



Modifying Indoor Facilities Appropriate to Children

Boris Jidovtseff – Anne Delvaux – Manhattan Mornard – Mary Vandermeulen

CEReKi, University of Liège, Research Unit on Childhood



Sharing the experience of the CEReKi

Jidovtseff, Delvaux, Mornard AIESEP 2016, Laramie, USA

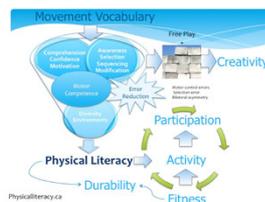
1

AIESEP 2016, Laramie, USA

SYMPOSIUM: IMPROVING THE HEALTH OF CHILDREN IN EARLY CHILDHOOD

Physical literacy concept

Mount Royal University (Canada)



WHAT IS PHYSICAL LITERACY?

Physical literacy is when kids have developed the skills and confidence to be physically active for life.

WATCH A SHORT VIDEO

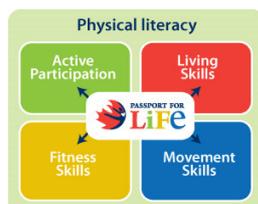
THE BENEFITS OF BEING PHYSICALLY ACTIVE*

- 38% Higher annual earnings
- Reduced risk of heart disease, stroke, cancer, and diabetes
- 40% Higher food intake
- Increased self-esteem and happiness

*Source: American Heart Association et al. (2013). Physical Activity and Health. Circulation 128: 306-310.

“Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”
(M. Whitehead, 2016)

