



The focus of PE on physical activity and health in Finland

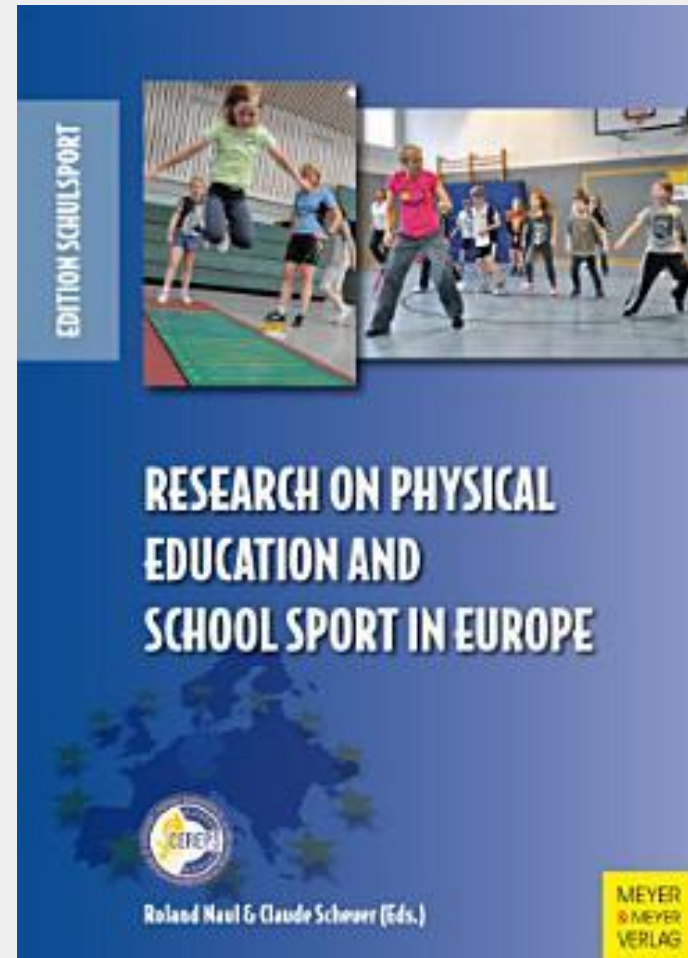
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European context (Naul & Scheuer 2020)

- Cultures
 - German & Swiss, Swedish, Spanish, French, British, etc...
- Persons ("influencers")
 - Gutsmutsh, Pestalozzi, Ling, Amoros, etc...
- Ideologies
 - Philantrophia, Military, Europeanization, Sport education, Olympic education etc..



Country specific...



JYVÄSKYLÄN YLIOPISTO



Physical education in Finland



- Regulated by the Basic Education Act (628/1998)
 - National core curriculums (app. 600 pages)

Objectives for school education

- ⇒ **Support the development** of the pupil's humanity and their ethically responsible membership in society
- ⇒ Provide pupils with **requisite knowledge and skills for life**

NCC 2014



Underlining values for all subjects

- Transversal competence
- Active agency
- Conception of learning
- Multiple learning environments
- Versatile working methods

=> Operational culture that seeks to reinforce pupil's intrinsic motivation for learning



The main goal of Finnish PE

- To guide pupils to adopt physically active lifestyle and educate them through physical activities



Theoretical background

Deci and Ryan (2000) Self-determination theory can provide the motivation to engage lifelong physical activity

- Self – efficacy
- Experienced autonomy
- Social cohesion

(more in Jaakkola, Liukkonen, Sääkslahti 2017)

