

Workshop on Physical Activity

SHE, 29th October 2020

ULLA PEDERSEN 26. OKT 2020, 06.59

Information

Welcome to SHE's workshop on physical activity (PA)!

1) Is daily PA an organic part of the school day and in leisure time on a system level? — ULLA PEDERSEN

If YES: 2a) how it is organized? (daily physical education class /Dynamic physical education (DPE)/ or other way?)
— ULLA PEDERSEN

2b) how likely is it that all children will participate?
— ULLA PEDERSEN

2c) how is improvement of the quality of daily PA facilitated? And how is it affected by COVID-19? — ULLA PEDERSEN

if NO: 3a) What are the causes? 3b) And what are the plans or possibilities to improve the situation? — ULLA PEDERSEN

Group 1 (facilitator: Gemma)

Is Daily PA an organic part of the school day and in leisure time on a system level?

Yes- in Denmark new school reform where the school children attend longer periods in school. A topic in the reform is that every child must be 45 mins active everyday. Physical education- 2-3 hours every week. Problems- teacher are not training — ANONYM

Portugal- PA in the curriculum 2 hours a week, lots of movements in classrooms encouraged. Breaks can be dynamic, non traditional, use of playgrounds. Encourage PA afterschool but very difficult. Children can be involved in a competition programme but it's not compulsory- many children don't have after school activities-Very difficult to get secondary school children to take part in after school activities. — ANONYM

Uzbekistan- National programme for schools all children in schools have 2 classes 45 mins per week. 5 mins of exercise in class per day. Network of clubs for physical exercise for children, based on community level. Using this for a focus on sport,. Focus needed on Organisations and hopes SHE.
— ANONYM

Denmark- 95% participate in a club where parents have to pay to participate. Difficult to have older children to attend.
— ANONYM

In Wales Yes- It's part of the National Curriculum- 2 hours per week. There's also strong links with organisations that provide out of schools activities and encourage sport and outdoor learning as well as active travel. School days and breaks in some schools are being decreased which is an issue as it decreases the amount of time for children to play outdoors. — ANONYM

How is it organised?

How likely is it that all children will participate?

Denmark- Young children- great success but when they get to secondary school it becomes more difficult. Try some modules with teachers to involve to vary the activities. — ANONYM

In Portugal- School of sport they have offers in all sport- Nautical school sports for those near to the sea. Other schools will have a range of sports but it becomes more challenging in secondary schools. Encouraging children/young people to walk to school is also challenging. — ANONYM

How is improvement of the quality of daily PA facilitated?

Denmark has an evaluation of the 45 min evaluation- half the schools are doing it very well. A new way of learning.
— ANONYM

How is it affected by COVID 19

Denmark- 2 month at home in April and May. Seen that activity in children decreased. Teacher have learned how to educate outside. Very successful outdoor learning- discussion around how can we continue using outdoor learning passed COVID 19. — ANONYM

Portugal- Closed in March- June. Very limited Physical Activity- in the summer they used the beach. Outdoor learning is changing, — ANONYM

Uzbekistan- All schools closed home and online learning, wellbeing problems and other pressures. From September there is online and offline learning- parents can have a choice of online or offline- offline they attend schools. Training in sports children have access. — ANONYM

Spain: trainings for teachers in prim. schools, teaching culture improving is needed. — ANONYM

Russia: motivation, social problem, healthy lifestyle is getting more accepted. Some universities give bonus for PA. — ANONYM

If No- What are the causes? plans for improvement?

Group 2 (facilitator: Annamária)

DPA an organic part of the day

Spain: yes, PE 3/week, but they try to do other forms of PA, activity in the classes, after school. — ANONYM

Russia: 3 PE/week, 3-5 minutes/lessons on the 2nd lessons. — ANONYM

Slovenia: PE 3/week, PE 1-2/week; added extra lesson, after school, — ANONYM

Lithuania: 2-3 PE/week, 7 grade and over: 2 PE/week; mandatory active break 10 minutes: dance, gymnastics — ANONYM

Organization:

Slovenia: 5-15 active break in all schools, some schools active learning, sporadic activities seen in Finland — ANONYM

Lithuania: sporadic PA, fun, running round the school with the class teacher, kids like it! — ANONYM

Russia: motivation for PA: competitions, given bonus — ANONYM

All children participate?

Spain: teenagers are dropping, for them complementary programs, competitions in adult mode. — ANONYM

Slovenia: PE all children, other activities: not all, big differences depending on SES. Sec. school: children not motivated. — ANONYM

Russia: teens are not motivated, but all in PE. — ANONYM

Lithuania: teens are not motivated. PE: all children. Gov. gave some money for extracurr. activities for all children. — ANONYM

Improvement of quality

DPA NOT part of the day:

Causes:

Plans to improve situation:

Slovenia: clubs of PA more lovely if not so high standards. — ANONYM

Group 3 (facilitator: Tineke)

2a) yes: How is it organized?

- PA should be a part of HPS (activity breaks, ...), not only a part of the curriculum

- polen: also attention for PA by teachers

2b) yes: How likely is it that all children will participate?

Electra: problem: girls do not participate, separate girls and boys (what do they like?) - gender differentions - participation

Flanders: same situation, challenge to reach all students.

1) Is daily physical activity an organic part of the school day and in leisure time on a system level?

Kazakhstan: network of 750 schools, PA is a part of the curriculum, 3x/day

Polen: 3x/week 45 min. it's not a part of each school day (not systematic).