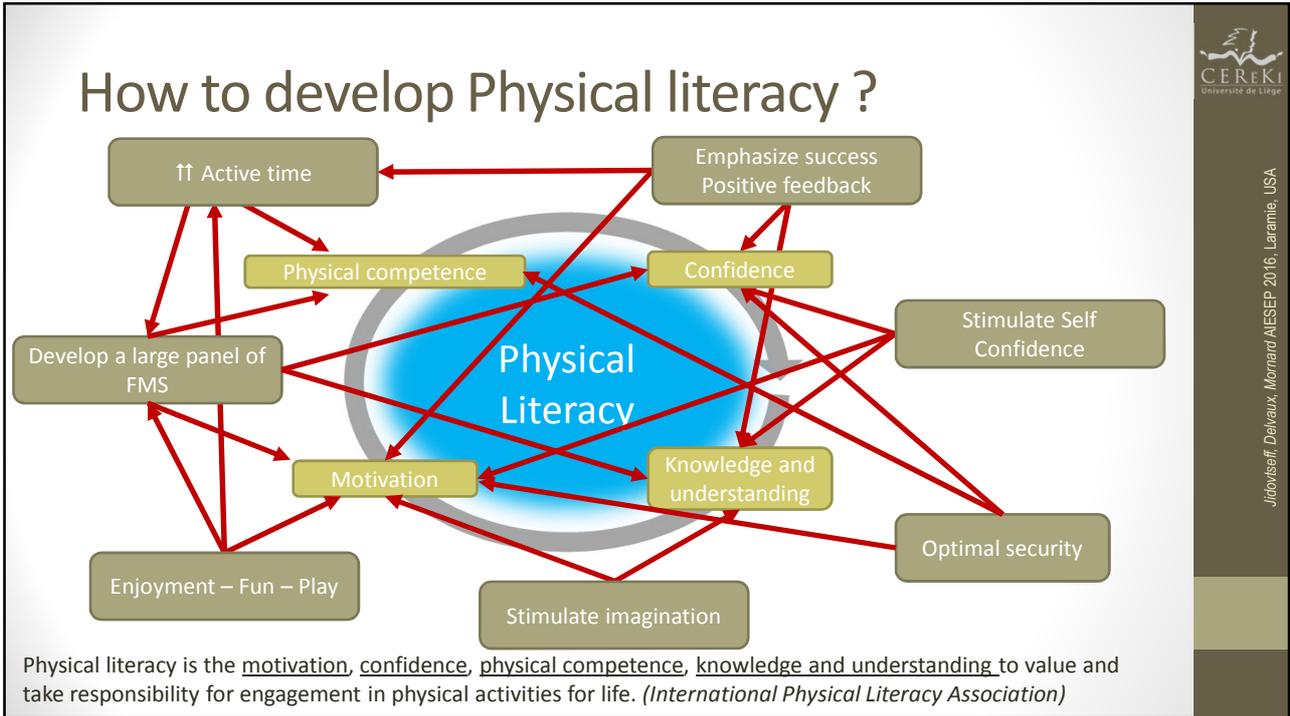
Passport For Life



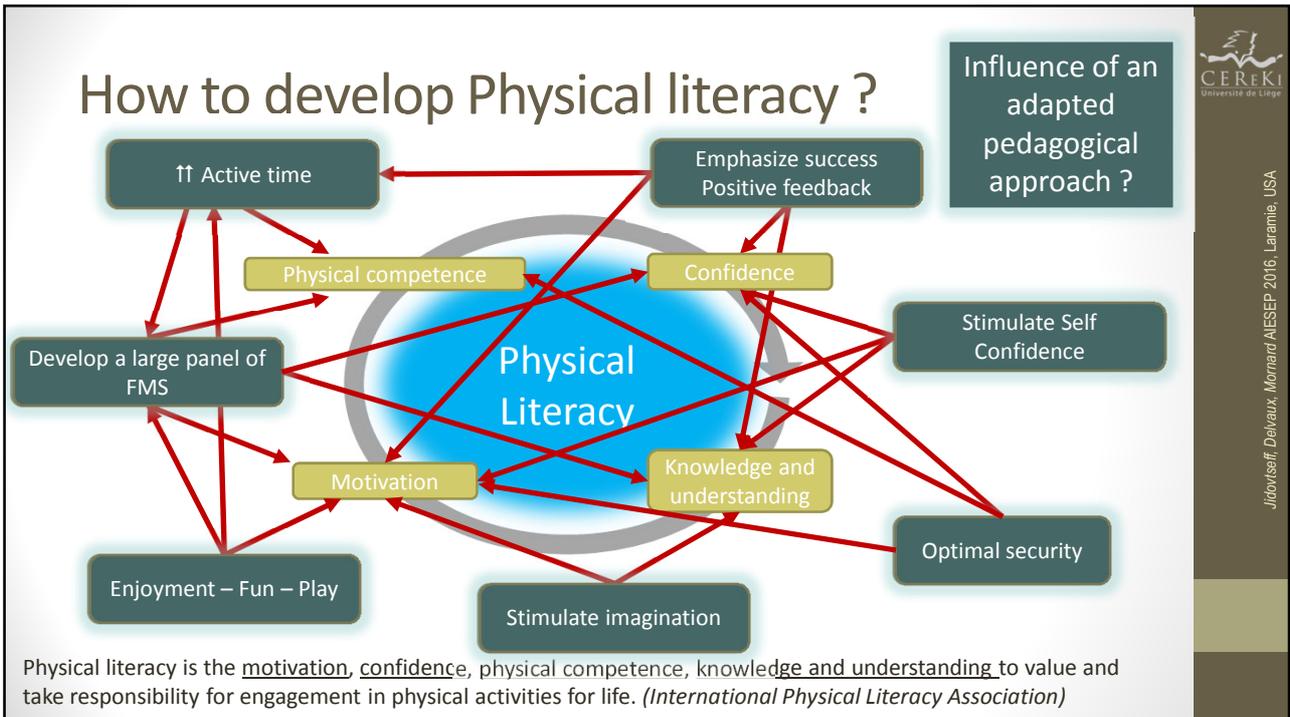
Canadian Sport For Life



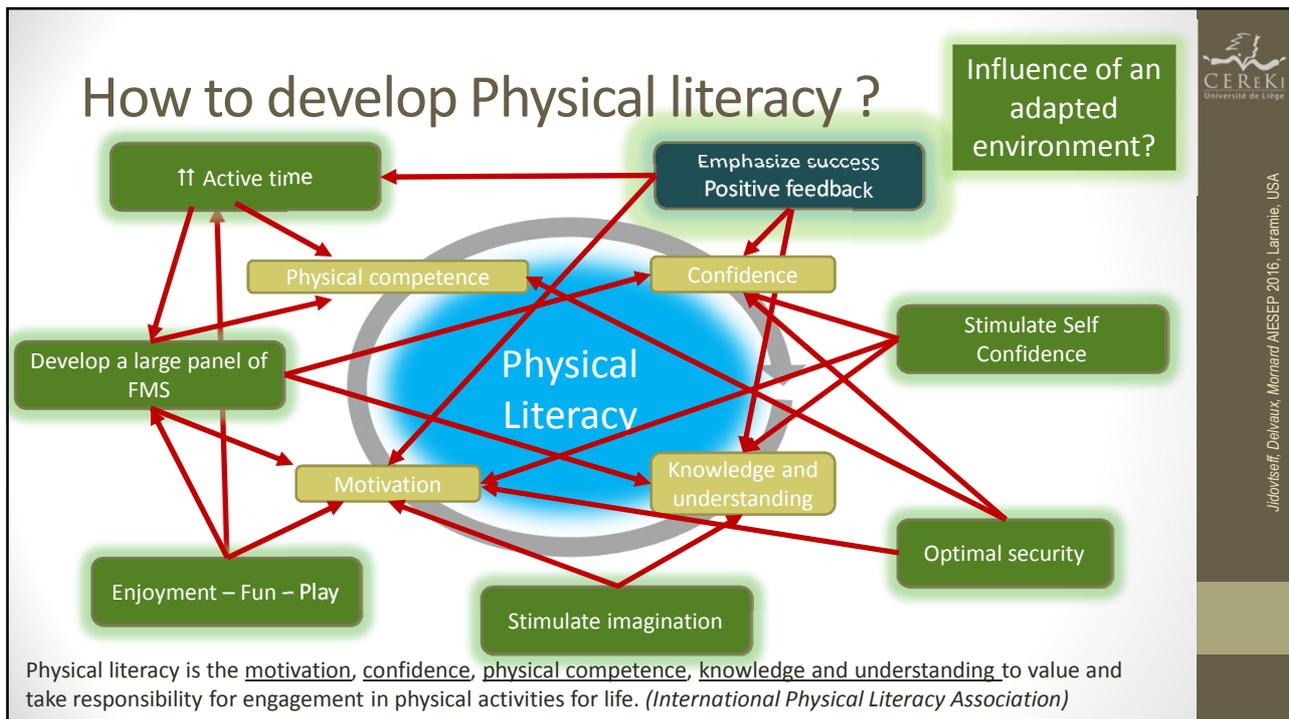
Jidovtseff, Delvaux, Mornard AIESEP 2016, Laramie, USA



Jidoviseff, Delvaux, Morand AIESEP 2016, Laramie, USA



Jidoviseff, Delvaux, Morand AIESEP 2016, Laramie, USA



The influence of the environment

Affordance theory

→ Game and activity induced by equipment and disposition, and thus environment

Multiple affordances of an object due to (a) horizontal position (b) vertical position. *Atmodwirjo, P. (2014).*

- Clear evidences that environment influence children's behaviour with consequences on physical activity level, motivation and motor development (Haywood, 1986 ; Barbours, 1999; Fjortoft, 2004 ; Stratton, 2005 ; Willenberg, 2010).
- Environment has to be attractive and stimulating
- Environment has to afford possibilities and challenges for children to explore their own abilities for exercise.

6

CERÉKI Université de Liège
Jidoviseff, Delvaux, Morand AIESEP 2016, Laramie, USA

The CEReKi example

- How indoor facilities are modified at CEReKi ?

