HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2026
https://doi.org/10.22364/htqe.2026.10

THE WORLD ATHLETICS KIDS' ATHLETICS PROGRAMME IN THE SKOLA2030 CONTEXT: PHYSICAL FITNESS TRENDS AND CURRICULUM COMPATIBILITY

Sandra Krūma[1], Rihards Parandjuks[1]

[1] University of Latvia

ABSTRACT

In recent years, increasing attention has been devoted to children's physical activity and its role in promoting a healthy society. The Kids' Athletics programme offers a playful and structured approach to developing fundamental movement skills and physical fitness. This study examines the programme's implementation in Latvia from 2022 to 2025 and assesses its compatibility with the Skola2030 Sports and Health curriculum. A comparative observational design involving successive annual cohorts was used. Physical fitness outcomes were analysed as the proportions of participants meeting established standards in speed, strength, and endurance. Group differences were assessed using Fisher's exact tests, and the resulting p values were adjusted using the Holm procedure.

The Kids' Athletics group showed a higher proportion of participants meeting the standards in all 12 comparisons. However, none of the differences remained statistically significant after Holm correction. The results therefore indicate a consistent positive trend rather than a statistically confirmed programme effect. Content analysis also showed substantial compatibility between Kids' Athletics and the competency-based approach of Skola2030.

Keywords: *Kids' Athletics, physical fitness, fundamental movement skills, sport pedagogy, Skola2030*

Introduction

In recent years, the level of physical activity among children and adolescents has declined in many parts of the world, while health risks associated with sedentary lifestyles have increased. The World Health Organization emphasizes that insufficient physical activity during childhood significantly affects physical health, motor development, and long-term quality of life (World Health Organization, 2020). At the same time, growing attention has been paid to the development of fundamental movement skills, as these serve as a foundation for lifelong participation in sport and physical activity (Hulteen et al., 2018).

Within the competency-based education framework implemented through *Skola2030* in Latvia, the learning area Sports and Health places particular emphasis on the development of movement skills, especially the fundamental skills of running, jumping, and throwing (Skola2030, n.d.). This highlights the need for methodologically structured and practically applicable solutions that support teachers in implementing curriculum objectives across diverse educational settings. One such approach is the World Athletics Kids' Athletics programme, which is based on playful and versatile physical activities designed to develop children's movement skills, coordination, and motivation to participate in physical activity (World Athletics, n.d.). The programme also provides educators and coaches with a structured methodological framework consisting of age-appropriate tasks and activities tailored to children's developmental stages.

However, the implementation of the Kids' Athletics programme in the Latvian educational and sports school context requires further examination not only in relation to physical fitness outcomes, but also in terms of its compatibility with the competency-based Skola2030 curriculum (Skola2030, n.d.). Therefore, the aim of this study was to compare physical fitness trends among Kids' Athletics participants and participants following traditional training approaches and to assess the programme's compatibility with the Skola2030 Sports and Health curriculum.

Theory

The Kids' Athletics programme developed by World Athletics is founded on the development of fundamental movement skills through playful and diverse physical activities. The programme incorporates running, jumping, throwing, and coordination tasks that are adapted to children's age and developmental level. This approach contributes not only to physical fitness development but also to the enhancement of social and emotional skills, including cooperation, self-confidence, and motivation to engage in physical activity (Cairney et al., 2019; Hulteen et al., 2018). Scientific literature identifies fundamental movement skills as a critical foundation for children's future participation in sport and everyday physical activity. Regular and structured physical activity during childhood positively influences coordination, motor control, cardiovascular health, and overall well-being (Janssen & LeBlanc, 2010). Furthermore, a broad range of movement experiences during early childhood has been shown to promote long-term engagement in sport and active lifestyles (Lloyd et al., 2016). The Kids' Athletics approach has been widely adopted across various European countries and integrated into both educational systems and the activities of sports organizations. Although implementation strategies differ among the Baltic States, all countries emphasize the development of fundamental movement skills and the promotion of children's participation in physical activity.