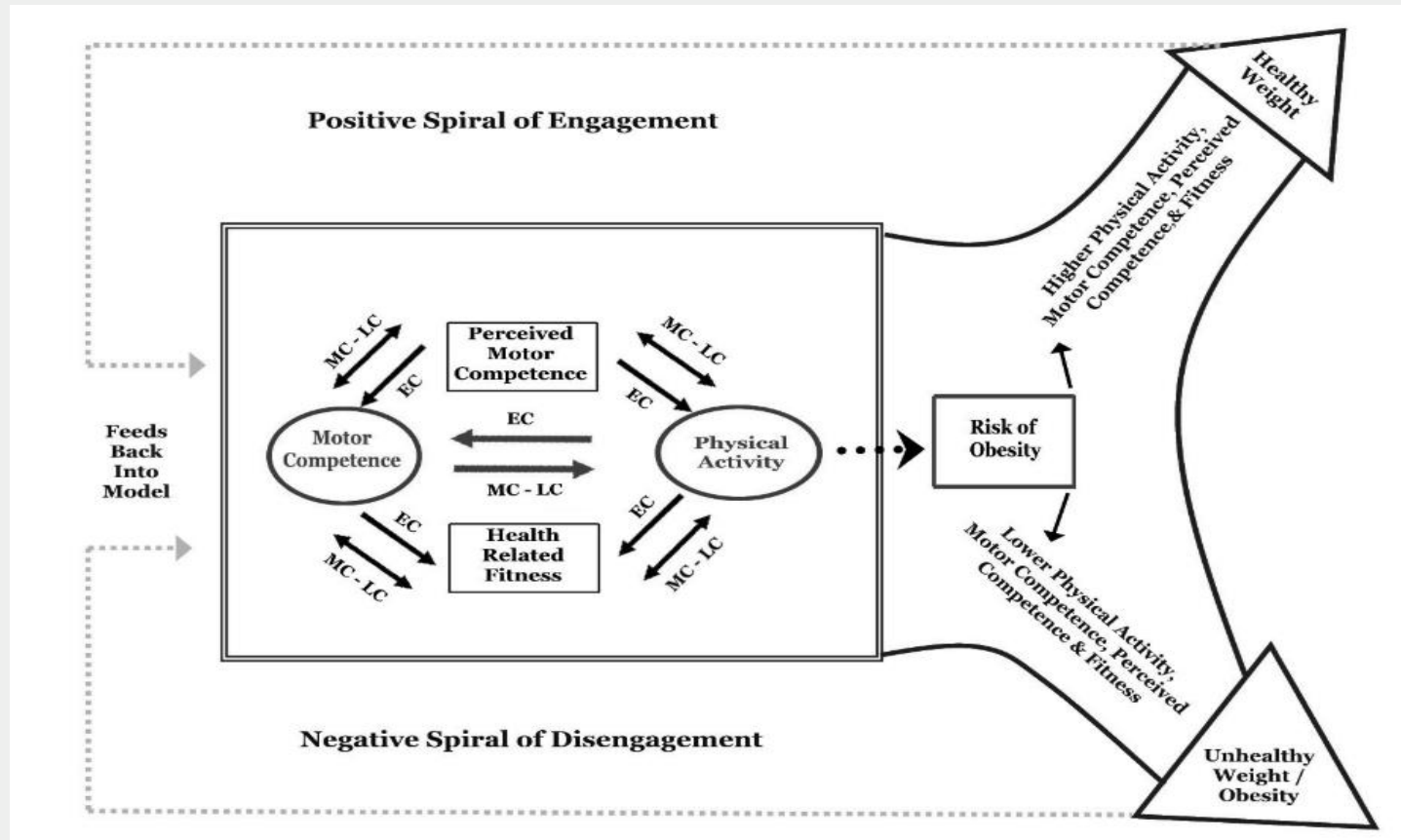


Main target of PE is...

... To reinforce the pupils sense of self-efficacy through exercise and positive attitude toward their body



Model of Stodden et al. 2008





**Objectives are categorized as physical,
social and psychological functional
capacity**



Physical functional capacity, 7 objectives (as an example from grades 7-9, pupils 13-15 years)

- Practising while giving one's best effort
- Skills in making observations and finding solutions
- Fundamental movement skills (Balance, locomotor and object control skills)
- FMS in different environment with different equipment
- Physical fitness (strength, speed, endurance and flexibility)
- Swimming and water rescue skills
- Safe and appropriate action in PE lessons



Social functioning capacity (2)

- Working together with everyone and taking other's into account
- Following the principle of fair play and taking responsibility for shared learning situations



Psychological functional capacity (4)

- Encouraging the pupil to take responsibility for his or her actions and to support the pupil's skills in working independently
- Pupil's positive experiences of their own body, self-efficacy and togetherness
- Understanding the significance of a physically active lifestyle
- Information about possibilities for recreational physical activities



