



Liv og røre

- research-based knowledge from a
program in kindergarten and schools

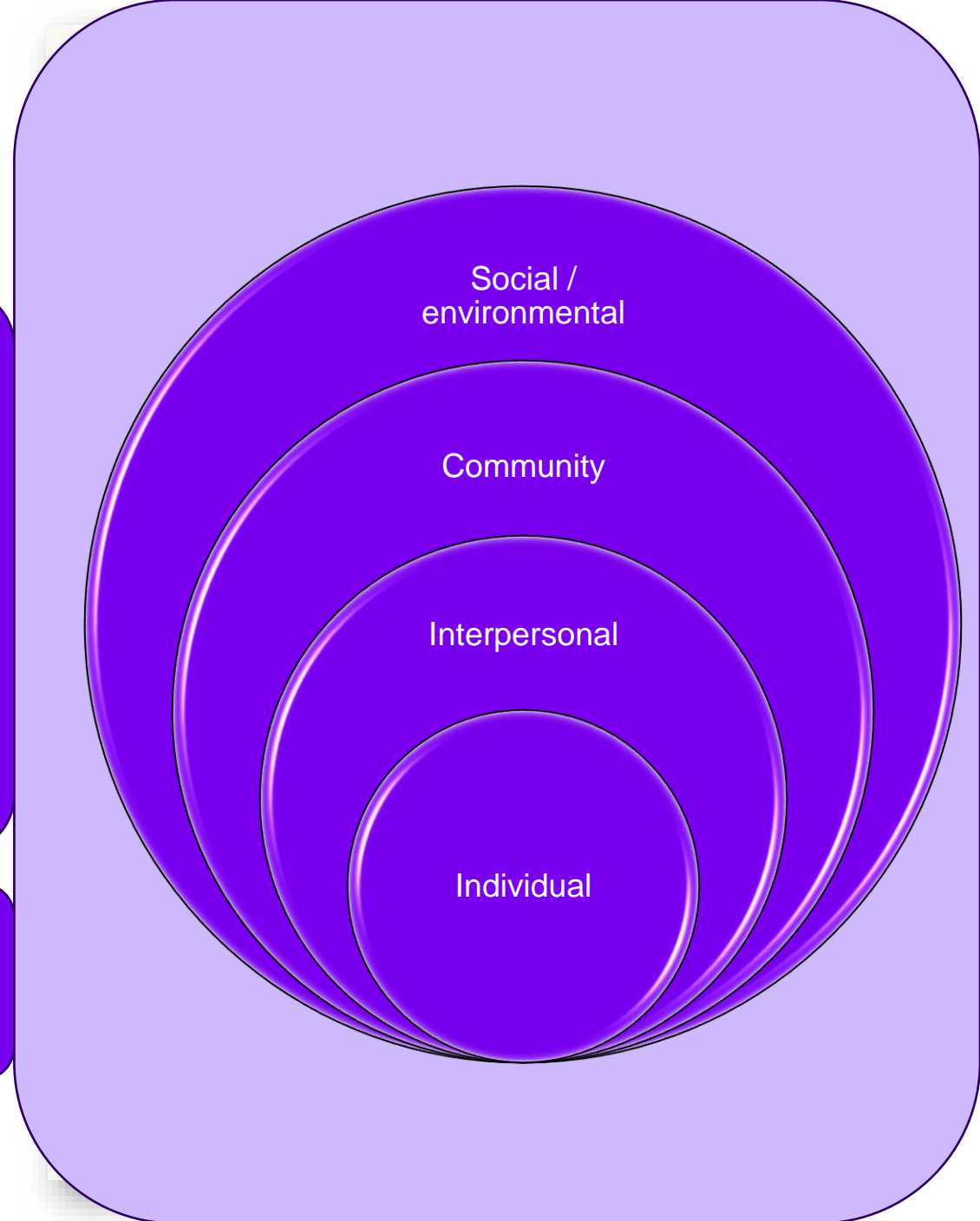
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Professor

Tribute to Jorunn - mother of Liv og røre



What is Liv og røre?