To contextualise the implementation of Kids' Athletics in Latvia, the approaches used in the three Baltic States were reviewed. The comparison focuses on the leading organisations, implementation settings, activity focus, coach and teacher education, methodological support, and the general characteristics of programme implementation.

Table 1. Comparison of the Baltic States

Criterion	Latvia	Lithuania	Estonia
Leading organisation	Latvian Athletics Association	Lithuanian Athletics Federation	Estonian Athletics Association
Main implementation settings	Schools and sports schools	Schools and sports clubs	Schools and extracurricular education
Main activity focus	Play-based running, jumping, and throwing activities	Running, jumping, and throwing activities combined with large-scale events	Running, jumping, and throwing activities organised through structured progression
Coach and teacher education	Developing	Organised, although implementation may vary	Regularly organised and methodically structured
Methodological support	Partially available and gradually expanding	Adapted to the national context	More unified at the national level
Main implementation characteristic	Flexible and gradually expanding model	Broad participation and event-based implementation	Systematic and progressively structured implementation

Note. The comparison is based on the authors' review of publicly available information from the national athletics federations. It provides a general overview of programme implementation in the Baltic States and should not be interpreted as a standardised national comparison.

The information was synthesised from publicly available materials provided by the national athletics federations (Estonian Athletics Association, n.d.; Latvian Athletics Association, n.d.; Lithuanian Athletics Federation, n.d.). The comparison is presented in Table 1.

The comparison indicates that all three Baltic States implement Kids' Athletics through activities focused on running, jumping, and throwing, while differing in organisational structure and methodological coordination. Publicly available information suggests that Estonia follows a more centrally structured model, Lithuania places greater emphasis on broad participation and event-based implementation, and Latvia applies a more flexible approach that continues to develop. These observations should be interpreted as a descriptive synthesis rather than as a standardised evaluation of programme quality or effectiveness.

Despite differences in national implementation, international experience and scientific literature suggest that the Kids' Athletics programme serves not only as a form of sports participation but also as a multifaceted pedagogical tool that promotes physical literacy, social development, and long-term engagement in physical activity among children (Cairney et al., 2019; Hulteen et al., 2018). Research highlights that structured and diverse movement experiences positively influence children's coordination, motor control, health, and motivation to participate in sport and physical activity (Tompsett et al., 2017; World Health Organization, 2020). Furthermore, international evidence demonstrates that the Kids' Athletics approach can be adapted to different educational

and sports systems while maintaining common principles of fundamental movement skill development (Eddy et al., 2021; Rudd et al., 2015).

Examples of Kids' Athletics Activities Aligned with the Skola2030 Curriculum

Figure 1 presents several activities derived from the traditional IAAF/World Athletics Kids' Athletics programme. These activities are designed to develop children's fundamental movement skills, coordination, speed, agility, jumping ability, and throwing skills. The core principle of the programme is learning through play and movement experiences while simultaneously promoting cooperation, participation, and positive attitudes towards physical activity (World Athletics, n.d.). In addition to popular relay races and sprinting activities, the programme incorporates a variety of tasks specifically designed to enhance coordination, strength, speed, and agility (see Figure 1 for activity descriptions).

Examples of Kids' Athletics Activities within the Inclusive Skola2030 Curriculum – jumping activities such as *Cross Hopping*, *Rope Skipping*, *Ladder Running*, and *Forward Squat Jumping* are commonly included in the World Athletics Kids' Athletics programme (Gozzoli et al., 2006; World Athletics, n.d.). The primary objective of these activities is to develop explosive strength, balance, coordination, and body control. Regular participation in jumping exercises contributes to the development of lower-limb musculature and enhances movement accuracy and motor competence (Hulteen et al., 2018).