The same structure is also used for grades 1-6, adapted by age and age – specific developmental tasks



Measuring learning outcomes



Measures

- National Board of Physical Education: Physical education learning outcomes (2003, 2010, next in the near future)
- Liitu –Survey (in 4 year cycle)
- Move! Annual monitoring system for physical functional capacity for (5th and 8th graders)
 - / 20m shuttle run (endurance and movement skills)
 - / Five leap (lower limb strength, speed, dynamic balance skills and movement skills)
 - / Curl-Ups (core strength, abdominals and body control)
 - / Push-ups (upper limb strength, body control)
 - / Body mobility (squats, lower back extension and mobility of right and left shoulders)
 - / Throw-catch combination (manipulative skills, perceptual motor skills and upper limb strength)
- ⇒ Move! Information is combined with health check-ups performed in school in school by school nurses and medical doctors
- ⇒ Pedagogical tool for PE teachers

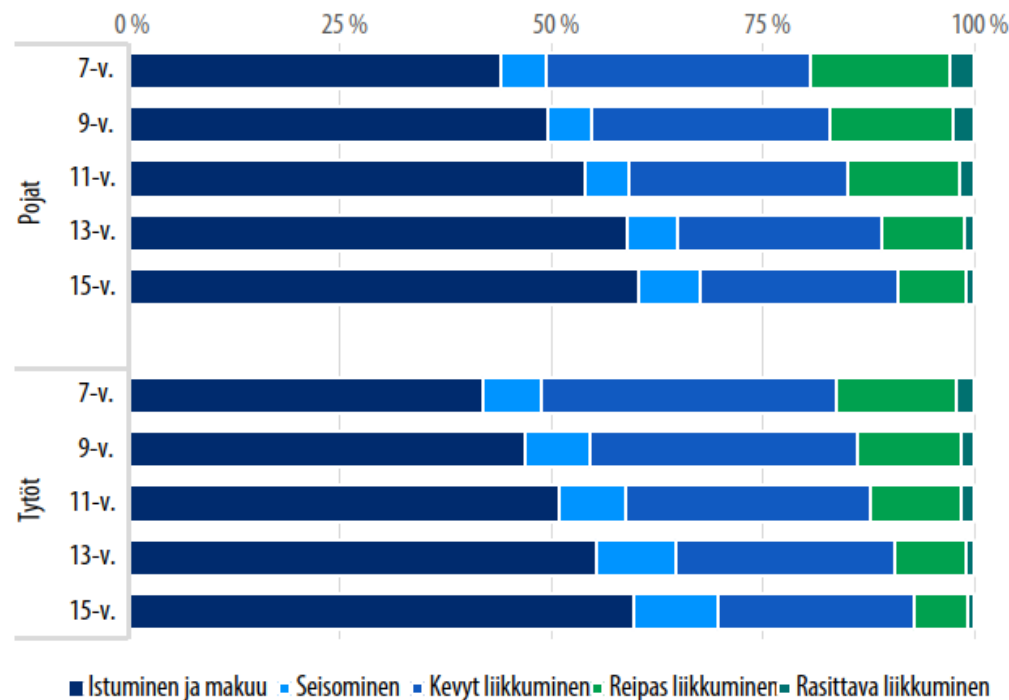


Pupil's physical activity spectrum

(Results of LIITU 2018 –study,

Figure from Finnish recommendation on PA for children and adolescents aged 7-17 years, Ministry of Education and Culture, Finland 2021:21, p. 23)

Figure 3. Average proportions of sedentary and physically active time (%) during waking hours in the LIITU 2018 study.2018.





Proportion of meeting recommendations on PA (self-assessed)

Figures from: Ministry of Education and Culture, Finland 2021:21, p. 22)

Figure 1. The proportion of boys meeting the recommendation (self-assessed) on physical activity (at least 60 minutes each day of the week) by age in 2010 and 2014 (WHO schoolchildren survey) and in 2016 and 2018 (LIITU) (%).

