

# Active School Flag: From Ireland To Italy

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## WHY ASF

The Active School Flag (ASF) initiative aims to enhance levels of physical activity for children through developing a physically educated and physically active school community.

We choose to implement this practice in Italy because Italian schools do a lot of movement activities but often in a not coordinate manner.

## more schools, more active, more often



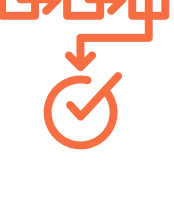

### ASF Motto







## RESULTS

- + Introduction of **new activities** into the daily school routine: active class breaks, active outdoor breaks, *The Daily Mile programme*, active homework, participation at local sport events
- One school organized the **Active School Week** ( 7-10 may #ASW19) pairing with an Irish school

## BENEFITS

-  Children are more attentive and collaborative during lesson
-  Children enjoy the activities and children with disability show improved motor coordination
-  Teachers find the ASF process easy and feasible
-  All principals supported the process

## CHALLENGES

-  School dimensions management: Italy has very big schools (1200 students average)
-  School autonomy: each school has different schedules/priorities
-  Teachers confidence: Italian teachers do not have physical activity in their training portfolio
-  The organization of two schools is very different from each other

In the first school the referent for ASF is a teacher in a first class and it was easier for her to introduce the activities in her class and to be an example for the other colleagues.

In the second school the ASF referent of is a physical activity teacher in Post Primary School, on the one hand it was therefore more difficult for her to involve Primary school teachers but on the other hand she had the specific skills to suggest to the teachers simple activities to do into the classroom.

## DAILY SCHOOL TIMETABLE







- 8:00** The daily mile programme and stretching or wake up shake up in the courtyard (15-20 min)
- 8:30** Lesson in the classroom. Active class breaks when children are tired or inattentive
- 10:00** Active break in the courtyard
- 10:15** Lessons in the classroom
- 13:00** Active break after lunchtime

**+21%** **Children involved over time**  
From 277 to 336 and no one left the activities

- Teachers real engagement and school principal support are key elements for transferability
- Supervision and support from Practice Owners are crucial for the process comprehension and success



## HOW WE DO THIS

-  Site visit in Dublin with school teachers (june 2018) WAS A KEY STEP
-  Italian translation of irish self evaluation questionnaires (SEQ) and ASF resources (challenges charts and activities booklet)
-  Context analysis of the two implementers school with SEQ
-  Introduction of new activities and new school daily organization
-  Bi-monthly supervision and support from Irish colleagues
-  Communication strategies: activities highlighted on school website

## WHERE

The schools were voluntary recruited and the implementation of Irish ASF has been inserted into a local institutional framework (Regional Authority): that was important for recruitment and could be crucial for sustainability.

## 2 implementer schools in Piedmont

