors, KACC Healthy Day events (7th April) Day events, Wellness Day of Kaunas Communities (in June)</td>
<td>Joint projects with LSU</td>
</tr>
<tr>
<td>Wellness, Family and Community Physical Activity Days and events</td>
<td>Projects of Kaunas Municipality Sport and Health Departments, Ministry of Health for NGOs</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Program</th>
<th>Duration/Content</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>“Long-life health care”</td>
<td>1 year / outdoor morning exercises, Nordic walking, physical activity counseling</td>
<td>“Da inava”</td>
</tr>
<tr>
<td>2012</td>
<td>Physical activity promotion for elderly in Žaliakalnis subdistrict</td>
<td>3 months / outdoor morning exercises, Nordic walking, physical activity counseling, seminars on massage</td>
<td>Žaliakalnis</td>
</tr>
<tr>
<td>2012</td>
<td>Training sessions for community leaders</td>
<td>3 weeks / theory and practical sessions in age related changes; methodology of exercises for seniors</td>
<td>14 community representatives</td>
</tr>
</tbody>
</table>

### The promotion of PA Programmes at communities

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

Kauno mieste kviečiami senjoriai ir ne tik į renginių mozaiką!

VISI RENGINIAI NEMOKAMI
Counselling
(outdoor fitness exercises)
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

Kulautuva is a small, but one of the most beautiful settlements in Kaunas region, located on the right bank of the Nemunas River, 21 km west of Kaunas.

KULAUTUVA

The visitors are met by beautiful pinewood spreading the ozone, natural springs, well-planned network of streets.
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

Nordic-Baltic Physical Activity Bridges

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

STRUCTURE

Municipal Council (25 members)

Education, Culture, Sports and Law Enforcement Committee (7 members)

Director of Administration

14 elderships

13 units and services

Education, culture and sport unit

Šilalė District municipality’s Public Health Bureau
STRUCTURE

Education, Culture and Sport unit

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

- Sport school
- Educational assistance service
- Schools
  - 15 gymnasium
  - 1 secondary school
  - 1 progymnasium
  - 5 basic schools
  - 1 kindergarten

Sport school

- organize students and adult sport activity, carries out projects
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

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

Šilalė District municipality’s Public Health Bureau

14 elderships

15 sport clubs

Other NGO

Educational assistance service

Schools
15 gymnasium
1 secondary school
1 progymnasium
5 basic schools
1 kindergarten

Sport school
Other NGO

Youth Organization “Round Table”;
Scouts;
Union of young riflemen

Cross-sectorial cooperating

Šilalė District municipality’s Public Health Bureau

Šilalė district communities centres
Cross-sectorial cooperating

- Šilalė District municipality's Public Health Bureau
- Šilalė district municipality
- Group of propagating healthy way of life
- Youth Organization "Round Table"

Environment for physical activity
Environment for physical activity

SILALĖS RAJONO SAVIVALDYBĖS ADMINISTRACIJA
SILALE DISTRICT MUNICIPAL ADMINISTRATION

Environment for physical activity

Kvedarna

Pajūris

Požerė

Pajūris
Environment for physical activity

Šilalė stadium renovation

Environment for physical activity

State Investment Program

A modern swimming pool is being built in Šilalė.
Environment for physical activity

Šilalė

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 build skiing slopes equipped with 2 lifts.
**My expectations:**

To know about partner countries:

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

---

**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 LNOC, 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

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

OLIMPINĖ DIENA

NOW we move
Olympic Day

Date: 7\textsuperscript{th} June, 2014  
Location: Vilnius  
Participants: 20000  
Activities:  
- Olympic Day Run  
- Sport activities  
- Cultural activities  
- Lithuanian School Games Finals (2015)

LTeam Olympic Winter Festival

Date: 1\textsuperscript{st} – 2\textsuperscript{nd} 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

Under the patronage of the President of the Republic of Lithuania
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
Fitness and physical activity at Kaunas Jonas and Petras Vileisiai basic School

Dalia Lapšienė
2014-12-09/10

The school vision is:

- Modern, open to change, innovative and safe school,
- Focused on students' skills and value education, as well as
- Preparing students to live in a constantly changing modern 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)
- **Informal 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;

- **Informal 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, Edcology program MA students and proffesors provide lectures and activities – Golf, Wrestling and Basketball (2013-06-02/06-04).
  - In 2014-06-04/06-05 activities – Golf, Yoga and Basketball.