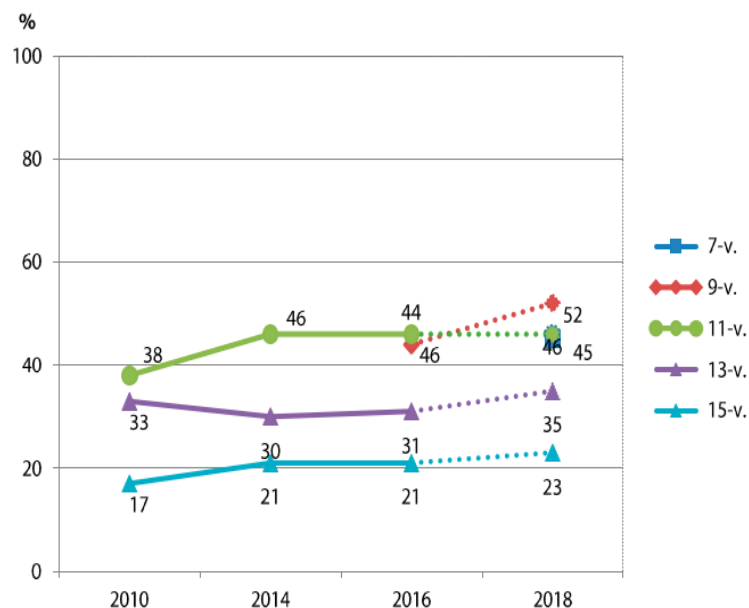
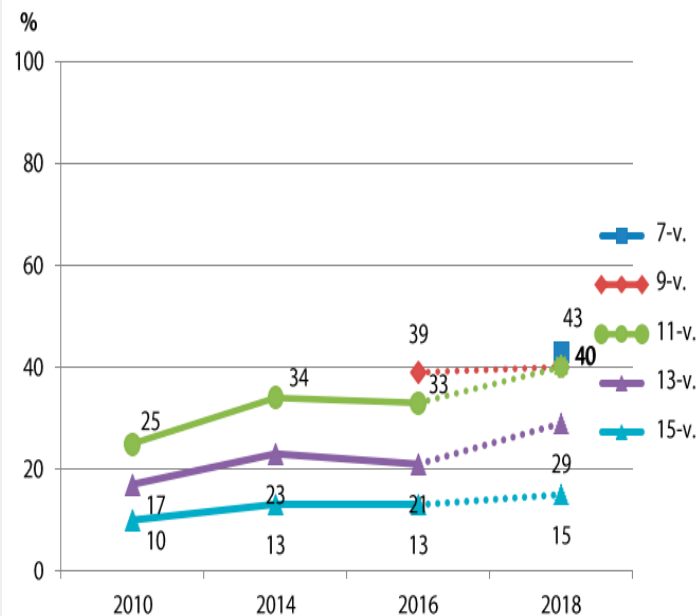


Figure 2. The proportion of girls meeting the recommendation (self-assessed) on physical activity (at least 60 minutes each day of the week) by age in 2010 and 2014 (WHO schoolchildren survey) and in 2016 and 2018 (LIITU) (%).