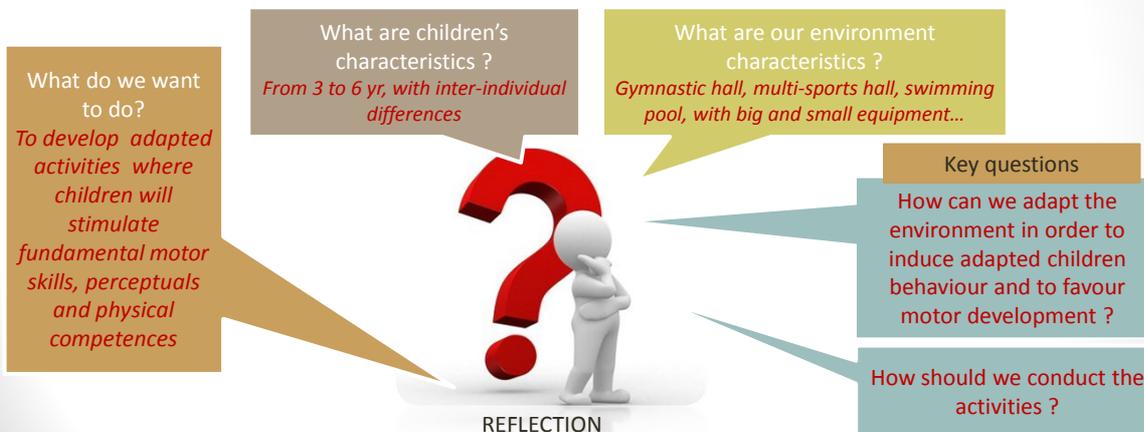


Jidoviseff, Delvaux, Morand AIESEP 2016, Laramie, USA

{ 7 }

The CEReKi example

- 25 years ago a reflexive approach has been conducted at CEReKi ...



Jidoviseff, Delvaux, Morand AIESEP 2016, Laramie, USA

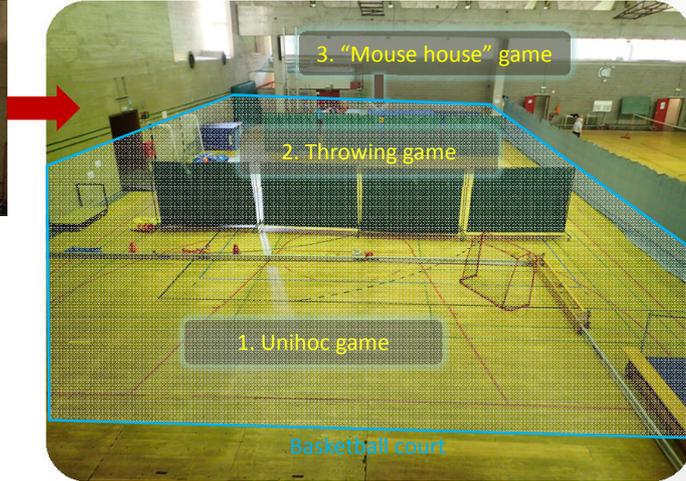
{ 8 }

The CEReKi example

- Indoor facilities transformation to be appropriate for children

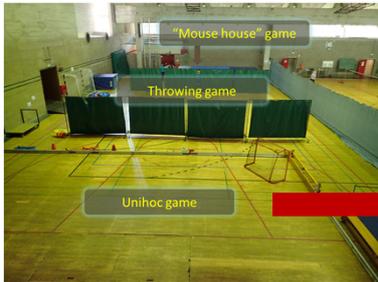


Multi sports hall



The CEReKi example

- Indoor facilities transformation to be appropriate for children

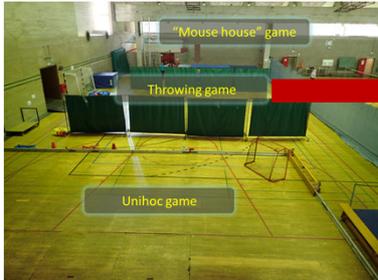


Multi sports hall



The CEReKi example

- Indoor facilities transformation to be appropriate for children



Multi sports hall



The CEReKi example

- Indoor facilities transformation to be appropriate for children



Multi sports hall



The CEReKi example

- Indoor facilities transformation to be appropriate for children



1. Floor zone

Gymnastic hall



1. Floor zone



The CEReKi example

- Indoor facilities transformation to be appropriate for children

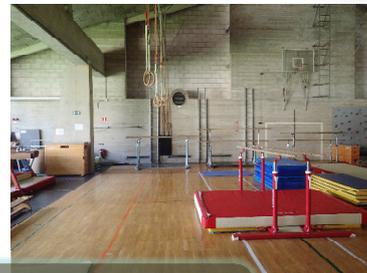


2. Rings & bars zone

Gymnastic hall



2. Rings & bars zone



How can we adapt it for the children ?