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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

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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,

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 concieness"
  - 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 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.
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 lots 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 have 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 standards.
Attractive physical education starts from 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 has 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)
Nordic-Baltic Physical Activity Bridges (NBPAB)

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

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

Circuit training (using stations) principle

Using nontraditional tools

Interval principle

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
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.
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

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
Projects

Initiative for long-lasting project activities

Organizing week, month, year projects
Invited colleagues, coaches, specialists

Projects in no-traditional environment
Close cooperation with family
Children PA together with their parents

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

KRZYSZTOF PIECH¹, KAROLINA NOWAK¹, ZINA BRONTIENĖ², INTA BULA-BITIENIECI²

¹The Jozef Piłsudski University of Physical Education in Warsaw, Faculty of Physical Education and Sport in Białystok, Department of Tourism, ¹Kazipedu University, Chair of Physical Education
²Latvian 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
2.2.2. SUCCESSFUL PHYSICAL ACTIVITY INTERVENTIONS IN EARLY CHILDHOOD

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 (Ilvonen, 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

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

Curriculum is important

- The role in structured PA (the amount, frequency, content, etc.) (Ward et al., 2012, livenen & Sääkslahti, 2013)
- Development of motor skills (Ward et al., 2012, livenen & 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:
- Enjoyment
- Fun
- Spontaneity
- Freedom
- Flow
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 (Saakslahti 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

![Typical playground image](image1)

![Forest image](image2)
Bullerby (Markéta 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)
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?

<table>
<thead>
<tr>
<th>COMMUNITY GROUPS</th>
<th>What PA they need</th>
<th>How can COMMUNITY HELP</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILDREN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YOUNG FAMILIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RETIRED PEOPLE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Child gender</th>
<th>Child age</th>
<th>Time spent in park</th>
<th>Adult who comes with child to park</th>
<th>Child and adult cooperation</th>
<th>Child activity</th>
<th>Adult activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl</td>
<td>X</td>
<td>3</td>
<td>20 Mom</td>
<td>X----</td>
<td>Swinging on the swing; running around; playing in a sandbox; playing with other children.</td>
<td>Talking to other adults and smoking. Pay attention to child's activity.</td>
</tr>
<tr>
<td>Boy</td>
<td>X</td>
<td>4</td>
<td>10 Mom</td>
<td>X----</td>
<td>Swinging on the swing; pushing a cycle; resists mother to drive away from the park.</td>
<td>Talking to other adults; walks in the park. Later, mom trying to persuade child to go way, but it resists.</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>3-4</td>
<td>35 Mom and dad</td>
<td>X----</td>
<td>Cycle, walks around, crawls in a house, swings in swings (very fast), walks on the grass, runs away from mom.</td>
<td>Do not look after child. Only, when the child has run out of the area of playground, start paying attention to it.</td>
</tr>
</tbody>
</table>
Children activity
Steps per day: 6000 - 12000

Limit SREENTIME to one hour per day

Aerobic Exercises (at least 20 minutes)
- Riding bicycles
- Swimming
- Running
- Skateboarding
- Rope climbing

Recreational Activities (at least 30 minutes)
- Volleyball
- Baseball
- Basketball
- Soccer
- Frisbee
- Playing

Every day
- Play outside
- Take the stairs instead of the elevator
- Help around the house & yard
- Bath your pet
- Pick up your toys
- Walk to the store
- Go for a walk

Adapted with permission from "Children's Activity Pyramid," University of Physical Education

What is the reality?

Older group

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrive</td>
<td>14%</td>
</tr>
<tr>
<td>Go home</td>
<td>16%</td>
</tr>
<tr>
<td>Work at table</td>
<td>12%</td>
</tr>
<tr>
<td>Have a nap</td>
<td>15%</td>
</tr>
<tr>
<td>Eat</td>
<td>13%</td>
</tr>
<tr>
<td>Games in game area</td>
<td>17%</td>
</tr>
<tr>
<td>Morning circle</td>
<td>15%</td>
</tr>
<tr>
<td>Sit</td>
<td>14%</td>
</tr>
<tr>
<td>Work in game area</td>
<td>3%</td>
</tr>
<tr>
<td>Get dressed</td>
<td>9%</td>
</tr>
<tr>
<td>Play outside</td>
<td>5%</td>
</tr>
<tr>
<td>Learn English</td>
<td>5%</td>
</tr>
<tr>
<td>Games at table</td>
<td>6%</td>
</tr>
<tr>
<td>Art group</td>
<td>13%</td>
</tr>
</tbody>
</table>

