



## PILOT SCHEME REPORT

### WORK PACKAGE -3

Of accomplishing the activities of Work package IO-3:

#### **Philosophy and Goals of the Voluntary-Based Pre-School Physical Activity Program**

It is through play that children learn competence in all areas – social and emotional competence, cognitive skills, language, and motor skills. With your help and support, all children can learn and grow. By providing children a strong foundation in fundamental motor skills and movement concepts, they are more likely to enjoy participating in physical activities, and are more willing to attempt new skills and activities. Physical activity, or movement that results in energy expenditure (Ganley et al., 2011), is an important component in preventing obesity and obesity-related illnesses. Children do not typically engage in physical activities to develop physical fitness. Instead they develop physical fitness through engaging in a variety of moderate to vigorous physical activities. Children are most likely to engage in intermittent bursts of activity followed by rest periods. With regular exposure to physical activity opportunities, these intermittent bursts of activity will last longer and longer, leading to increased cardiovascular endurance (Higgins K. et al. (2013).

Children are natural movers, meaning they typically want to move all of the time. However, moving is not the same thing as moving for exercise or to gain health benefits, such as increased heart rates or cardiovascular endurance. Adults assume that if children are presented with an opportunity to be physically active, such as unstructured free play and recess, they will do so and at a high level of intensity. Research tells us that for children in child care settings, this frequently is not the case. A recent study found that preschoolers don't move around a lot, even when they're playing outside (Brown et al, 2009).

We know that it is essential to get kids moving early and for children to have fun while moving. Establishing movement as part of everyday life at an early age will help children establish habits for life long fitness. Importantly, children should have fun while playing and moving so that they want to do more of these activities each day and throughout their lives (CDC, 2010).



In addition to the literature, the needs analysis of LUDUS project, survey and interview results in the scope of the project describe the similar situation. The common opinion of school administrators, teachers, sport educators and parents in the partner countries that children aged between 1 and 6 years (60%) do not have adequate physical activity opportunities in school or outside of school. They stated that the parents of children, who are considered to have sufficient opportunities for physical activity (40%), have a sport culture and that physical conditions in their schools have the opportunity to make physical activity.

The goals of "Pre-School Physical Activity, Sports and Game Program" that Fun-based physical activity and sports in the pre-school period provide important contributions to children's well-being and health. They also help them to better understand these activities that will have positive lifelong influences. In addition, pre-school physical activities and games contribute to the formation of transferable knowledge and skills such as teamwork, fair play, development of respect, increased physical and social awareness, and improved understanding of game rules. The early achievement of basic skills makes the children better understand the value of these activities in their academic period. This allows them to perform these activities during their work and leisure in their adult years.

Syllabus includes fundamental movement skills and fun based games. Common movements such as walking, running, jumping, climbing, catching, throwing are categorized as locomotor and manipulative. Most skills used in sports and physical activity refined versions of fundamental motor skills. The program has also emphasis on teaching games to this age group should be on the fundamental skills and concepts essential to games playing.

The program helps pre-school teachers, sport educators and parents to implement physical activity.

In the light of above information, after the results of the project, physical activity cards were prepared to increase the physical activity of the children. A questionnaire was prepared in order to get the feedback of the parents, pre-school teacher and sport educator about physical activity cards.