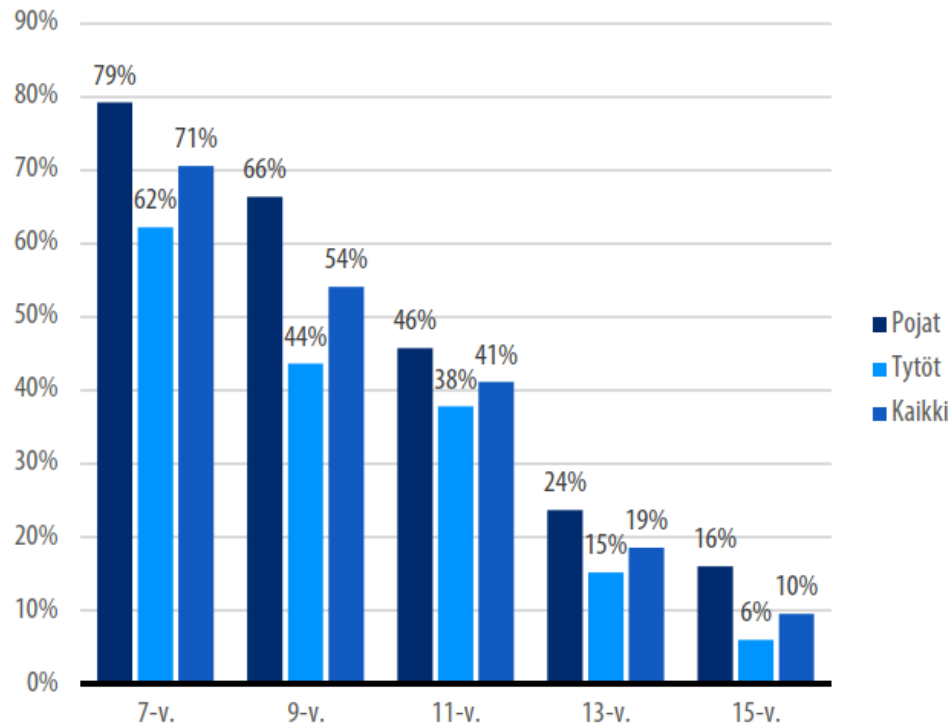




Physical activity, measured by accelerometer (UKK-institute, RM-model) (LIITU 2018)

Figure from: Ministry of Education and Culture, Finland 2021:21, p. 25.)

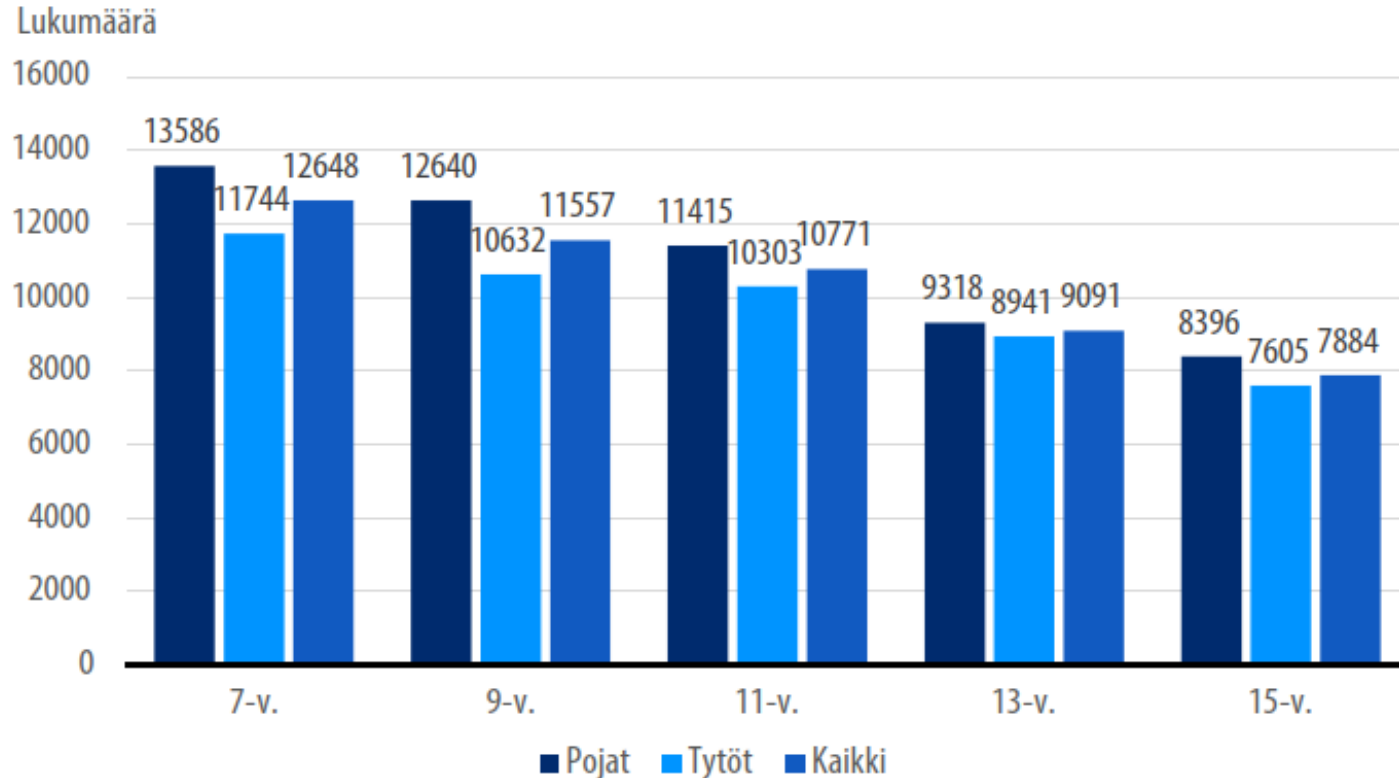
Figure 6. The share of children and adolescents who met the recommendation on physical activity (at least 60 minutes of moderate to vigorous physical activity each day) in the LIITU 2018 study.