Younger group

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrive</td>
<td>15%</td>
</tr>
<tr>
<td>Go home</td>
<td>14%</td>
</tr>
<tr>
<td>Work at table</td>
<td>16%</td>
</tr>
<tr>
<td>Have a nap</td>
<td>13%</td>
</tr>
<tr>
<td>Eat</td>
<td>15%</td>
</tr>
<tr>
<td>Games in game area</td>
<td>4%</td>
</tr>
<tr>
<td>Morning circle</td>
<td>12%</td>
</tr>
<tr>
<td>Sit</td>
<td>13%</td>
</tr>
<tr>
<td>Work in game area</td>
<td>1%</td>
</tr>
<tr>
<td>Get dressed</td>
<td>10%</td>
</tr>
<tr>
<td>Play outside</td>
<td>6%</td>
</tr>
<tr>
<td>Learn English</td>
<td>6%</td>
</tr>
<tr>
<td>Games at table</td>
<td>15%</td>
</tr>
<tr>
<td>Art group</td>
<td>12%</td>
</tr>
</tbody>
</table>
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

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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.

Carnikava pedestrian - cyclist bridge

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

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**  \textit{leisure time sports participation}

**Av**  \textit{availability of parks or sports facilities}

**NSC**  \textit{perceived neighborhood social capital}
- The people in my neighborhood get along with each other well
- I live in a close-nit 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 1996:128). 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. Deverell 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.* Deverel (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.

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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 me 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 thing 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 it’s 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.

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

— Harold S. Gonsen

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Thank you for your attention
TEACHER LEADERSHIP
AS THE KEY FACTOR FOR PHYSICAL ACTIVITY PROMOTION AT SCHOOL

Dr. Dalia Lapénienė

WHAT DO WE NEED: THE VISION

A Coordinated School Health Program

- Comprehensive School Health Education
- Physical Education
- School Health Services
- School Nutrition Services
- School Counseling, Psychological, and Social Services
- Healthy School Environment
- School-site Health Promotion for Staff
- Family and Community Involvement in School Health
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, Griciūtė, Gažauskienė, 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.
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.

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.
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).

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.
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.

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

HOW MUCH PHYSICAL ACTIVITY OCCURS IN OUR SCHOOLS?

ONLY

3.8% ELEMENTARY SCHOOLS
7.9% MIDDLE SCHOOLS
2.1% HIGH SCHOOLS

PROVIDE DAILY PHYSICAL EDUCATION

BENEFITS OF PHYSICAL ACTIVITY FOR THE MIND

- Improved concentration & memory
- Faster cognitive processing speed
- Increased performance on standardized academic tests

EXAMPLES OF TEACHER LEADERSHIP

Projektas „Sveikatiada“

213
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

Motivating Kids to Be Active
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

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
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. Grudytė-Rašienė, LSU 2015

The Diamond Conceptual Framework
“GET ACTIVE FOR LIFE”  
(mnemonic phrase)

...factors, influencing PA in youth

R. Grudytė-Ražienė, LSU 2015

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

<table>
<thead>
<tr>
<th>Factors that influence activity in youth</th>
<th>How teachers can help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal setting</td>
<td>Help your students learn the self-management skills they need, such as goal setting and monitoring, to continue being active throughout their lives.</td>
</tr>
<tr>
<td>Enjoyment</td>
<td>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.</td>
</tr>
<tr>
<td>TV, video games, and computer games</td>
<td>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).</td>
</tr>
</tbody>
</table>

**Table 1.4 GET ACTIVE FOR LIFE Factors and Suggestions for Teachers**

<table>
<thead>
<tr>
<th>Factors that influence activity in youth</th>
<th>How teachers can help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes</td>
<td>Keep your class environment positive. Reward effort. Make PE meaningful by catering to students’ interests. 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.</td>
</tr>
<tr>
<td>Confidence in abilities (self-efficacy)</td>
<td>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.</td>
</tr>
<tr>
<td>Time and other perceived barriers</td>
<td>Teach students strategies for being active when the weather forces them inside.</td>
</tr>
<tr>
<td>Inclement weather</td>
<td>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.</td>
</tr>
<tr>
<td>Various perceived benefits</td>
<td>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.</td>
</tr>
<tr>
<td>Educated about how to be active</td>
<td></td>
</tr>
</tbody>
</table>

