



Subproject Report

Winter sports are an important and substantial part of the training courses conducted at GIH. This applies particularly to teacher training programs, which in a conscious way, helped to manage and further develop a Nordic heritage in a multicultural society.

GIH has the hand of their basic education has also taken responsibility for training in the field. During the past two years, spring semester 2008 and spring semester 2009, the college arranged separate courses focusing on area ski school. GIH is since 2009 one of the higher education sector representatives in the national and international organization Swedish Ski Council (The Swedish Skicouncil).

Swedish Ski Council is a foundation dedicated to coordinating efforts to help provide people with a lifelong interest in winter on snow and is responsible for coordinating training in the field. The Swedish Ski Council is the Swedish Ski Association, (Friluftsrådet) Outdoor Life, SLAO, higher education sector (under the name of the skiing school and university SKISU, IVSS internationally), and Swedish Ski Instructor Association represented.



In late autumn 2008, the Swedish Ski Council initiated a partnership project with the aim of offering all students in grades 4 and 5 in Norrköping during the 2009-2010 winter season to try downhill skiing or other winter sports. The project's name is "all in snow."

The background to this project is that winter sports today are confronted with many new challenges. The possibility of an accelerated greenhouse effect is reflected in fewer days with snow in the South. The considerable costs both for transport to the skiing facilities as relatively expensive equipment has gone to some questions about winter sports are exclusive and only possible for the most resourceful groups in society. Questions about the winter recruitment has also been extended to the children and adults who have recently moved to Sweden, and the large groups of children and adolescents whose parents did not carry with it the Swedish outdoor food or winter sports tradition.

Background - Starting points

Climate change, global warming
Schools' culture in relation to winter activities
Experience of winter activities of the pupils
Winter Activities - Just affluent.

Organizations in the Swedish Ski Council joined together in this project with the objective to work together to offer students in grades 4 and 5 during the 2009-2010 winter season to try snow sports. The project is located in Norrköping grounds that the city is large enough; the town has a functioning ski resort and an interest in community life. An important point is that the city would not have obvious access to snow throughout the winter. A desirable effect of the project is that the experience of the project could create a "learning examples" for further use.

The project provides an interesting framework for placement near the sports didactic research in which a number of issues concerning forms of cooperation between the organizations that are intermingled in the project and the involved participants' experiences and actions can be formulated.

Previous research

A general assessment is that the didactic research, with a focus on winter sports, need to be developed. It is entirely possible to find relevant studies in both the more established nature of the national and international literature. In addition, a number of student tasks can be identified. For example, the didactic issues are remarkably often lacking. However, there are two relevant studies, which I will refer to.

The first study is Gerd and Gerhard Arfwedson's study *Didactics for teachers* (Arfwedson & Arfwedson, 1991). This deals with the authors of the broad educational problems that differently affect teachers in their professional lives. The petition is based on the content and placement conditions. The educational challenges are described as both complex and situation dependent. The book is a good starting point for each didactic study because it cut across the entire educational field. It affects social and institutional conditions (e.g. school and in my case, compound conditions), issues that affect the content and teaching and the conditions and factors that influence and shape teachers 'and students' everyday lives.

The second study is Johan Arnegård's thesis *Experiences and learning in adventure sports and school* (Arnegård, 2006). In this study on adventure sports (and school) the author discusses pedagogical / didactic meanings of people's experiences of adventure sports and school situations. In particular, he describes the effect of intense experiences and the so-called flow experience, i.e. the immersive feeling of being totally focused and have full control of the situation here and now. This intense sense of presence, the bodily / physical involvement and the relationship to the participants themselves can choose their path and increasing the difficulty while they can weigh up the challenge with an increased capacity so that it "is at the right level," says the writer creates the preconditions for a stimulating and successful learning process. This strong emphasis on the experience's significance has inspired me to be in my study, using a theoretical model, "Winter recreational activities good mirror" try to explore the relationship between theory and practice.

Aims and questions

Three overarching objectives of different nature have been formulated. All are within the area near the sports training didactic research, but two of the studies have also formulated the objectives relevant to concept development in the area.

