

Happy new year from your TIG Movement, health and outdoor education

Day 2 and 3 Hasselt 25

2025 was the year where we thank Mats (Malmö) and Anikke (Oslo) for the big job they did for -and in our TIG and ETEN for many years. Always ready to make movements, presentations, take the lead, play, spread knowledge and introduce new members for the culture and values.



2025 was also the year where we had our symposium in Hasselt. Are you interested in what was going on day 2 and 3 in Hasselt 25, you can continue reading. It can also wake up your memories if you were there, inspire your daily research and teaching or inspire you to fill out 'call for papers' to VLORE ALBANIA the 22-24 april 2026.

Hans Petter Nyhus (Norway)



Hans Petter gave a presentation with the theme 'Nature connection'. A part of a interesting BIP+/SEE (sustainability, environmental education through outdoor sport) with Norway, Finland, France, Portugal and Slovakia. We learned about the methods and results.

Synnevøe Botnen (norway), present:

Perspectives of teacher students on using a place in nature over time with children. The results highlight the benefits of long-term processes and the use of nature as a play and learning arena both in preschool and in preschool teacher education.



Åsa Arvidsson and Maria Eriksson (Sweden) present



A project about outlearning in physics: Together with our student teachers, we have explored the schoolyard from the perspective of physics education. We have created educational videos that are currently being used in our teacher training programs as a foundation for collaboration with the school. The aim of this collaboration is to provide added value for the teachers and pupils at the school by offering inspiration, examples, and practical lesson plans for outdoor teaching aligned with the curriculum.

Jon Anders Græsli, Christine Seehuus (Norway)



They presented a theoretical and practice workshop with the team: An intersection between natural science and physical education. Building movement-inviting installations with children. This approach combines the benefits of outdoor learning, physical activity, and scientific exploration, fostering a holistic educational experience. Involving children in the design and construction of installations allows educators to nurture cognitive development,

problem-solving skills and creativity whilst encouraging physical activity.



Marc Geerts, Katrijn Mattijs, Joris Dieussaert (Belgium)



We were all able to experience an practical session in a fantastic facility about Athletic Skills Model Playce.

Versatile movement in PE, good practices. By integrating versatile movement into their teaching, PE educators can provide a structured yet flexible framework that supports both skill acquisition and broad motor development. This session was about practical strategies and insights to help teachers design lessons that maximize student engagement, creativity, and long-term physical competence—ensuring that PE remains a foundation for lifelong movement success.







Day 3 Friday

Elly H. Tuset, Synnøve S. Botnen (Norway)



Workshop where we had a tasting plate: How can we use food activities to facilitate broadening the children's taste experiences? In this workshop we want to present how we work with the established didactic tool "A Tasting Plate", including practical examples. We also want to discuss: How can we use food activities to ETEN 2025 in our TIG. Facilitate broadening the children's taste experiences? We plan to do further research on this topic, expanding the focuses and aims to subjects such as health, sustainability and participation.



Björn Sjöberg (Sweden)



Swimming as a mean to increase participation in friluftsliv but also as a prerequisite for our students to work on their lifelong learning. The students take part in a course about water and swimming, where the focus is on lifelong learning. In this course, students will connect swimming and outdoor life and both experience and reason about these forms. The basis is to make them understand how the relationship between your body and water works, and then to be able to put it into practice by teaching it.