Liv og røre i Telemark



2017-2017
Pilot ools

2018-2020
Implementasjon on school i Telemark



2020 –
Implementasjon
i Vestfold

Liv og røre

2018-2020
Pilot study
kindergarten Bamble

2020-
Implementasjon
kindergarten Telemark



2020-2022
Pilot national study i Kragerø


2022-
Implementasjon to
vocational study
programs Telemark

2

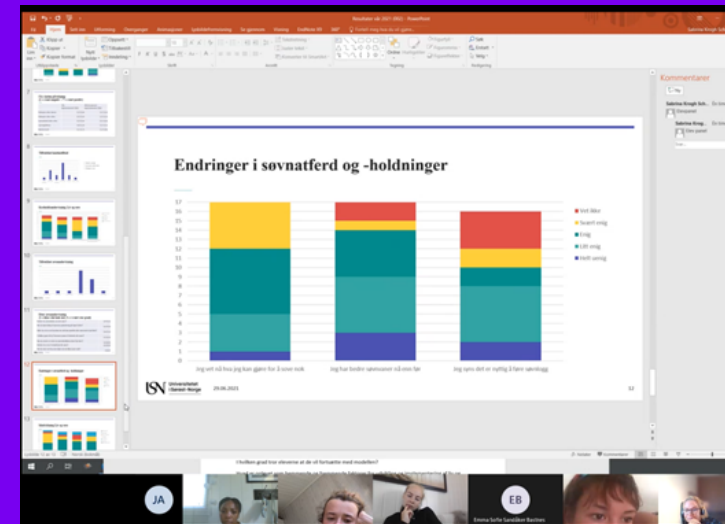
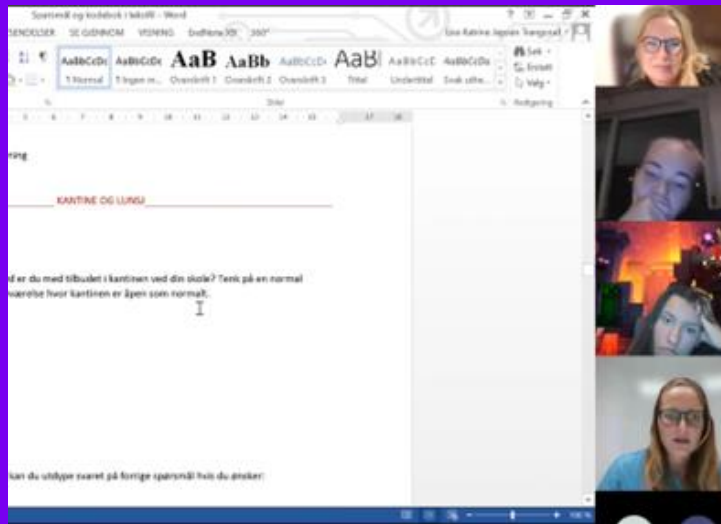
Methods

1

2

	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Pupils secondary school	Experimental study (n= 644)	In-depth interview (n=9)			
Pupils upper secondary school					
Canteen staff	Interview (n=13)		Survey (n=18)		
Teachers		In-depth interview (n=6)	Survey (n= 148)		
Administration school			Focus group interview (n=4)		
Administration municipality	Annual report (n=2)	Annual report (n=5)	Annual report (n=10) Focus group interview (n=6)		
Administration county			Interview (n=2)		

Youth panel: 8 pupils, 2 researchers, 8 meetings





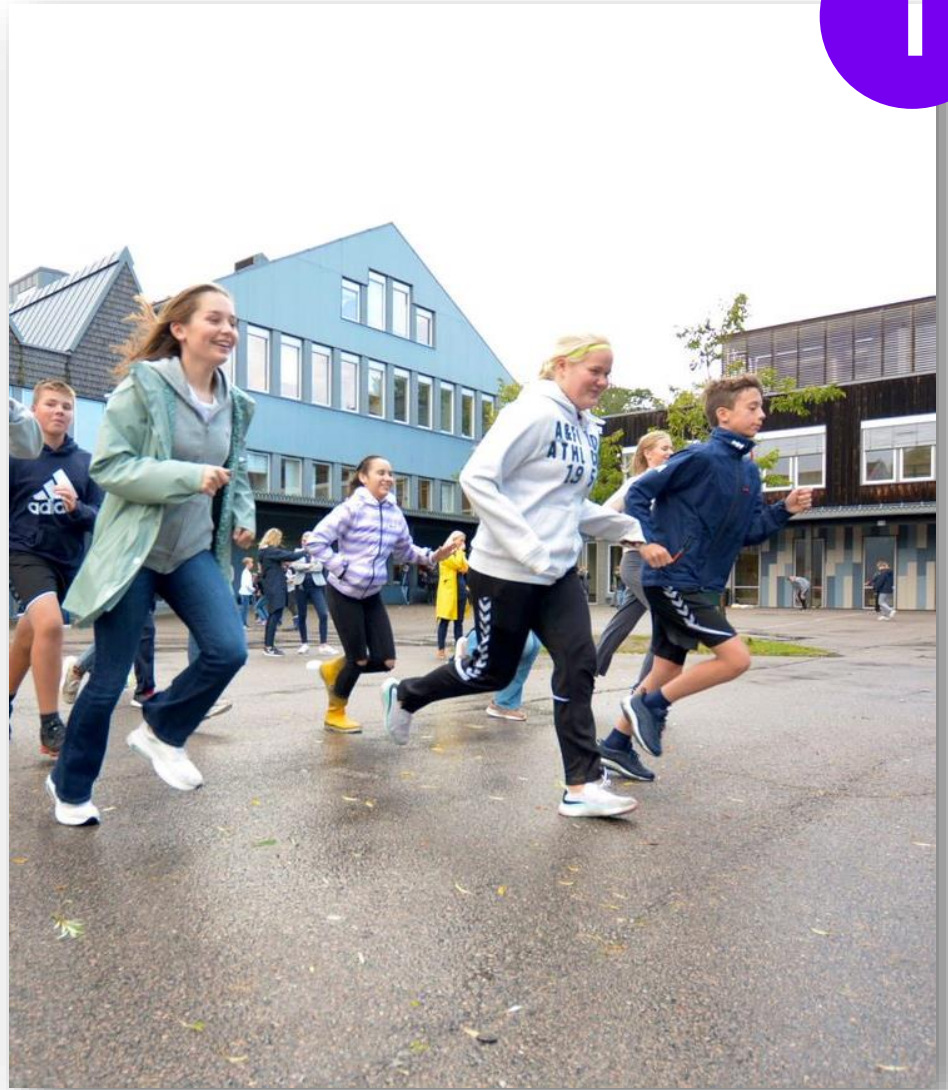
Methods:

Process with the youth involvement

Results: pupils (n=644)

1

Physical activity	Total
	School-based
Diet	Total
	School-based
 	Satisfied with canteen content
	Social
	Mobile phone use
Physical fitness	Aerobic capacity
Well-being	Vitality
	Health-related quality of life



Experiences pupils

«I want more «Liv og røre», or active breaks, [...] we have told our teachers several times but they do not do anything about it. I do not think they know when or how to do it, they need to figure out the activities too.»

Not everyone enjoyed physically active learning...



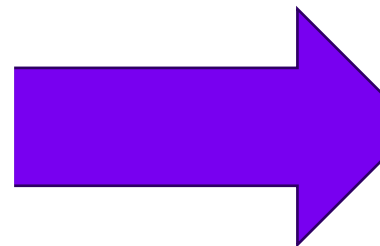
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years old

Results: pupils upper secondary school (n=25)



Physically active learning to learn theory (e.g., math)



Results:

Youth panel perceived facilitators and barriers of the implementation



Safe social environment as both facilitator and barrier



Student involvement and co-creation

Results: teachers (n=148)



https://www.instagram.com/p/CV09uf0BHPx/?utm_medium=copy_link

Experiences teachers secondary school

«Our pupils need more physical activity, it does something with participation, social environment and learning environment. Also, pupils have fun and thrive in the learning situation.»

Experiences teachers upper secondary school

«There has been times when I withdrew from my planned activities because... well... I think it might be childish activities? Or... I did something else because I did not feel confident about it»

Results: Administrators school and municipality (n=12)

	Success factors	Barriers
Municipality	<ul style="list-style-type: none"> Holistic model Relevance 	<ul style="list-style-type: none"> Priority, time, resources, experience and definition of role
Schools	<ul style="list-style-type: none"> Plans, frames and structure Follow-up Resources Support Time 	<ul style="list-style-type: none"> Project fatigue Lack of commitment Turnover in administration and staff Organizational changes (school fusions) Top-down approach without local anchoring.

Experiences administrators

«Well, getting the principals on board... How important that they are positive... As project leader it has been exhausting. It has been a topic on all principal meetings. And we have tried to kick it off. But when you notice the reaction is like «phuh!» if you only mention it... For me, it resulted in me backing off and just let the schools kind of... those who are engage and motivated do it, but the others... I don't even bother anymore...»

Physically active learning and inclusive learning environment (2021-2025)



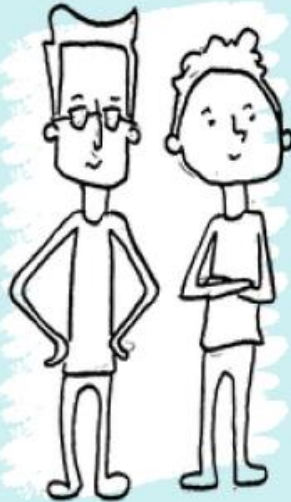
What would happen if...

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2 researchers

3 teachers

1 principal



Co-Created opportunities for physically active learning?

Inclusive yet exclusive learning environment

- Teacher-led group and collaborative activities turn into pupil-led competitions
- Body insecurity:
 - Withdrawal from activities
 - Lower engagement
- Peer evaluation of bodies and appearance as exclusion mechanism



Take-home messages

- Prioritize research on real-world contexts!
- Holistic and relevant approach
- Listen to the youth!
- Acknowledge self-stigma and lack of confidence in teachers and in pupils



«I want the best for my pupils, and I want them to enjoy school. I want them to think it is fun in my classes. I want them to learn, and to experience mastery and joy. And many of the pupils think «Liv og røre» is fun, and they want more. That is why I want to conduct «Liv og røre» whenever I can.»

Thank you for your attention!

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