

## **Subject field: Physical education**

### **1. General Principles**

#### **1.1. Physical Education Competence**

The purpose of teaching physical education in upper secondary school is to develop students' physical education competence, i.e., ability to recognise the value of physical activity and healthy living as a part of one's lifestyle; ability to assess one's physical fitness level in an objective manner and to use suitable means and methods for developing physical abilities; practice suitable sports or form exercise; recognise the value of cooperation in sports/exercise and of knowledge about Estonian and world sports events.

Teaching physical education is aimed at the upper secondary school graduate having developed the capability to:

- 1) value life, understand the importance of physical activity to people's health and enjoy /exercising/practising sports;
- 2) master knowledge, skills and experience to practise recreational sports/exercise independently both indoors and outdoors;
- 3) follow regulations and personal safety and hygiene requirements while exercising/practising sports and know how to act in emergency situations that may occur while practising sports;
- 4) are able to objectively assess their level of physical ability and to use proper means and methods for improving it;
- 5) exercise/practise sports respecting fellow students and preserving the environment;
- 6) are cooperative and able to guide fellow students to perform simple physical exercises;
- 7) know about the sports and dance events held in Estonia and around the world;
- 8) master knowledge about the development of physical culture in Estonia and in the world and understand the role of physical culture in modern society; and
- 9) know the necessary physical fitness regime for service in the Defence Forces.

#### **1.2 Subject and number of courses**

Physical education is taught in five compulsory courses and two elective courses. Compulsory courses include gymnastics, athletics, games (basketball, volleyball and football) of which the school has to select at least two, dance movement, navigation and winter sports (skiing and skating) of which the school has to select at least one. The elective courses are "Physical abilities and exercise skills" and "Exercising outdoors". The passing of compulsory and elective courses helps to develop the competences of the subject field, while also preparing students for the physical readiness test of the Defence Forces (this applies in particular to male students, supporting their individual development, while female students can opt for this on a voluntary basis).

The volume of presentation of different sports in the courses and the number of lessons dedicated to particular sports are specified in the school curriculum.

### **1.3. Description of the Subject Field**

Physical education supports students in developing a healthy and physically active lifestyle. Knowledge, skills and experiences acquired in physical education lessons enable students to knowingly use regular exercise/ sports to improve their health. Understanding of physical culture as a part of the social environment developed at school encourages interest in following sports and cultural events and participating therein. The organisation of physical education studies supports the individual physical, moral, social and aesthetic development of students.

Physical education lessons in upper secondary school increase and improve the knowledge and skills students have acquired in basic school. Specification of learning content and the choice of learning methods and forms proceeds from the need to guide students to develop a life-long exercising routine and establish preparedness to monitor their physical fitness level and an ability to improve it.

Knowledge regarding exercise/sports and exercising/practising sports, including knowledge about sports history, exercise culture, planning of an exercising routine, self-control etc, is introduced through practical activities in lessons and by guiding students towards independent (extracurricular) learning.

Learning outcomes and learning content presented in the syllabus of the compulsory physical education courses can be achieved within 70-80% of the prescribed number of lessons. Dancing activities performed in physical education lessons may be integrated with other sports and forms of exercise. Schools are allowed to use 20-30% of the prescribed physical education lessons to teach sports and/or forms of exercise not included in the syllabus (i.e. swimming, other team sports– handball, hockey, baseball, badminton, different dance styles etc), to reinforce the skills of the main fields of area included in the syllabus and/or to teach these in a more profound manner. The knowledge, acquired in physical education lessons in the course of general physical training, on the necessary physical preparation regime for service in the Defence Forces and the content of the NATO test provide male and female students with a knowledge about the extent of necessary development of their physical abilities. General physical training, incl. push-ups for 2 minutes, crunches for 2 minutes, and 3,200 m of running, is organised on an ongoing basis during education in the subject.

The subject teacher selects the learning content with the aim to ensure achievement of specified learning outcomes, subject field and general competences. The school can increase the variety of physical education, using unallocated lesson hours, based on students' interests, sports and exercise traditions of the school and/or locality, and available sports facilities. The schools also use the aforementioned options for specifying the content of elective courses in addition to the specification in the subject syllabus.