R. Grudyté-Račiūnienė, LSU 2015
<table>
<thead>
<tr>
<th>Factors that influence activity in youth</th>
<th>How teachers can help</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family and peer influences</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Older—becoming less active as you age</strong></td>
<td>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).</td>
</tr>
<tr>
<td><strong>Recreational programs lacking</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Factors that influence activity in youth</th>
<th>How teachers can help</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lack of safe spaces in neighborhood</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Intrinsic motivation</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Facility and equipment access</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Economic status, culture, and gender</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
The Diamond Conceptual Framework

Consequences of missing a fundamental skill
Matching fundamental skill with sport activity

The Diamond Conceptual Framework

R. Grudytė-Rašienė, LSU 2015
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).

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

Number of different sports experienced          Volume of sport experienced

R. Grudytė-Rašienė, LSU 2015
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.

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

(Pearlough et al., 2002; Green, 2000)

R. Grudytė-Rašienė, LSU 2015
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 & Brundie, 1982).

The Diamond Conceptual Framework

R. Grudytė-Rašienė, 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)

---

**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
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.

---

Lifetime Health-Enhancing Activities

Many activities may score low on the HRPF benefit scale, but still be worthwhile to include in 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. Grudytė-Rašienė, LSU 2015
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. Grudytė-Rašienė, LSU 2015

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. Grudytė-Rašienė, LSU 2015
Guide your students to be active for life!

R. Grudytė-Ražienė, LSU 2015

Sociocological model of influences upon a child’s physical activity behaviour (adapted from McLeroy et al., 1988)*


R. Grudytė-Ražienė, 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

- Comparing 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 analysis
- 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 specific.
- 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 program/ 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 period of time are designed

Learner’s initiated method

- Is based on the readiness to conduct self-initiated learning episodes
- The teacher 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)
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
• Integration
• 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“

Day 1
Group Work (≈1.5 hrs)
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’)

Nordic Baltic Physical Activity Bridges
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  
|——|——|——|——|——|——|——|——|
| Primary school children  
|——|——|——|——|——|——|——|——|
| Secondary School children  
|——|——|——|——|——|——|——|——|
| Youth / Students  
|——|——|——|——|——|——|——|——|
| Young families  
|——|——|——|——|——|——|——|——|
| Adults  
|——|——|——|——|——|——|——|——|
| Seniors  
|——|——|——|——|——|——|——|——|
| TG1 | TG2 | TG3 | TG4 | TG5 | TG6 | TG7 |
| Arja Südeiša (FIN) & Maret Pihis (EST) | Saara Pärna (VOR) & Snora Sildastus (EST) | Vilja Rinkis (EST) & Mikko Routanen (FIN) | Lisa Kumpsone (VOR) & Rino Grundzūsis (LTU) | Ruut B. Gaumandsone (LCH) & Riina Välimaitse (LTU) | Ines Reutersone (LCH) & Viara Kravals (LAT) | Virtsi Ķiemeniene (LTU) & Vitas Kavels (LTU) |
| Group work at LSU Library 36a LB | Group work at LSU Library 36a LB | Group work at LSU Library 36a LB | Group work at LSU Library 36a LB | Group work at LSU Library 36a LB | Group work at LSU Library 36a LB | Group work at LSU Library 36a LB |

LSU student-leader in the Target Group

| TG1 | TG2 | TG3 | TG4 | TG5 | TG6 | TG7 |
| —— | —— | —— | —— | —— | —— | —— |
| Venesa Kurtbelyte | Tomas Gynvetkam | Gaivirė Puslantė | Reimo Jocumas | Šipė Linaitė | Marius Saneitis | Giedri Kuznietė |