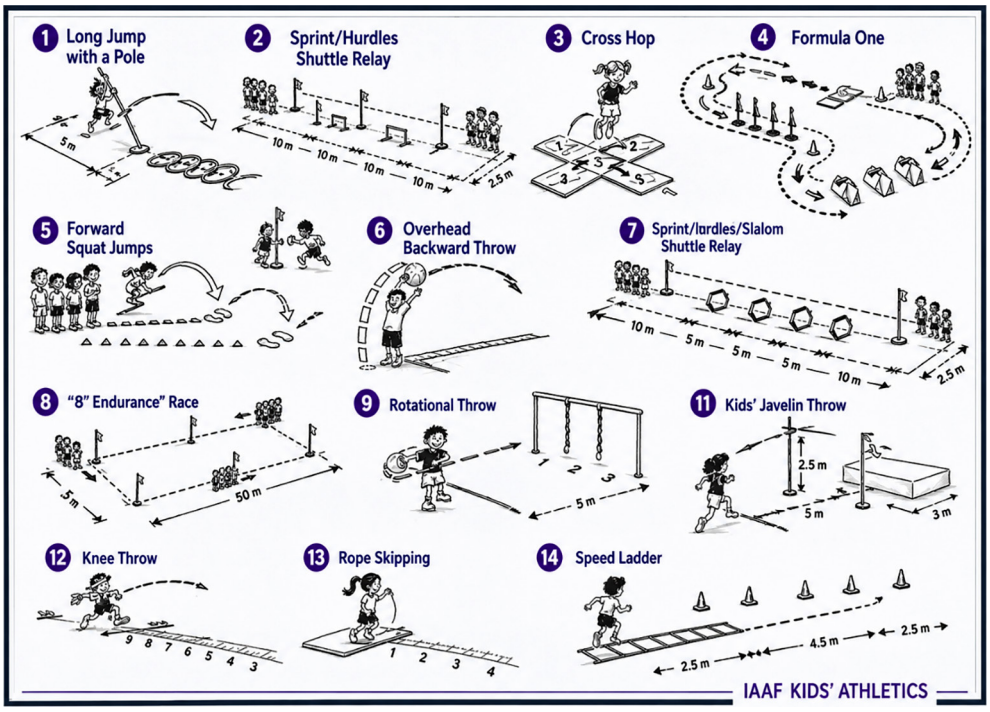


Figure 1. Overview of Kids' Athletics Activities (World Athletics, n.d.)

Running and relay-based activities include. *Sprint–Hurdle Shuttle Relay*, *8-Minute Endurance Race*, *Formula One*, and *Sprint Slalom* (World Athletics, n.d.). The programme extensively incorporates relays, obstacle courses, zigzag running, and orientation-based activities. These tasks are designed to improve reaction speed, movement coordination, agility, and spatial awareness. Furthermore, relay activities promote teamwork, communication skills, and social cooperation, all of which are important aspects of children's social development (Cairney et al., 2019).

Throwing activities include. Kids' javelin throwing, knee throwing, target throwing over a barrier, rotational throwing, and overhead backward throwing (World Athletics, n.d.). These exercises utilise balls and other age-appropriate equipment to develop upper-body strength, coordination, movement accuracy, and spatial perception. Children are provided with opportunities to learn the fundamental principles of throwing in a safe and age-appropriate environment, thereby establishing a foundation for future participation in specialised athletics disciplines.

Team-Based Activities. The majority of Kids' Athletics activities are organised in a team-based format. This approach reduces the emphasis on individual performance and encourages participation regardless of the child's level of physical fitness or athletic ability. Team activities foster cooperation, responsibility, mutual respect, and a sense of belonging, which are important components of social and emotional development (Cairney et al., 2019). This approach contributes not only to the development of physical fitness but also to the enhancement of social and emotional skills, including cooperation, self-confidence, and motivation to engage in physical activity (Cairney et al., 2019; Eime et al., 2013; Hulteen et al., 2018).

Pedagogical Significance. The activities included in the Kids' Athletics programme are designed in accordance with principles of child development and the concept of physical literacy. They provide diverse movement experiences that contribute not only to the development of physical abilities but also to children's motivation to engage in regular physical activity. The programme enables children to acquire movement skills through a progressive and developmentally appropriate learning process while simultaneously creating positive sporting experiences and fostering long-term interest in an active lifestyle (Cairney et al., 2019; World Health Organization, 2020).

Compatibility of Kids' