INTRODUCTION
It is well-documented that physical activity (PA) contributes to physical, mental and social health and well-being. The acute cognitive benefits of PA has been reported in several studies and a recent study suggests, that task-relevant PA significantly improves math learning in children. Thus, PA in settings for daily childhood living, e.g. kindergartens, might improve general health and learning. A method towards achieving active living from early childhood is for pedagogues to integrate PA and task-relevant PA in their professional approaches. However, studies have shown that pedagogues do not have the educational levels to integrate PA in their practice, indicating a lack in educational curriculum for pedagogues on how to include PA or task-relevant PA in future practice. The purposes of this study are to:

- Develop didactics based on PA, tailored for lecturers at the education for pedagogues (Bachelor of Social Education (BSE))
- Implement the use of PA into professional practice at the BSE

METHODS
The study is a two-phase study inspired by action research. In phase one a group of experts in PA and learning, the Movement Taskforce (MT) organize workshops and act as discussion partners for lecturers at University College Lillebælt (UCL). PA as a didactical and pedagogical tool is discussed and defined. Feasible teaching methods are designed, adapted and implemented into lectures. Students’ learning experiences and appropriateness of the teaching methods are evaluated by focus group interviews with lecturers and students, video documentation and Learning Rating Scale questionnaires. In phase two, the teaching methods will act as basis for the development and implementation of a “PA profile” at the BSE. Finally, students will apply PA as a pedagogical and didactical method when working in professional practice.

RESULTS
Presentation of focus group interviews, video documentation and Learning Rating Scale questionnaires. Pilot projects at UCL have shown promising results. Lectures have shown readiness to engage in processes to develop a curriculum with focus on integrating PA.

CONCLUSION
The project will result in a model suggesting how lecturers can include PA in learning processes in an educational context, and how to implement PA in pedagogues’ future practice.