Optional courses of physical education studies provide students with the opportunity to increase their knowledge and skills and to improve their physical abilities. The optional course 'Physical Exercises in the Open Air' provides students with the opportunity to improve their health through hardening one's body. At their own initiative, schools can prepare elective courses on exercise/sports to enable students to practice sports and exercise outside of lessons.

### **1.4. Options for forming general competencies**

The subject field enables development of all general competences in daily education through theoretical studies and practical activities. The teacher plays a crucial role in shaping the four interconnected components of competences – knowledge, skills, values and behaviour – with the teacher's values and self-assertion skills creating a suitable learning environment and influencing students' values and behaviour.

**Cultural and value competence.** Physical education emphasises appreciation of health and a sustainable lifestyle. Health is one of the most precious values in life and it must be protected, which is why students need to make reasonable choices in their health behaviour. Respect towards nature and material values created by other people promote an environmentally friendly attitude.

Students follow and insist that their fellow students follow competition rules in their sports activities. Emphasising and following the principles of fair play in everything and everywhere support the development of humane and moral personality. Knowledge about national and international exercise and sports culture achieved in physical education lessons expands students' horizons.

**Social and citizenship competence.** Physical exercise promotes students' ability to understand the possible consequences of their actions and to monitor/control their behaviour: avoid dangerous situations, behave towards their fellow students in a polite, attentive and helpful manner etc. Competition situations help students to use suitable means to express the joy of victory and the disappointment of loss. Cooperation with their peers teaches students to accept differences between people, to take these into account when communicating, and also to assert themselves. Joint activities highlight students' abilities and develop their skills. This also improves students' coping ability, cooperation skills, empathy, will, self-expression and discipline.

**Self-awareness competence.** Sports contribute to students' ability to assess one's physical abilities and readiness to improve them, but also the capability to monitor and control one's behaviour, follow a healthy lifestyle and prevent dangerous situations.

**Learning to learn competence.** Purposeful exercise facilitates students' skill to analyse and assess their level of exercising skills and physical abilities. Physical education teaches to set objectives and to choose the most suitable forms of sport/exercise learned in lessons to improve their exercising skills and physical ability. Interest in sports established at school supports readiness to learn new forms of exercise and guides students to look for relevant information.

**Communication competence.** The use of terminology related to sports and exercise, improvement of verbal self-expression skills and reading/understanding informative and commercial texts play an important role in physical education.

**Mathematics, natural sciences and technology competence.** Through physical exercise lessons and sports, students can regularly experience the use of mathematical language, relations, methods, etc., as well as scientific concepts. Analysis of sports-related technical skills, explication of physical performance ability and the dynamics of sports results support development of technological competence.

**Entrepreneurial competence.** In physical education studies students learn how to analyse their physical condition and physical ability and, plan and implement further activities to improve their health and physical ability. Cooperation in sports teaches students to cope by taking reasonable risks.

## 1.5. Options for integrating subjects with other subject fields

**Language and literature, incl. foreign languages.** Education develops understanding of specific-purpose texts and terminology of different types, related to sports and fitness exercise. Development of students' foreign language competence is facilitated by the search of information from various information sources in foreign language. Foreign words and concepts, the meaning of which needs to be explained, are used in different sports and forms of exercise.

**Mathematics.** Mathematics competence is used while practicing sports, following sporting achievements, analysing technique and results or using technological equipment during sporting activities. Development of mathematical competence is supported by analysis of sports-related technical skills; explication of physical performance ability and the dynamics of sports results require that students are able to use mathematical language, relations, methods, etc.

**Natural science.** Physical education fosters appreciation of the environment. Physical education also helps to reinforce knowledge and skills acquired in human studies, biology, geography and physics.

**Social studies.** Social competence is closely related to personal, social and health education, history, civics and citizenship education, and national defence education. Physical education helps students in acquiring the knowledge, skills and attitude needed to develop a healthy lifestyle. Knowledge and skills gained at school enable students to plan and organise their exercising routine.