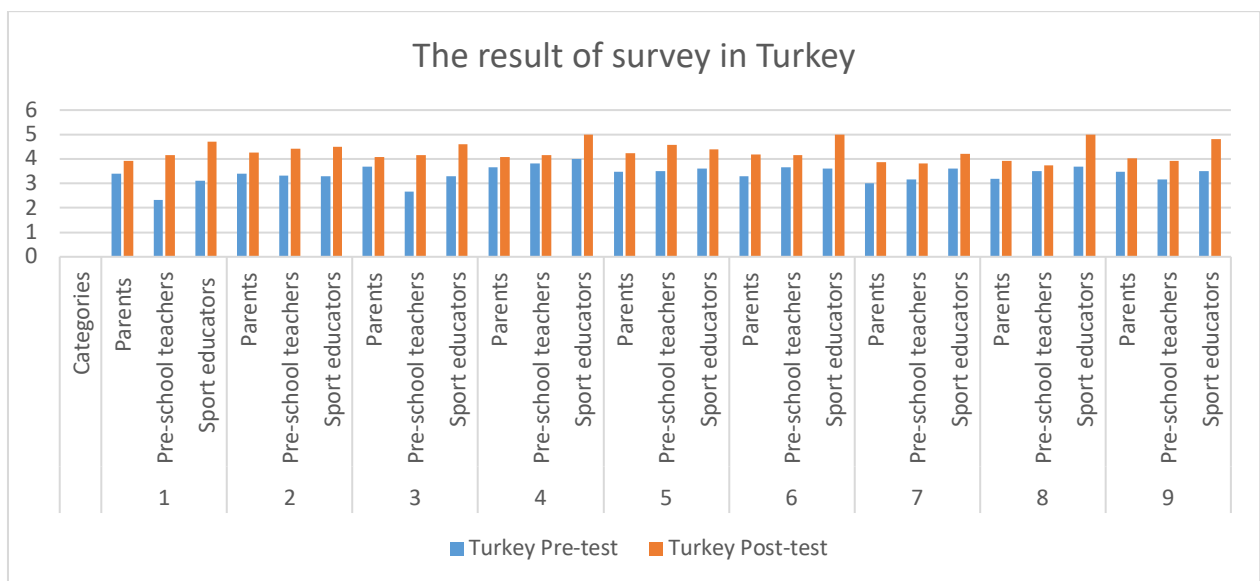
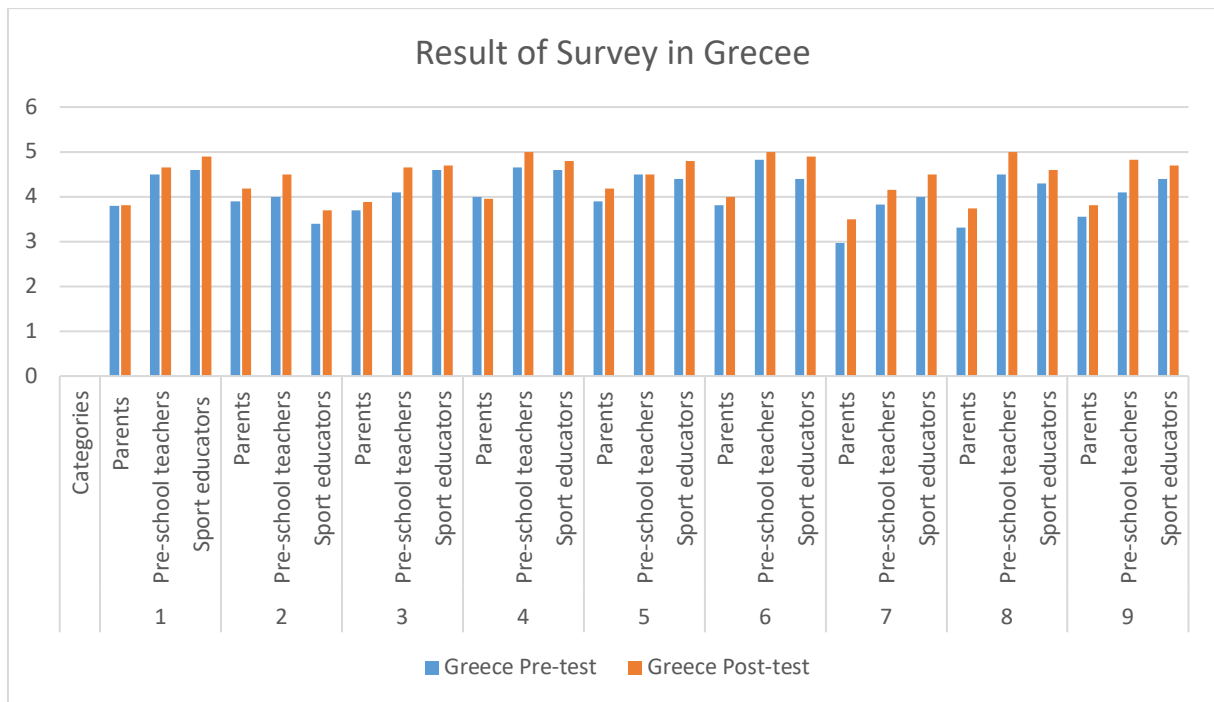
First of all, the parents, pre-school teachers and sport educators were asked whether they had the knowledge to increase their children's physical activity levels. Then, the same questions were asked again about how much this level of knowledge increased after physical activity