The objective of the studies is

- To describe and analyze a didactic interaction process between five different organizations and local representatives in Norrköping with a common goal to offer students in grades 4 and 5 winter sports.
- To illustrate this purpose, a number of issues with quantitative data, is answered.
- What were the results? How many students, classes and teachers attended? What did the children, teachers and instructors do? Many of these questions are answered in the registry and survey data, others in interviews and questionnaires.

Quantitative results

- 1000 pupils
- 40 classes with an average of 25st pupils in each class
- Accompanying teachers totaling 80 units.
- 150 students / day for 7 days.
- 6 classes per day and 12 accompanying teachers.
- 10 specially trained teachers of GIH, ambassadors in Norrköping and instructors during the day.
- A total of 25 pieces. Coaches and ski instructors from Nosk (Ski club in the city of Norrköping) and FLF. Spread over days.
- Number of adults on site during the day: about 30.

The second type of questions that will be elaborated in this project concern the process itself. How will different agents within the project contribute to the project's goal?

Who contributed with what?

- Ski Council - Project Officer
- GIH - to train teachers, 7.5 hp course, guide in the planning of activities during days based on didactical issues. Evaluation on three objectives and questions with the help of students from GIH
- The municipality - communications to schools, food and transportation issue.
- Nosk-Stallbacken available, lift tickets, lift staff and lend equipment. Co-browsing with FLF planning and carrying out the days activities.

What they contributed and how?

- Ski Council-Project Officer
- GIH - to train teachers, 7.5 hp, guide in the planning of activities during days based on didactical issues. Evaluate based on three objectives and questions with the help of students from GIH
- The municipality - communications to schools, food and transportation issue.
- Nosk and Yxlbacken, lift tickets, lift staff and lend equipment. Co-browsing with FLF planning and carrying out the days activities.

This process will be monitored and documented through interviews and documentation of discussions of the project team. The third type of issues that are intended to illustrate the above purpose is of evaluative nature. What opportunities and obstacles experienced organizations and local representatives? This type of information gathered through interviews with those groups.

The second aim of the study is:

To explore the relationship between theory and practice from a didactic model, the "winter outdoor life good mirror".

The model "winter outdoor life good mirror" focus on the children's own experiences. The starting point of the model is that a good learning situation and individual development will be promoted if children in their physical activity are given the opportunity to many new impressions and experiences, that activates several senses, that the success of the activity, they are treated positively by others (other children and adults), that their body image is strengthened, and that children's self-image is reinforced by the security didactic environment. The objective and the method illustrated by the following picture.

Goal: AI in snow Method: Snow-activity of a good mirror, by students may



➤ We chose to make the different players that will meet the students during the day, a model of relating to the planning part.

➤ Lesson structure based on your educational considerations

- *Group*
- *Aims and progression*
- *Reference to the governing documents*
- *Total Time :_____*
- *Introduction: time (...)_____*
- *Main Activity time (... ..) and the organization. _____*
- *Closing: _____*
- *Evaluation: _____*

➤ Based on three main areas; gravity, speed, and rhythm, coordination and balance.

➤ The educational environment must strive for the students to feel safe, see and observe and understand the human role:

- *Do you security and enjoyment of nature in snow - Can you have fun in nature and develop motor skills on the snow?*
- *Looks and observe one snow landscape - Can you understand the context of nature in winter?*
- *Understand the human role in Nature - Do you know how we can influence the nature?*

We entered the various moments of play from these experiences, and each received, among other things make a picture with his name attached to the helmet, and thus was not anonymous on the slopes.

The study's third objective is:

To discuss the conditions for considering "gliding" as a basic form of motor comparable (or not) with the motor basic shapes commonly referred to and mentioned in the school's various policy documents (e.g., walking, jumping, running, rolling, balancing, climbing).

This analysis will be based on the above interviews and children's experiences.

Time schedule

The study conducted by the undersigned under the supervision of Professor Håkan Larsson, Stockholm university. Most of the data collection is conducted during spring 2010. Analysis begins in the late spring and reporting takes place autumn 2010. The study will be presented in the Inter ski conference 2011.

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