**Art subjects.** The students unite music and exercise and to express themselves creatively when exercising to music. The development of art competence is supported by individual and creative approach to sports/forms of exercise, readiness to find new and unique solutions to tasks, formulation and presentation of research results, visiting exercise and sports events etc and also the ability to see beauty in exercise and in the surrounding world.

## 1.6. Options for implementing cross curricular topics

Cross curricular topics are considered when establishing objectives, planning learning outcomes and contents for the subject.

**Health and safety.** Education supports acquisition of knowledge, insights, skills and experience, which are required for a healthy lifestyle, as well as development of students' values. Physical activities are carried out in a healthy and safe learning environment. Cross-curricular topics enable students to understand the importance of physical activity (exercising and practicing sports) for their health and to establish exercising habits.

**Lifelong learning and career planning.** Different learning activities are used to guide students towards understanding and appreciating lifelong learning as a lifestyle and to interpret career planning as a continuous decision making process. Educational activities offer opportunities for direct contacts with the world of employment related to the field, with presentations of occupations, professions and further education opportunities related to the subject field. Educational activities enable students to deepen their knowledge of the links between education and employment. Education develops independence and responsibility, as well as the skill to analyse their abilities and interest in sports and/or exercise habits and to find information on further education opportunities and prepare a career plan. Various learning activities enable students to link their interests and abilities with subject-specific knowledge and skills and to understand that hobbies can help to balance personal life and career. Physical education encourages students to remain healthy, gradually acquire new knowledge and skills related to exercise, strengthen their

health and improve performance ability, and to be prepared to perform their civic duty to defend the country.

**Environment and sustainable development.** The organisation of studies regarding the sports practised in nature helps students to value their surroundings and supports the development of students as environmentally aware exercisers.

**Civil initiative and entrepreneurship.** The organisation of studies supports students' desire to organise, carry out and participate in sports and exercise events through extracurricular activities and guides the activities of students' exercising and training groups.

**Cultural identity.** The organisation of studies keeps students informed of sports competitions and dance events and the development of physical culture in Estonia and in the world and enables them to understand the importance of successful performance of Estonian athletes in world-class sport as bearers of national identity. Students learn to appreciate Estonian dance, sense their position in the cultural environment of Estonia and respect their national culture. This also helps them value the tradition of the Dance Celebrations in Estonian culture and their place in the UNESCO World Heritage List.

**Information environment.** The students are guided to find, collect and analyse the information required for maintaining/improving their health, developing independent sports and exercising routines and training in a sensible manner. Students are encouraged to follow different information channels in order to be informed of sports and dance events around the world.

**Technology and innovation.** The use of technological applications is associated with the aspect of collecting, analysing and comparing materials related to the indicators of students' physical abilities and drawing conclusions in order to find the most suitable contemporary solutions and means to improve students' physical development.

**Values and morality.** Students follow the fair play principles in their physical education and extra-curricular sporting activities. Understanding and following the rules applied to sports activities in everyday life support the development of students as moral individuals.

### 1.7. Planning and Organizing Study Activities

Planning and organising learning activities include the following:

- 1) proceeding from the basic values and general competences of the national curriculum, objectives, learning content and expected outcomes of the subject and supporting integration with other subjects and cross-curricular topics;
- 2) striving for a reasonable workload for students that is divided evenly throughout the school year and leaves students sufficient time for rest and extra-curricular activities;
- 3) allowing students to learn on their own and with other students in order to support their development as active and independent learners;
- 4) use of differentiated learning tasks, the content and level of difficulty of which support individualised approach and increase learning motivation;
- 5) implementation of modern information and communication technology-based learning environments, learning materials and tools;
- 6) broadening the learning environment: natural environment, school yard etc; and
- 7) exploitation of diverse learning methods, including active learning: role plays, discussions, project-based learning, compilation of learning portfolios and research etc.