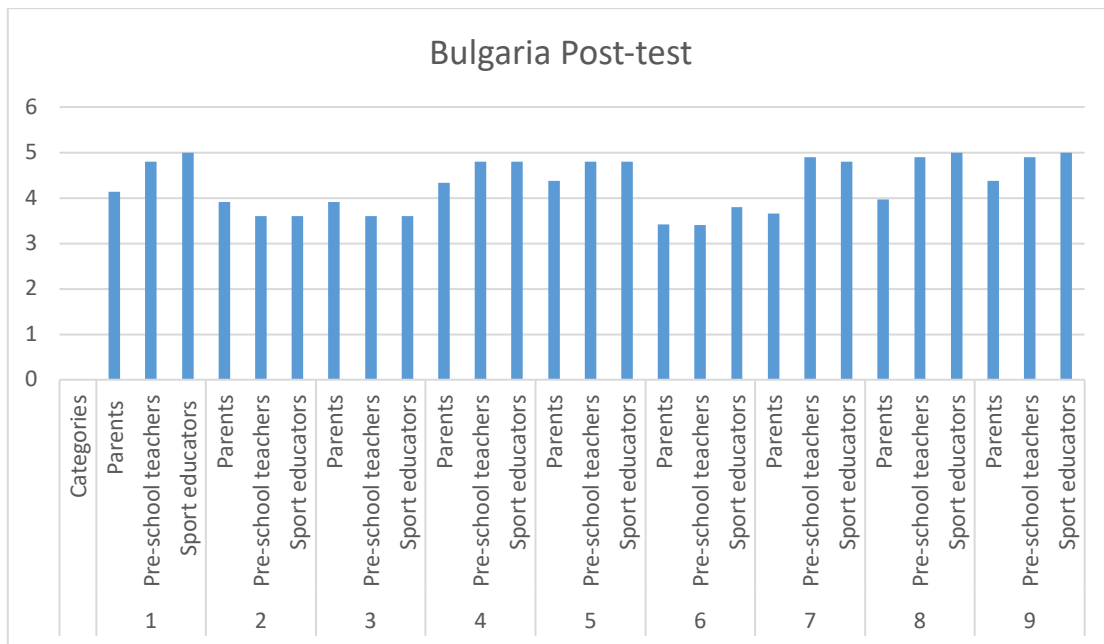
cards with children doing and whether the cards met the needs was obtained. Survey results were as follow.

Table 1: Frequencies of the agreement to the statements

Items	Countries		Greece		Turkey			N	Bulgaria
	Period		Pre-test	Post-test		Pre-test	Post-test		
	Categories	N	x±SS		N				
I can plan physical activity for my child as a	Parents	27	3,8±1,07	3,81±0,8	43	3,39±1	3,93±0,7	35	4,14±0,8
	Pre-school teachers	6	4,5±0,57	4,66±0,51	12	2,33±0,4	4,16±0,3	10	4,80±0,4
	Sport educators	10	4,6±0,5	4,9±0,8	10	3,1±0,7	4,7±0,4	5	5
I need a guide to improve my child's physical activity work plan child as a	Parents	27	3,9±1,01	4,18±0,5	43	3,4±0,8	4,27±0,4	35	3,91±0,9
	Pre-school teachers	6	4,0±0,87	4,5±0,5	12	3,33±0,77	4,41±0,3	10	3,6±1,07
	Sport educators	10	3,4±1,5	3,7±1,7	10	3,30±0,9	4,5±0,5	5	3,6±1,5
I play throw-catch games with my child my students	Parents	27	3,7±1	3,88±0,89	43	3,7±1,1	4,09±0,6	35	3,91±0,9
	Pre-school teachers	6	4,1±0,4	4,66±05	12	2,66±0,98	4,16±0,3	10	3,6±1,07
	Sport educators	10	4,6±0,5	4,7±0,4	10	3,3±0,6	4,6±0,5	5	3,6±1,5
I can do running games with my child my students	Parents	27	4±0,9	3,96±0,8	43	3,67±0,77	4,09±0,6	35	4,34±0,8
	Pre-school teachers	6	4,66±0,5	5	12	3,83±1,11	4,16±0,3	10	4,8±0,4
	Sport educators	10	4,6±0,5	4,8±0,8	10	4±0,66	5	5	4,8±044
I can do swimming games with my	Parents	27	3,9±1,01	4,18±0,7	43	3,48±0,98	4,23±0,6	35	4,37±0,7
	Pre-school teachers	6	4,5±0,5	4,5±0,5	12	3,5±0,1	4,58±0,5	10	4,8±0,42