The CEReKi example

- Indoor facilities transformation to be appropriate for children



Gymnastic hall



The CEReKi example

- Indoor facilities transformation to be appropriate for children



Gymnastic hall



The CEReKi example

- Indoor facilities transformation to be appropriate for children

Not adapted

Gymnastic hall

Adapted to the children



The CEReKi example

- Indoor facilities transformation to be appropriate for children

Not adapted

Gymnastic hall

Adapted to the children



The CEReKi example

- Indoor facilities transformation to be appropriate for children



The swimming pool



Aquatic circuit built to be adapted for 3 to 6 yo children

Mary Vandermeulen

The CEReKi example

- Different circuits have been imagined in order to stimulate different categories of motor skills

Gymnastic circuits :

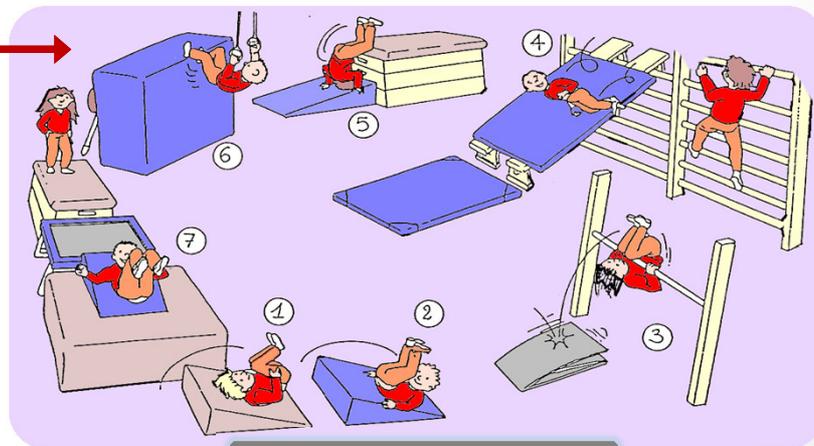
- **Rotation**
- Balance
- Adventure
- Trampoline

Athletics circuits :

- Jumping
- Throwing
- Running

Ball games

- Football
- Basketball
- Volleyball
- Unihoc



Rotation circuit

The CEReKi example

- Different circuits have been imagined in order to stimulate different categories of motor skills

Gymnastic circuits :

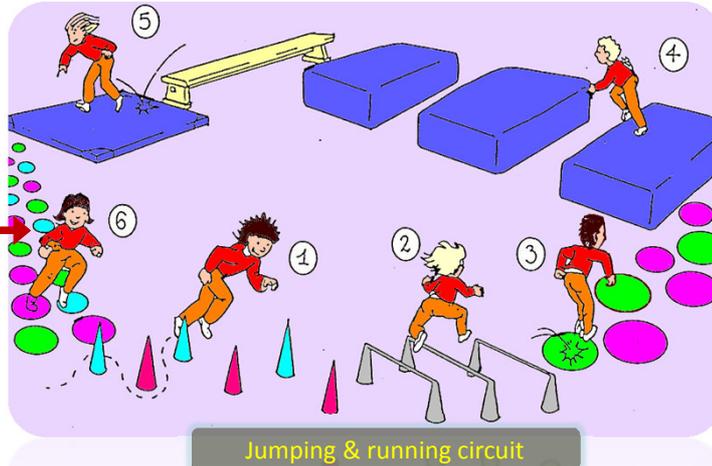
- **Rotation**
- Balance
- Adventure
- Trampoline

Athletics circuits :

- **Jumping**
- **Running**
- Throwing

Ball games

- Football
- Basketball
- Volleyball
- Unihoc



Jumping & running circuit

The CEReKi example

- Different circuits have been imagined in order to stimulate different categories of motor skills

Gymnastic circuits :

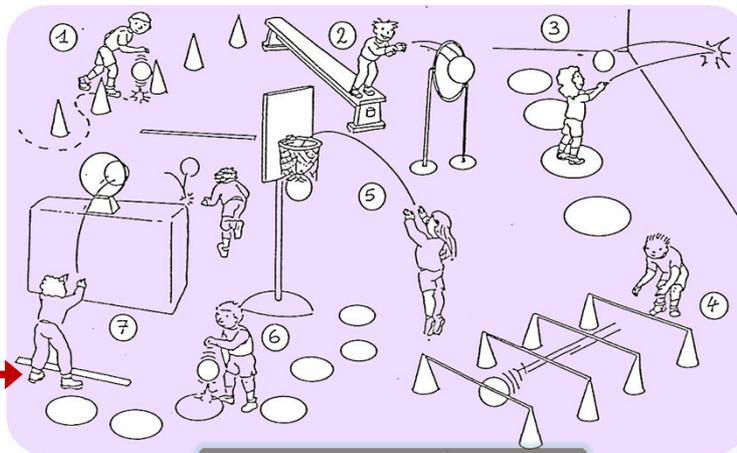
- Rotation
- Balance
- Adventure
- Trampoline