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

2017, March 28  
8:30-14:00

| Preschool children  
|——|——|——|——|——|——|——|——|
| Primary school children  
|——|——|——|——|——|——|——|——|
| Secondary School children  
|——|——|——|——|——|——|——|——|
| Youth / Students  
|——|——|——|——|——|——|——|——|
| Young families  
|——|——|——|——|——|——|——|——|
| Adults  
|——|——|——|——|——|——|——|——|
| Seniors  
|——|——|——|——|——|——|——|——|
| TG1 | TG2 | TG3 | TG4 | TG5 | TG6 | TG7 |
| Arja Südeiša (FIN) & Maret Pihis (EST) | Jukka Hjoelte (NOR) & Ismael Sotikanov (ICE) | Veiko Reihe (EST) & Mihhoo Muhlinov (FIN) | Lisa Kumpsone (VOR) & Rino Grundzūsis (LTU) | Ruut B. Gaumandsone (LCH) & Riina Välimaitse (LTU) | Ines Reutersone (LCH) & Viara Kravals (LAT) | Virtsi Ķiemeniene (LTU) & Vitas Kavels (LTU) |

* * *  
LSU student-leaders in the TG will guide to the J. & P. Vileišių School—multi-functional centre  
Busses 34, 38  
Address: Demokrato 36

245
### 2017, March 28
**14:00-19:00**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:00-15:00</td>
<td>* Transfer back to LSU</td>
</tr>
<tr>
<td>15:00-16:00</td>
<td>Group work at LSU 161 LB</td>
</tr>
<tr>
<td>16:00-1700</td>
<td>Group work at LSU 210LB</td>
</tr>
<tr>
<td>17:00-19:00</td>
<td>Social programme. Orientation game in the City center (Meeting point Lobby of CBJ LSU) Responsible ESN LSU</td>
</tr>
</tbody>
</table>

### 2017, March 29
**8:30-12:00**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:20-12:00</td>
<td>Nordplus HZ NBPAI project partners meeting 218 CB</td>
</tr>
</tbody>
</table>

### Target group sessions 218 CB

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00-11:30</td>
<td>Target group sessions 218 CB</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Summary up and certificates 218 CB</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Fire time</td>
</tr>
</tbody>
</table>

### Social programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:30</td>
<td>Social programme. Dancing with Lithuanian folk dance group &quot;Rauda&quot; Assembly hall, ESN LB</td>
</tr>
</tbody>
</table>
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:
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:

Preparation task Target Group 2:
Primary school children (=6-10 years old)

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


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

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.


[http://www.ijbnpa.org/content/10/1/111](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?


*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.


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.)?


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.


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?

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.


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.


http://journals.humankinetics.com/doi/10.1123/japa.9.s1.s71

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?

Physically active play
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 (Ilvonen, 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

- 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 champaigns 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, Ivonen & Sääkslahti, 2013)*
- Development of motor skills *(Ward et al., 2012, Ivonen & 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

Playing = Creativity?

Playing is
- Curiosity
- Problem solving
- Imagination
- Flow experiences
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 Kyttä, 2003)
inspired by Astrid Lindgren's Bullerby books
Affordances (Kyttä, 2003)

<table>
<thead>
<tr>
<th>High-high</th>
<th>High-low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative playing</td>
<td>Lot of facilities, but not allowed to do anything</td>
</tr>
<tr>
<td>Low-high</td>
<td>Low-low</td>
</tr>
<tr>
<td>&quot;structured activities&quot; with few possibilities</td>
<td>Like a &quot;prison&quot; to child</td>
</tr>
</tbody>
</table>

Physical environment

- **Inside**
  - Size of the area
    - Small, "messy"…
    - Large, "empty" …
  - Play equipment
  - Sport equipment

- **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
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 a 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 be **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.
“EQUIPMENT AND TOYS – INSPIRE TO EXPERIMENT”
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.

Are all bans necessary?
"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 CO-OPERATION"

- 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

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

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

Learning in context
Learning outcomes
Interactive learning

Environment
Task

(After Newell 1986)
Learning environments

• **Motor skills**: Techniques of climbing, throwing, running, jumping,..

