2nd EUPEA Symposium
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The EU Dimension of EUPEA

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No education without physical education

1991 Foundation of EUPEA

- Umbrella organisation of the national Physical Education Associations
- Powerful lobby for more and better Physical Education in Europe representing 200.000 members in 32 countries
- Local, national, international actions

EU Context – EU Commission

- " The educational and health benefits of sport plead for the allocation of sufficient time for quality physical education at schools and for reinforced links between educational and sporting institutions, so that children and young people can have sufficient access to physical activity inside and outside school ". 5.06.2009 (EU commission site)

White Paper, 2007 , EU Commission

- Concrete physical and mental health problems can be addressed in part by ensuring a sufficient timeframe for sport and physical activity in schools, either inside or outside the school curriculum

- … it is recommended that the children and the young person have at least one hour of light physical activity every day."
- Promote sport and physical education as essential elements of quality education and as a means to make schools more attractive and improve attendance.
- Target action at improving access for girls and women to physical education and sport, with the objective to help them build confidence, improve social integration, overcome prejudices and promote healthy lifestyles as well as women's access to education.

EUPEA Participation

- EC Working Group Sport & Health, European Commission - Directorate General for Education and Culture Unit E.3 – Sport
- EPAS – Enlarged Partial Agreement on Sport established by the Council of Europe

Cooperation in Europe -

- **with other international agents and associations**
- **ICSSPE**
- **FIEP**
- **ENGSO**
- **AIESEP**

A physically Educated Person

in Contemporary Issues in Physical Education , 2011 - J. Diniz, R. Fisher, RM Repond

What are the students learning in 1000 hours of PE?

A reflexion

1. *to draft a plan – curriculum mapping*
2. *compare them to how they are constructed by physical education teachers*
3. *test the student's achievements against the construct of the PE teachers*
4. *create a table of contents in the school context …*

Curricula - Aims

1. To encourage the adoption of active and healthy lifestyles
2. To develop a feeling of personal wellbeing/wellness
3. To inculcate a sense of important values in sport (fair play, solidarity…)
4. To ensure safe practices in physical education

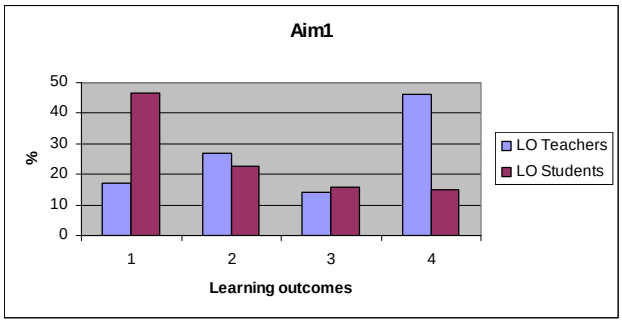
5. To develop a broad repertoire of movement competence
6. To develop an appreciation of cross curricula links in relation physical education
7. To promote an appreciation of the social and cultural significance of sport physical activity
8. To develop the ability to evaluate own and others performance
9. To develop a sense of leadership and the ability to organise others

10. Appreciate what means to be fit and/or healthy
11. To develop the capacity to apply and develop skills in specific activity contents (sport, dance …)
12. To contribute to the development of a sense of citizenship
13. To provide opportunities for all pupils to learn and achieve, regardless of ability, gender or social and cultural background

To encourage the adoption of active and healthy lifestyles (1st)

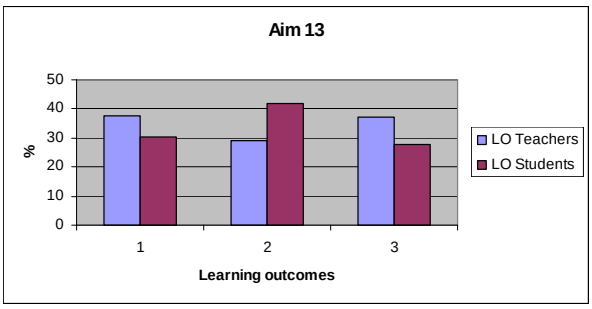
1. ***Choose a variety of activities to participate in or out of the curriculum***

2. ***Undertake exercise on a regular basis***
3. ***Make active choices in his/her daily life***
4. ***Have a balanced and active lifestyle with good habits***



To provide opportunities for all pupils to learn and achieve, regardless of ability, gender or social and cultural background (1st)

1. ***Appreciate the needs of other pupils in PE and help them where appropriate***
2. ***Work effectively with pupils from social and cultural backgrounds different to their own***
3. ***Recognise their own needs and how to seek help to improve***



Priorities

- Teachers:
  - Educational component – Values
- Students:
  - Exercise – training (Production/ Habituation) is the priority
- Learning outcomes of the students measured by the yardstick of activities
- This pattern seems to be consistent (action – intention- education)

In conclusion

- To understanding a European perspective of a physically educated person – rooted in the practice –
  - A responsible citizen
  - A person who is knowledgeable about PE and Sport
  - Somebody who can be responsible for his own help

Proposal for developping this reflexion

- Extend the on-line research on the reality of PE in the school –
  - Curricula and extra – curricula
  - Outcomes desired and achieved
  - Promotion of PE and health within the education (holistic approach)

Forum on line :
- exchange of “good practices” - projects
- How do I prepare the future PE teachers

Thank you

EUPEA

What is going on in Physical Education in Europe ?