child my students	Sport educators	1 0	4,4±0,66	4,8±0,8	1 0	3,6±0,5	4,4±0,5	5	4,8±0,44
I can do walking games with my child/my students	Parents	2 7	3,81±1,1 5	4±0,8	4 3	3,30±1,0 1	4,18±0, 4	3 5	3,42±1,3
	Pre-school teachers	6	4,83±0,4	5	1 2	3,66±0,9 8	4,16±0, 5	1 0	3,4±1,5
	Sport educators	1 0	4,4±0,5	4,9±0,3	1 0	3,6±0,69	5	5	3,8±1,6
I can do climbing games with my child/my students	Parents	2 7	2,97±1,2	3,5±1,01	4 3	3±1,21	3,86±0, 6	3 5	3,65±1,2 1
	Pre-school teachers	6	3,83±07	4,16±0,7	1 2	3,16±0,3	3,83±0, 7	1 0	4,9±0,3
	Sport educators	1 0	4±1,05	4,5±0,7	1 0	3,6±1,07	4,20±0, 6	5	4,8±0,44
I can do crawling games with my child/my students	Parents	2 7	3,31±1,1 1	3,74±0,8	4 3	3,2±1,05	3,93±0, 5	3 5	3,97±1,0 2
	Pre-school teachers	6	4,5±0,5	5	1 2	3,5±1	3,75±0, 4	1 0	4,9±0,3
	Sport educators	1 0	4,3±0,67	4,6±0,5	1 0	3,7±0,8	5	5	5
I can do jumping games with my child/my students	Parents	2 7	3,55±1,2	3,81±0,8	4 3	3,48±0,7	4,02±0, 6	3 5	4,37±0,6
	Pre-school teachers	6	4,1±07	4,83±0,4	1 2	3,16±0,7	3,91±0, 5	1 0	4,9±0,3
	Sport educators	1 0	4,4±0,69	4,7±0,4	1 0	3,5±1.04	4,8±0,1 3	5	5





As can be seen in the tables and graphs, the physical activity cards/materials of the developed program show the quality of being a guide for parents, teachers and sports trainers.

We organized sport even in our Kindergarten in September, there were 60 children, 4 sport trainers ( 2 football trainers and 1 kid's yoga instructor, one Zumba instructor ), 5 pre-school teachers and 3 assistants of the teacher. We did the following games of PA Cards- Jumping for all (3-4 and 5-6 years) : *“The river is rushing through the yard. The children want to get to the other side but do not have any trees to swing from. He will have to jump over the river;*

Walking and running for all (3-4 and 5-6 years) - *“Let's pretend we are outdoors and it is raining. There are puddles all over. We need to get to the other side of the playground without getting our feet wet. Can you tip toe across without getting wet?”*

Walking and running for all (3-4 and 5-6) *“The child likes to go across things like rivers. S/He usually swings from tree to tree. Today Swing decided to try to learn something new — walking across the river on a fallen tree. He needs to be careful not to fall in because there are alligators in the water. Step by step, Swing carefully walks across the river. He/She gets to the other side! Hooray! Can you walk across to the other side without falling in?”*

We also did football training and Zumba dancing. Children enjoyed during the implementation of the games and with pleasure acquired skills of movements as jumping, walking in balance, walking on the top of toy finger, walking back, side and etc. Parents acknowledge our sports initiatives and support the participation in European project “LUDUS” . The week after sport day we did, we also did seminar with parents. We presented them PA Cards, talked about statistic of our LUDUS research; we talked about the importance of physical activities for children. They filled the questioners about PA cards. We discussed the next organization of sport events in Kindergarten, to encourage the children together.

Data Set:

Item	Countries	Bulgaria		Greece		Turkey	
		Post-test	Pre-test	Post-test	Pre-test	Post-test	
	Period						
	Categories						
<b>1</b>	Parents	4,14	3,8	3,81	3,39	3,93	
	Pre-school teachers	4,8	4,5	4,66	2,33	4,16	
	Sport educators	5	4,6	4,9	3,1	4,7	
<b>2</b>	Parents	3,91	3,9	4,18	3,4	4,27	
	Pre-school teachers	3,6	4	4,5	3,33	4,41	
	Sport educators	3,6	3,4	3,7	3,3	4,5	
<b>3</b>	Parents	3,91	3,7	3,88	3,7	4,09	
	Pre-school teachers	3,6	4,1	4,66	2,66	4,16	
	Sport educators	3,6	4,6	4,7	3,3	4,6	
<b>4</b>	Parents	4,34	4	3,96	3,67	4,09	
	Pre-school teachers	4,8	4,66	5	3,83	4,16	
	Sport educators	4,8	4,6	4,8	4	5	
<b>5</b>	Parents	4,37	3,9	4,18	3,48	4,23	
	Pre-school teachers	4,8	4,5	4,5	3,5	4,58	
	Sport educators	4,8	4,4	4,8	3,6	4,4	
<b>6</b>	Parents	3,42	3,81	4	3,3	4,18	

	Pre-school teachers	3,4	4,83	5	3,66	4,16
	Sport educators	3,8	4,4	4,9	3,6	5
7	Parents	3,65	2,97	3,5	3	3,86
	Pre-school teachers	4,9	3,83	4,16	3,16	3,83
	Sport educators	4,8	4	4,5	3,6	4,2
8	Parents	3,97	3,31	3,74	3,2	3,93
	Pre-school teachers	4,9	4,5	5	3,5	3,75
	Sport educators	5	4,3	4,6	3,7	5
9	Parents	4,37	3,55	3,81	3,48	4,02
	Pre-school teachers	4,9	4,1	4,83	3,16	3,91
	Sport educators	5	4,4	4,7	3,5	4,8

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