Greece: primary schools: 3 hours/week (45min), secondary: 2hours/week + activity during the breaks (it's not organised)

Bulgaria: 5x/week (not organised, combine it), problem: not enough space (eg. small classrooms) + breaks

Sweden: primary: 140h (schoolyear), secondary (180h), no details in the curriculum. the government asked to work on this

Flanders: both primary and secondary schools:

2x50min/week + organisation who supports schools in developing a movement policy (www.moebv.be): education +

environmental interventions + agreements + care and guidance for people who need it.

Yes but an equity approach is fundamental (e.g. gender differences or students with parents with lower degrees)
— ANONYM

2c) yes: How is improvement of the quality of daily PA facilitated? and how is it affected by covid-19?

Bulgaria:

Sweden: didn't close the schools, but also saw the decrease in PA.

polen: FA outside, pupils are excited

Greece: during lockdown no PA (only private schools: online), but families did a lot of exercise with their children (no traffic due to the lockdown), PA = mask break

Kazakhstan: same as in Greece during lockdown, online education: every 20-25 minutes activity breaks on television (famous sport persons: influencers!).

Flanders: physical education classes will follow the protocol for the sports sector. It means that indoor sports are no longer allowed (at this moment) for children older than 12 yrs. So, PA classes no longer continue in the secondary schools.

3a) No: What are the causes?

3b) NO: What are the plans of possibilities to improve the situation?

Group 4 (facilitator: Veronica)

DPA an organic part of the day

- PE is part of the curriculum but PA is not an organic part of the day — ANONYM

more efforts are made in kindergarten and primary schools, less in high schools — ANONYM

Organization

breaks are used to promote PA, mostly in kindergarten and primary schools — ANONYM

some programs are promoted: Moving schools in Estonia, Purzelbaum Schweiz, Active School in Italy (just few schools) — ANONYM

in some countries intersectoral collaborations are active to promote active transports (e.g. Spain and Italy) — ANONYM

All children

Improvement of quality

In Spain PA is going to be included in the school curriculum
— ANONYM

in other countries dissemination of health promotion programs
— ANONYM

NO: causes

lack of culture — ANONYM

PA and PE are considered the same thing. PE is considered a subject, a part from all other things. An integrative approach is needed — ANONYM

NO: plans to improve

change the school culture in this area, go beyond information, disseminate research results — ANONYM

let schools understand the difference between PE and PA
— ANONYM

training about how to introduce PA in daily organization
— ANONYM

use self-assessment — ANONYM

share specific practices — ANONYM

twinings and erasmus+ projects can help in improving PA in schools and change the culture — ANONYM

PE teachers can support other teachers to figure out how to introduce PA in their lessons — ANONYM

intersectoral collaboration with municipalities or with other departments/ministries (e.g. sustainability) to improve active transports — ANONYM

Group 5 (facilitator: Suzanne)

Hello

Scotland. There is a national commitment to a programme called 'The Daily Mile'. — ANONYM

Also, in Scotland there are Active School Coordinators in every school. They have been in post for 11 years; one of the longest funded programmes in Scotland. — ANONYM

In Iceland, mandatory 3 X40 mins (2 PE and one swim class); all recess is outdoor 10-30 mins for primary pupils three times a day. — ANONYM

Active Travel - September for one month participate in an active travel month and then encouraged to continue. PE teachers teach PE; not classroom teachers. Outdoor Learning is organised by classroom teachers supported by PE teachers.

Playgrounds are set out to encourage PA with equipment; there is also a playground games programme; peer play leaders are part of this programme (prog from Norway).

— ANONYM

In the Netherlands, mandatory PE lessons 2-3 times per week undertaken by the primary and taken by PE specialists in secondary. Municipalities encourage the school environment to promote PA. A cycling country - from a very young age. Active travel is well established in the Netherlands - cycling is a safe form of transport. In secondary schools they want to see more PA built into other curriculum areas - more possible in the primary — ANONYM

Elena - North Macedonia - in Covid-19, our Ministry prepared protocols to implement PA in schools; primary - Grade 1-3 go to school; Class teacher is responsible to teach about PA and positive attributes, for example, if weather conditions are good then PE/Health Ed is outdoors., physically distanced by 1 -1.5 m. 10 - 15 mins of exercises ; if weather is poor they have lessons indoors in hall with rules for using facilities and equipment safely. Grade 4-9 and secondary schools all on online platform at home. Classes are 35 mins X3 per week. The classes are online and teachers demonstrate the exercises and children and young people follow the teacher at home. Professional learning given to teachers on pedagogical practice for online teaching and the content. But rural areas do not have the IT infrastructure but the govt are trying to address this. — ANONYM

In Norway, now law that one hour per day for PA on top of the PE provision. Started as a pilot then rolled out in 2017; lots of outdoor learning - Grades 1-4 once a week taught outdoors all day; Grades 5 - 7 also outdoor but not as much; during breaks playgrounds promote PA with good environments in nature and equipment. Covid-19 a lot of teaching moved outdoors to support physical activity — ANONYM

Slovenia - promote 2-3 hours PE/PA mandatory programme; but lots of opportunities to support PA/recreation during the class and playground breaks; also extra-curricular programmes - extended stay programmes - can do homework as well as spending time outside; NGOs who have sport activities for schools with teachers to invite students to the sports activities - they are not in the national programme, but at municipal/school level/community level and decided by community/school level. Active Travel by bike or walking is encouraged; decided locally and at school level; — ANONYM

Q2. Iceland. Teachers are trained in PE/PA; children are asked what they want; in the curriculum children are graded for PE; participation in sports is very high. Covid-19 most activities have moved outside as facilities have closed.

— ANONYM

※※※※※