• **Motor abilities**: Coordination, 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 Sægeie 2000)

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

<table>
<thead>
<tr>
<th>Tests</th>
<th>Exp. group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>p</td>
<td>p</td>
</tr>
<tr>
<td>General balance</td>
<td>***</td>
<td>ns</td>
</tr>
<tr>
<td>Speed of limb</td>
<td>***</td>
<td>ns</td>
</tr>
<tr>
<td>Flexibility</td>
<td>ns</td>
<td>ns</td>
</tr>
<tr>
<td>Explosive strength</td>
<td>***</td>
<td>**</td>
</tr>
<tr>
<td>Trunk strength</td>
<td>**</td>
<td>ns</td>
</tr>
<tr>
<td>Functional strength</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Dynamic balance</td>
<td>**</td>
<td>ns</td>
</tr>
<tr>
<td>Co-ordinasjon</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Agility</td>
<td>**</td>
<td>ns</td>
</tr>
</tbody>
</table>

** = p<.01       *** = p<.001    ns = not significant

---

Didactic approach

<table>
<thead>
<tr>
<th>Landscapes</th>
<th>Afford</th>
<th>Physical activity</th>
<th>Promote</th>
<th>Motor development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape elements</td>
<td>Landscape characters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetation</td>
<td>Topography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking, running, climbing, crawling, hanging, throwing, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Open-ended</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Free play</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Games</td>
<td></td>
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</tbody>
</table>

Motor skills |
Techniques of running, jumping, throwing, climbing, etc.

Motor abilities |
Balance |
Coordination |
Power |
Speed |
Agility |

(Fjortoft 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

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, Fjortoft 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, placeess...


3.4. STUDENTS PRESENTATIONS AND GROUP LEADERS SUMMARY AND RECOMMENDATIONS
Special Eurobarometer 412*

Ieva Rudzinska
Ivars Kravalis
Vladimirs Ribnikovs
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 spend doing vigorous PA – “more than 120 minutes a day” answered 28% respondents, while only 5% choosed this answer in Ireland, Italy, and Portugal.
Moderate PA for more than a 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

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>30%</td>
</tr>
<tr>
<td>Estonia</td>
<td>29%</td>
</tr>
<tr>
<td>Latvia</td>
<td>28%</td>
</tr>
<tr>
<td>UK</td>
<td>26%</td>
</tr>
<tr>
<td>Sweden</td>
<td>25%</td>
</tr>
</tbody>
</table>

“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

<table>
<thead>
<tr>
<th></th>
<th>Latvia</th>
<th>Estonia</th>
<th>Lithuania</th>
<th>Czech Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>26</td>
<td>20</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

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 you 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, couches, sport teachers, sport managers, recreational specialists etc.).

References
3.4.2. PA IN NORWAY

Physical activity in Norway

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

School

☐ * kindergarten
☐ 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

307
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 physically active at least 30 minutes everyday
• Children and youth should be physically active 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 Ihmäki, Eeva Laari, Karoliina Mäkäräinen & Sami Helenius

The three sectors of the Finnish PA and Sport culture

The three sectors that organise PA and Sport in Finland:

**PUBLIC**
- PA and Sports Act
- Health and PA
- Supporting civic sector

**PRIVATE**
Business increased:
- Gyms/health clubs
- Activity parks
- Wellness technology

**CIVIC**
Many organisations (c. 20 000):
- National
- Regional
- Sport clubs
33 000 PA facilities:
75% owned by municipalities
(National Sports Council 2014)

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
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

---

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)

Weekly PHYSICAL ACTIVITY PIE

- Improve aerobic fitness by being active several days a week, for total of at least 2 h 30 min of moderate activity or 1 h 15 min of vigorous activity.
- Increase muscular strength and improve balance at least 2 times a week.

Average life expectancy
(Statistics Finland 2017)

2015:
Women 84.1
Men 78.5
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=approx. 1118, one-third units)
- Daycare personnel observation
- 10 % of daycare days: vigorous PA (approx. 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
  - Approx. 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
  - 45 % (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:
- Korkeakouluiliikunta = 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 diapetic
  - Muscleskeletal 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 built)
3. Individual:
   - Only 1/20 full-fill 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

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
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 Thórisdóttir
  — Fittest 2011, 2012
• Katrin Tanja Davidsdóttir
  — 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

Current Situatsion of Physical Activity in Estonia

Iris Olmre, Eilin Sepp, Maret Pihu, Vello Hein

27.03.1017

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Physical Activity Levels</td>
<td>F</td>
</tr>
<tr>
<td>Organized Sport</td>
<td>C</td>
</tr>
<tr>
<td>Active Play</td>
<td>INC</td>
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<tr>
<td>Active Transportation</td>
<td>INC</td>
</tr>
<tr>
<td>Sedentary Behaviors</td>
<td>F</td>
</tr>
<tr>
<td>Family and Peers</td>
<td>C</td>
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<tr>
<td>School</td>
<td>C</td>
</tr>
<tr>
<td>Community and the Built Environment</td>
<td>B</td>
</tr>
<tr>
<td>Government Strategies and Investments</td>
<td>C</td>
</tr>
</tbody>
</table>
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 of moderate-to-vigorous physical activity per day on average.*