Integral parts of physical education include the following:

- 1) organised and independent practical training;
- 2) performing test exercises; testing one's physical abilities and assessing results;
- 3) commenting on one's own activity/performance and that of the fellow students; oral reports; discussions;
- 4) reading and analysing materials related to sports, exercising and health;
- 5) participating in sports competitions and/or exercise events, participation in such events as competitors, participants or assistants; following sports and/or exercise events through various media channels;
- 6) drafting training plans, keeping a training journal; and
- 7) acquisition of theoretical knowledge on exercise/sports through practical exercising.

In planning the learning activities, teachers have a professional right, in cooperation with students, to make choices regarding the presentation of contents with a view of ensuring achievement of required learning outcomes and development of general and field-specific competences, based on students' existing knowledge/skills and general physical abilities.

### **1.8. Assessment**

Assessment is based on the provisions of the general part of the curriculum for upper secondary schools, the objectives of physical education, and attained learning outcomes. Assessment provides feedback regarding students' activity (diligence), effort and development.

In physical education, teachers evaluate students' knowledge, motor skills and physical ability. Teacher introduces the objects (activities, skills and knowledge) and aspects (being observed/measured/compared for each object) of evaluation to students at the beginning of the learning process. When evaluating the motor skills presented as learning outcomes, both the achieved level and the students' efforts for acquiring the activity/exercise are evaluated. The level of skills is evaluated on the basis of test exercise performance.

When evaluating physical abilities, teachers consider students' development (change compared to earlier performance) and efforts made in order to achieve the result. Students are invited to use self-assessment to review their physical abilities, incl. the necessary general physical fitness for service in the Defence Forces.

When evaluating students' knowledge, students' ability to implement the acquired knowledge in actual practical activity is considered. The forms of evaluating students' knowledge include oral or written questionnaires, compilation/presentation of exercising/sport-related report and/or learning portfolio on physical education, keeping and analysing a training record etc. When evaluating written tasks, the content is above all evaluated, but teachers also correct spelling mistakes, which are not taken into account in the evaluation.

When providing feedback, physical and sports activity, students' activity (attendance, involvement, following requirements/rules, cooperation skills etc) in physical education lessons, regular training (both independently and in the form of an organised exercise routine), participation in and/or organising competitions and sports events are considered.

When evaluating students with special needs due to health problems, their participation in physical education lessons is considered (performing physical exercises prescribed by their attending physician,

fulfilling the tasks given by the physical education teacher etc.). From the learning outcomes specified in the syllabus, acquiring knowledge about the sports learned can be evaluated. When evaluating practical skills, teachers proceed from the health status of the student – evaluating the performance of test exercises meant for students with special needs or simplified versions of the test exercises, performance of sports techniques etc. In case the health status of the student does not enable them to fulfil the syllabus of physical education, the teacher compiles an individual study programme on the basis of the prescriptions of the student's attending physician, which states the objectives, learning content and learning outcomes of physical education as well as forms of evaluation.

## **1.9. Physical learning environment**

In order to implement education according to the subject syllabus:

- 1) organising separate physical education lessons for boys and girls;
- 2) organising education in facilities (gymnasium, stadium, rooms for aerobics and dancing activities etc.) with the necessary equipment to provide the education specified in the syllabus;
- 3) providing the availability of ski track, ice-skating rink, health track and swimming pool;
- 4) providing changing rooms and shower facilities; and
- 5) providing the equipment and means necessary for carrying out the optional courses depending on the fields chosen by the school.

## **2. Syllabus**

### **2.1. Physical Education**

#### **2.1.1. Learning and Educational Objectives**

Physical education at the upper secondary school level are designed for students to:

- 1) enjoying exercising and being physically active, wishing to be healthy and physically fit;
- 2) understanding the effect of physical activity and applying it in order to improve their health;
- 3) developing their motor skills and being willing to learn new sports and forms of exercise;
- 4) following safety and hygiene requirements in physical activities and knowing how to act in the case of possible accidents occurring while exercising/practising sports;
- 5) monitoring their physical fitness level and knowing how to improve their physical ability through regular training;
- 6) being responsible, cooperative, respectful, helpful and considerate towards fellow students;
- 7) valuing physical culture as a part of national and international culture; and
- 8) be familiar with the educational opportunities, occupations and professions associated with the subject field and understand the importance of their work for society.

