

**Title of abstract:**

*Movement opportunities for children in early childhood education and care*

**Aim:**

Physical activity is beneficial for children in early childhood education and care, i.e. physical activity can enhance happiness with children (Sørensen, 2012), and it has beneficial effects on motor development, psychosocial health, and cognition with children aged 0-6 years (Sundhedsstyrelsen, 2016). Therefore the aim of the study was to examine relevant factors for teachers working in early childhood education and care to consider, when working didactically with enhancing movement opportunities for children.

**Method:**

The study was conducted as a Realist Review (Pawson, Greenhalgh, Harvey, & Walshe, 2005). Furthermore a literature study was carried out in the scientific databases: ERIC, Web of Science, Scopus and Nordic Base of Early Childhood Education and Care. A didactical analysis and discussion was conducted using Hiim and Hippe's "Didactical Reflection Model" (Hiim & Hippe, 2007).

**Results:**

Initially 3650 studies were found. 28 of these met inclusion and exclusion criteria. Another 11 studies were included via chain search. A total of 39 studies were included in the Realist Review.

**Conclusions:**

The study indicates a potential to enhance movement opportunities for preschool children. Relevant factors for preschool teachers to consider are parent involvement in movement activities, being a good role model, providing good physical environments for movement, applying policies and strategies that support movement, assuring sufficient teacher competencies in movement pedagogy, recognize that both free play and teacher led movement activities can give children movement opportunities, and to recognize that movement and physical activity benefit children on areas as motor function, psychosocial health, cognition, social competencies, self-efficacy, obesity and stress.

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## References

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