The amount of daily steps (LIITU 2018; Figure from Ministry of Education and Culture, Finland 2021:21, p. 23)

Figure 4. The average number of daily steps in the LIITU 2018 study.

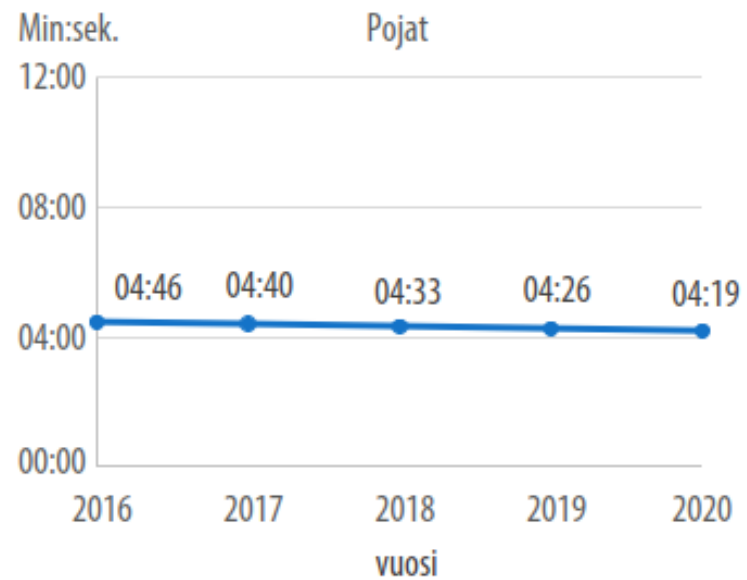
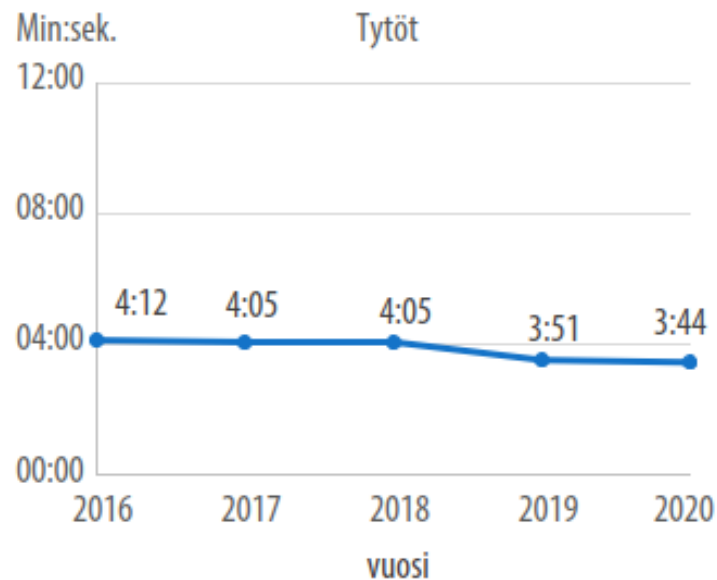




Move! Results for 20m shuttle run

(Figure from Ministry of Education and Culture, Finland 2021:21, p. 26.)

Figure 7. Median result of the Move! measurement for 20 m shuttle run test in 5th graders in 2016–2020.





Finnish pupils perceive themselves as physically competent, indicating the the basis for physical education is good

(LIITU-2018)



National program to support active school



“More physical activity and action, less sitting!”



The next 10 –year cycle of basic curriculum process will begin very soon...

The most important challenges:

- Consequences of Covid
- Mental health of adolescence





Thank You

Vielen Dank – Kiitos



References

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Internet sources:

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Move –monitoring system: <https://www.oph.fi/en/move>