Athletics circuits :

- Jumping
- Throwing
- Running

Ball games

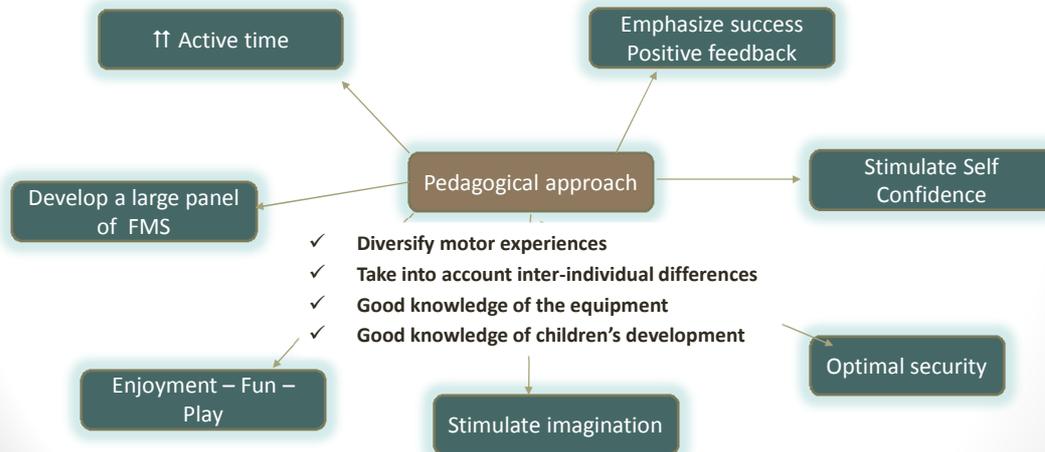
- Football
- **Basketball**
- Volleyball
- Unihoc



Basketball circuit

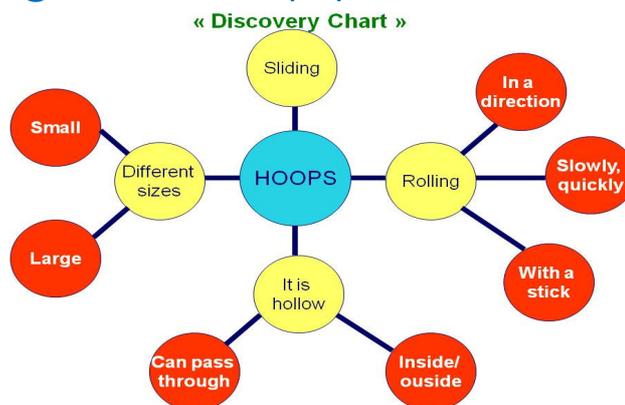
CEReKi approach and experience

- Modifying physical environment is not enough !!!
- Pedagogical approach has to be relevant and adapted



CEReKi approach and experience

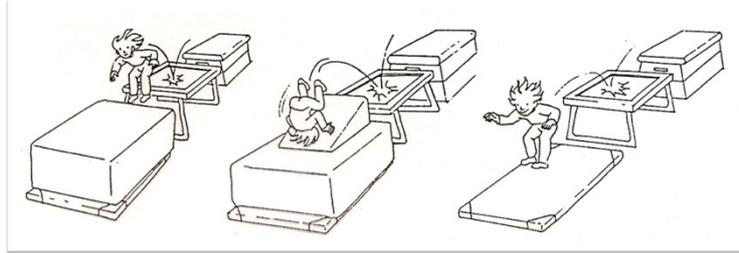
Knowledge of the equipment



A good knowledge of the equipment is important to find more ideas about what to do with it, and you find more easily alternative solution when you want to individualize your teaching.