#### **2.1.2. Description of the Subject**

The description of the subject is in line with the description of the subject field.

#### **2.1.3. Learning Outcomes in Upper Secondary School**

Graduates of upper secondary school:

- 1) know the importance of regular physical activity for one's health, exercise on a regular basis;

- 2) are aware of the relation between health and physical activity and the effect of physical load on the changes occurring in one's body;
- 3) find relations between personal health condition and physical activity;
- 4) can master the techniques of the forms of exercise and sports included in the subject syllabus, are able to assess the level of their own skills and know how to improve them and acquire new skills;
- 5) follow safety and hygiene requirements when exercising/practising sport and know how to act in the case of most frequent accidents and trauma that may occur while exercising/practising sport;
- 6) respect the environment, practicing facilities and equipment;
- 7) value and follow the principles of fair play, respect their fellow students, cooperate by performing both the role of leader as well as subordinate; help, support and guide their fellow students in performing physical exercises;
- 8) analyse their level of physical abilities, find a suitable form of exercise and work on being physically fit;
- 9) master knowledge about the history of sports and forms of exercise, important competitions, are familiar with the national and international exercising culture, and can name well-known athletes in Estonia and the world; and
- 10) are aware of the regime of testing physical abilities in the Defence Forces and the contents of the NATO test.

#### **2.1.4. Learning Outcomes and Learning Content of the Courses**

##### **Knowledge about Exercise and Sports**

##### **Learning Outcomes**

At the end of the course, students can:

- 1) explain the effect of physical activity on one's body and the changes occurring in the body due to physical load;
- 2) are able to choose a suitable form of exercise and/or sports for independent practice and use it to improve their physical fitness level and physical ability in a safe manner;
- 3) are able to successfully use self-control methods;
- 4) are able to plan independent training;
- 5) master knowledge about the history of sports and forms of exercise learned, important competitions in Estonia and around the world and name well-known athletes; and
- 6) are aware of the most important competition rules of sports and forms of exercise learned and are familiar with the referee's tasks.

##### **Learning Content**

Knowledge about the effect of physical activity on one's health and about the effect of physical load on one's body. Knowledge needed to practise sports/exercise independently: principles of choosing a specific sport/form of exercise, basic training principles, equipment, methods and forms.

Self-control during independent training. Assessment of one's training level.

Hygiene and safety requirements while practising different sports and forms of exercise. Prevention of trauma. First aid in case of the most frequent trauma.

Knowledge about the history, important competitions and best sportsmen regarding the sports learned.

Documentation regulating sports and sports activities (Sport Act, sports code of ethics etc.). Competition rules of various sports. Referee's tasks in different sports. Filling in a simple competition report.



## **Gymnastics**

### **Learning Outcomes**

At the end of the course, students can:

- 1) use different strength, stretching and relaxation exercises on different muscle groups;
- 2) compile and perform combinations of exercises in a discipline of gymnastics.

### **Learning Content**

Strength, stretching and cooling down exercises for different muscle groups.

Practicing different types of gymnastics (basic gymnastics, rhythmic gymnastics, aerobics, sports gymnastics, incl. acrobatics). Development of body knowledge and coordination with exercises suitable for the body. Encouraging and assisting fellow students in the performance of exercises.

## **Athletics**

### **Learning Outcomes**

At the end of the course, students can:

- 1) correctly perform the athletics disciplines selected by the school;
- 2) run continuously for 1,000 m (girls) or 3,000 m (boys).

### **Learning Content**

Improvement and reinforcement of athletics techniques. Sprint and endurance run. Long and/or high jump. Shot put. Introduction to javelin and discus throw techniques.

Use of athletics to improve physical abilities (stamina, strength and speed). Preparation for an athletic competition and participation in a school competition. Referee's tasks in athletics.

## **Team Sports** (school teaches two out of three sports)

### **Learning Outcomes**

At the end of the course, students can:

- 1) play two team sports as per the competition rules; and
- 2) perform the test exercise set by the school on the technique elements of team sports, as learned in basic and upper secondary school.