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%). *

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 and 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

Tri Sectorial approach of Lithuania

LITHUANIAN SPORTS UNIVERSITY

Made by: Greetė Dainevičiūtė, 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 223 minutes per day (men - 238 min., women - 207 min.) 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 enough physical education lessons. PE lessons are in poor quality. (Trinkūnienė & Adžiauskas, 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 & Adžiauskas, 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. (Meškaite A., et.al, 2012)
Students

- 74% do exercise.
- 67.9% do exercise more than 1 hour per week.
- 44.9% light exercise more than 4 hours per week (Dobrovolskij & Stukas, 2015).

Students opinion about their health

(Strazdienė & Adaškevičienė, 2014)
Reasons for not exercising

(Dobrovoleskij & Stukas; 2015).

References

8. World Health Organization
3.5. POWERPOINT PRESENTATIONS

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

Information about the group
- Age 5-7
- 13 children
- Boys and girls together
- Organized PE lessons twice a week for 30 min.
- 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
- Crocodile
- Interview as a game with a ball
- Fishnet
- Brother help me
- Interview with a game- animals
- Letter game in pairs
- Touch your body parts game
Pre-school children (≈3-6 years old)

Can you guess the word?
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 ☺
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 equipements
    • Sport equipements
• 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
Frida
Vladimir
Thomas

PA Analysis
We asked kids simple questions about what they better prefer and choose to do when they have free time and recess.
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 spare time?
- Do you prefer climb or play?

Suggestions

Reality

Skatepark and/or painted games on asphalt

Rope pyramid and sandbox under it
Primary school children ($\approx$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 forest
Primary school children (≈6-10 years old)

Climbing ropes in the forest

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

School
Three Sectorial Approach
Community
University
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, Ellin Sepp, Anna Dis Thorarinsdottir, Magnea Drofn Hlýnsdottir

Target group

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

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: Gabriëlé Pliuskutë, Pëteris 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 shcool.
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)

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

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)
- Participants:
  - 17 physical education students, aged 20-21

Young adults: Arenas

- Higher education [universities etc.]
- Leisure time ~ 16:00-24:00
- Job ~ 08:00-16:00
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.

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 one's comfort zone
- Do something non-traditional

Outcome of the lesson:
- Outside vs. inside (physical 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)

**Project Young Families**
- The group
- The task
- Our goal

**Introduction**
Active parents more supportive of children's PA than non-active (Gustafsson & Rhodes 2006)
Support and encouragement to PA is more effective than modelling (Gustafsson & Rhodes 2006)
Warmth and support of parenting styles, time spent together and parent-child communication promote self-esteem → PA (Ornelas, Pereira & 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 varies 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”

Haftor 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

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

Anita Thorgerdur
Sigurður Skuli
Greté Dainevičiūtė
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: 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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What areas are available and near you in the environment to be physically active? Have you participated or used any of them?</td>
<td>Athletics park, training machines</td>
</tr>
<tr>
<td>Do you have any non-communicable diseases? (diabetes, cardiovascular disease, raised blood pressure, osteoporosis)</td>
<td>Osteoporosis, elevated blood pressure, glaucoma, cardiovascular disease</td>
</tr>
<tr>
<td>Tell your opinion. What can community, school, university, do to promote PA among seniors?</td>
<td>More exercise, lectures about healthy lifestyle, organized activities</td>
</tr>
<tr>
<td>Do you have any sports equipment at home? If you have, what kind?</td>
<td>Gym ball, nordic walking sticks, training machine, pull-up bar</td>
</tr>
<tr>
<td>Would you take part in organized PA? (Why?)</td>
<td>Interested in healthy living</td>
</tr>
</tbody>
</table>

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.

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 invite 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 allow people to choose PA intensity and enjoy it together.