CEReKi approach and experience

Knowledge of the equipment



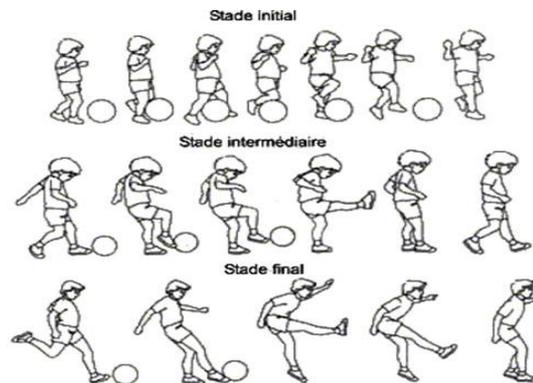
Increasing complexity for trampoline



Identical disposition but adapted instruction

CEReKi approach and experience

Knowledge of children's development



To identify children level in fundamental motor skills is essential for adapted intervention

Modifying indoor facilities

Let's analyse children behaviour at CEReKi



The influence of the environment & instruction

Children behaviour without any equipment



The influence of the environment & instruction

Children behaviour with soccer balls (without any instruction)



Jidoviseff, Delvaux, Momand AIESEP 2016, Laramie, USA

{ 29 }

The influence of the environment & instruction

Soccer – Instruction to keep hands in the back - structured game



Jidoviseff, Delvaux, Momand AIESEP 2016, Laramie, USA

{ 30 }

The influence of the environment & instruction

Soccer – circuit – guided discovery



Jiboviseff, Delvaux, Monnard AIESEP 2016, Laramie, USA

{ 31 }

The influence of the environment & instruction

Gymnastic – Floor games



Jiboviseff, Delvaux, Monnard AIESEP 2016, Laramie, USA

{ 32 }

The influence of the environment & instruction

Gymnastic – Floor games with mats



Jidoviseff, Delvaux, Momand AIESEP 2016, Laramie, USA

{ 33 }

The influence of the environment & instruction

Gymnastic – Floor games with mats



Jidoviseff, Delvaux, Momand AIESEP 2016, Laramie, USA

{ 34 }

The influence of the environment & instruction

Gymnastic circuit – climbing – free play



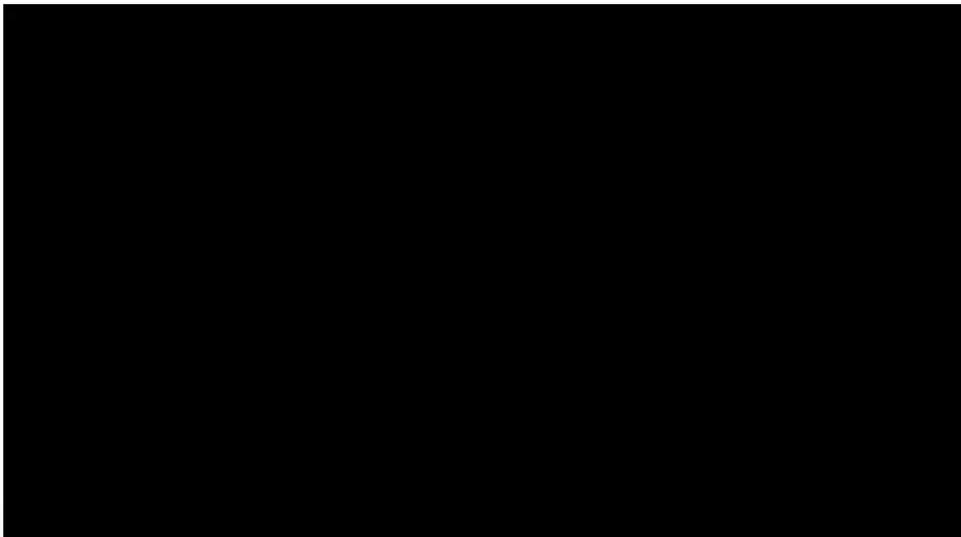
Jiboviseff, Delvaux, Momand AIESEP 2016, Laramie, USA

{ 35 }

The influence of the environment & instruction

Gymnastic circuit – climbing – guided discovery

Instruction : Just find a height



Jiboviseff, Delvaux, Momand AIESEP 2016, Laramie, USA

{ 36 }

The influence of the environment & instruction

Gymnastic circuit – climbing – guided discovery

Instruction : Let's find all the heights



The influence of the environment & instruction

Gymnastic circuit – climbing – guided discovery

Instruction : explore the mountains and follow the path (circuits – guided discovery)



The influence of the environment & instruction

What do you think about children's adaptation to an increasing difficulty?



The influence of the environment & instruction

What do you think about children social behaviour ?





Thanks for your attention



Jidovtseff, Delvaux, Momand AIESEP 2016, Laramie, USA

{ 41 }

b.jidovtseff@ulg.ac.be