### **Learning Content**

**Basketball.** Passing and cutting during offensive play. Blocks. Man-to-man and zone defence. Improvement of basketball techniques through different combinations and play situations. Using the technique elements learned in a game. Introduction to streetball. Referee's tasks in basketball. Basketball as an exercising routine.

**Volleyball.** Directed serving and receiving a serve. Jump serve from moving forward and backward. Blocking. Decoy serves. Improvement of volleyball techniques through different combinations in game situations. Introduction to beach volleyball. Referee's tasks in volleyball. Volleyball as an exercising routine.

**Football.** Individual preparation of a footballer and improvement of one's strengths. Improvement of football techniques through different combinations and play situations by playing 4-on-4, 5-on-5 and 6-on-6. Improvement of position-related techniques. Introduction to beach soccer. Referee's tasks in football. Football as an exercising routine.

## **Orienteering**

### **Learning Outcomes**

Students are able to cover a training and/or competition track with a map and compass.

### **Learning Content**

Covering orienteering tracks and terrains of varying difficulty. Analysis of the covered track. Covering orienteering tracks: classic orienteering, score orienteering, bike orienteering and ski orienteering and orienteering hiking. Orienteering as an exercising routine.

**Winter Sports** (either skiing or ice-skating as chosen by the school)

#### **1) Skiing**

##### **Learning Outcomes**

At the end of the course, students can:

- 1) cover a distance of 5 km (Girls) or 10 km (Boys);
- 2) use different skiing techniques depending on terrain; and
- 3) service their equipment and choose appropriate clothing for the weather.

### **Learning Content**

Improving skiing techniques in various terrain conditions. Basics of skiing technique. Ski service, preparation and participation in competitions. Independent training and relation between skiing and other recreational sports (running, swimming and cycling).

#### **2) Ice-skating**

##### **Learning Outcomes**

At the end of the course, students can:

- 1) can skate for 30 consecutive minutes; and
- 2) master the technique of different skating styles.

### **Learning Content**

Improvement of ice-skating technique. Endurance skating. Improvement of physical abilities through ice-skating. Recreational sport events related to ice-skating.

#### **Dance Exercise**

##### **Learning Outcomes**

At the end of the course, students can:

- 1) demonstrate familiarity with and identify Estonian traditional or artistic dances, standard and Latin dances and ballroom dances of other nations;
- 2) use various dance techniques and styles to express themselves; and
- 3) value dance exercise as a life-long healthy hobby.

### **Learning Content**

Estonian folk dances, dances created by Estonians; types of folk dances. Tradition of Estonian Dance Celebrations as part of Estonian culture and their place among the UNESCO Masterpieces of Oral and Intangible Heritage of Humanity.

Distinction between tempos and rhythms (polka, *reinlander (schottische)*, Estonian folk waltz, popular waltz, Standard and Latin dances and ballroom dances of other nations), terms, holds and moves.

Creative use of different moves and styles. Improvement of coordination and cognition of one's body through contact dance, jazz dance and other contemporary dance techniques and styles.

### 3. Optional Courses

#### 3.1. Optional Course 'Physical Abilities and Motor Skills'

##### Learning and Educational Objectives

The objective of the optional course is that students:

- 1) understanding the importance of being physically fit for one's health and physical ability and the role of motor skills in becoming physically fit;
- 2) improving their current motor skills, acquiring new knowledge and skills for exercising in a safe manner in order to improve their health and physical ability;
- 3) analysing their level of physical ability and using exercising/practising sports knowingly for improving their health and physical ability; and
- 4) improving their cooperation skills with fellow students.

##### Short Description of Course

During the course, students focus on improving their physical fitness level/physical ability and motor skills. Knowledge and skills acquired support the development of students' health and physical ability and establish a basis for a life-long exercising routine.