REFERENCES: WORLD HEALTH ORGANIZATION (2017). PHYSICAL ACTIVITY AND OLDER ADULTS
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)

<table>
<thead>
<tr>
<th>Communities activities</th>
<th>Communities needs</th>
<th>Suggestions to the students programs, students practice, to coaches (schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children, youth and adults, families events and sports tournaments</td>
<td>Sport coaches and judges. Sports and healthiness promotion activities and activation</td>
<td>Judging the competition aid, children games – as practice of students. Healthiness lectures</td>
</tr>
<tr>
<td>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</td>
<td>Sport coaches, students volunteers</td>
<td>Organization skills development, physical activities/sports coaches</td>
</tr>
<tr>
<td>Sports and physical activity, healthiness promotion and activation - common universities (schools) and community projects</td>
<td>Necessary consultations in the sports and healthiness activities fields projects</td>
<td>Help to establish programs, ability to write projects and implement them (its?) together</td>
</tr>
<tr>
<td>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</td>
<td>Undertakers Explanatory work</td>
<td>Students practice, coaches of schools and universities/colleges. May be workshops?</td>
</tr>
<tr>
<td>Wellness/healthiness programming for different social ages groups</td>
<td>Lack of specialists for execution and funding</td>
<td>Executors of health promotion programs. Action planning</td>
</tr>
<tr>
<td>Physical and healthiness promoting activities to the specific needs young people and citizens</td>
<td>Specialists of special massage and physical exercises coaches</td>
<td>The ability to apply a variety of physical activities at a range of health status</td>
</tr>
<tr>
<td>Exercising with outdoor exercise equipment</td>
<td>Leisure-time infrastructure that provides specific opportunities for sports and physical activity</td>
<td>Students could couch how to use outdoor exercise equipment in the summer practice</td>
</tr>
</tbody>
</table>

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

**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.

**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.

**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.

**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.

**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 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 promotion 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
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.

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!

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

Outdoor activities

Creating from nature’s materials

Recycled fruit and vegetable

Circle time

Heilsuleikskólinn Kór
ICELAND

Nordic-Baltic Physical Activity Bridges
Kaunas, 2017

370
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 journalists:
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.
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 Jyväsjärvi (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.
State Forest Management Centre (in Estonia RMK) have built up the hiking roites. 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

UNIVERSITY OF TARTU

MINISTRY OF EDUCATION
AND RESEARCH

MINISTRY OF SOCIAL
AFFAIRS

SCHOOLS

Physical Activity
Report Card
2016

PURPOSE: TO RISE PUPILS DAILY PHYSICAL ACTIVITY
13 % of 2 - 10 years old girls are enough active
27 % of 2 – 10 years old boys are enough active

THE MODEL OF PHYSICALLY ACTIVE SCHOOLDAY

SCHOOL CURRICULUM

ACTIVE BREAKS

ACTIVE ACADEMIC
LESSONS

COOPERATION
WITH THE
COMMUNITY

Teachers and other personnel
Optional moving subjects
Quality PE

Active outdoor break
Environment what conduce to be active
Active teaching-learning methods

Activity breaks

Parent education
Active transport
Trainings for everybody

➢ New National PE Curriculum 2018/2019
➢ Materials for PE
➢ Active school program 10 + 3 schools

Basic School of Tamme in Tartu

PHYSICAL ACTIVITY PROMOTION IN LATVIA

The local municipality offers a variety of sporting activities all year round: cross-country skiing, biathlon, hockey, basketball, soccer and a lot more.

County festival: tug of war

All sporting activities in numerous towns are supported by the city council. Sports is and always will be a big part of local towns.

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 enrol in Children and Youth Sports School; there they choose their sport, train and compete in it.

Riga, 2017, Peteris Putnins, Andris Skangalis, Ieva Rudzinska
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.
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.
AKCC unites 25 CC, collaborate with Kaunas Municipality Public Health Office and Lithuaniana 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)

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.
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 Vilniaus 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, focused behavior.

**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 vehicle for teaching and reinforcing character education. Trustworthiness, fairness, respect, responsibility, kindness, citizenship and many other character qualities are demonstrated during the game.

**Extracurricular activities** encourage 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 by 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.

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, field, strong, agility, Chaos, swimming and square game. Sports teach:

- **Movement skills**: walk, run, jump, catch, kids, stand, etc.
- **Sport skills**: agility, balance, coordination, speed, jumping, climbing, hopping, throwing, skipping, etc.
- **Mind – body connection**: breath control, 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.
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

<table>
<thead>
<tr>
<th>Modules</th>
<th>Numbers of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted Physical Activity and Massage</td>
<td>64</td>
</tr>
<tr>
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