##### Learning Outcomes

At the end of the course, students can:

- 1) have an overview of physical abilities that form a basis for being healthy (types of physical abilities) and know ways of improving them;
- 2) analyse their level of physical physical ability and motor skills and plan training in order to improve them;
- 3) improve the motor skills acquired in physical education lessons; learn to perform a new type of physical activity/exercise in a more profound manner;
- 4) reinforce their knowledge regarding safety and hygiene requirements of exercising/practising sports that improve their physical physical ability; know how to act and help in case of accidents, trauma etc;
- 5) cooperate with fellow students and help, secure and guide them in lessons/training;
- 6) value physical culture as part of national and international culture; and
- 7) participate actively in lessons; find a suitable form of exercise/sport for improving their physical physical ability and practise it also outside of physical education lessons.

##### Learning Content

**Knowledge for improving physical ability and learning motor skills.** Physical abilities and their effect on health; physical ability as a basis for being healthy. Basic principles and methods for improving physical abilities and learning physical exercises, and the structure of training. Planning physical training (compilation of training plans): setting objectives, choosing means and methods and collecting feedback.

**Improvement of physical abilities.** Opportunities (workout in gym, aerobics, stretching etc) to improve different physical abilities (aerobic stamina, muscular strength, flexibility, speed and skilfulness/coordination) and training methodology.

**Improvement of motor skills.** Improvement of the techniques of sports/forms of exercise learned in compulsory physical education courses; introduction to new fields of sports and learning their techniques. At least two different fields of sports shall be practised as chosen by the school.

**Exercise and health.** Safety and hygiene requirements while learning different fields of sports and improving physical abilities. Self-control tests (regarding stamina, strength and flexibility) and the use of self-control equipment (pulse tester etc.). Muscular care. First aid.

**Participation in sports events.**

### **3.2. Optional Course 'Physical Exercises in the Open Air'**

#### **Learning and Educational Objectives**

The objective of the optional course is that students:

- 1) understanding the importance of exercising in the open air and its positive effect on health;
- 2) acquiring new knowledge and skills for exercising in the open air in a safe manner;
- 3) using exercising in the open air for improving their health and physical ability and to harden their body; and
- 4) reinforcing cooperation skills with fellow students and opinions regarding environmentally friendly forms of exercise/sports.

#### **Short Description of Course**

The course supports students in acquiring the knowledge and skills needed to practise life-long exercising routine, improve their health and harden their bodies. Exercising in the open air, incl. in nature provides students with the opportunity to improve their physical abilities, enjoy recreational activities and develop environmentally friendly behaviour.

#### **Learning Outcomes**

At the end of the course, students can:

- 1) analyse the effect of exercising in the open air on hardening their bodies/improving their health and increasing or restoring physical ability, set objectives and present means and methods for exercising in the open air in order to improve their health and increase physical activity;
- 2) improve the motor skills learned in compulsory physical education courses (to be used for exercising in the open air) and learn to perform a new form of exercising in the open air;
- 3) reinforce acquired knowledge regarding safety and hygiene requirements of exercising in the open air; know how to act in case of possible accidents (trauma, freezing etc);
- 4) cooperate with fellow students while learning different fields of sport/physical training and help, secure and guide them in the process;
- 5) participate actively in lessons, find a suitable form of exercising in the open air and also practise it outside of physical education lessons;
- 6) value physical culture as part of national and international culture; and
- 7) value the environment, act in an environmentally friendly manner; know the laws regulating outdoor activities.

#### **Learning Content**

**Knowledge for exercising in the open air.** Effect of exercising in the open air on one's body; recommendations for choosing and practising a form of exercising in the open air (including choice of equipment). Environmentally friendly exercise: legal acts regulating outdoor activities. Planning personal exercising routine – compilation of simple training plans (setting objectives, choosing means and methods and planning feedback).

**Forms of exercise/sports used for exercising in the open air, their techniques and training methodology.** At least two different fields of sport are practised as chosen by the school – walking, Nordic

walking, running, orienteering (including ski orienteering and bike orienteering), roller-skating, skiing, ice-skating, training on health tracks, some kind of a new form of exercise etc.

**Exercising in the open air and health.** Safety and hygiene requirements. Self-control tests (2 km UKK Walk Test, Cooper test for various forms of exercise etc) and the use of self-control equipment (pedometer, pulse tester etc.). First aid.

**Participation in sports events.**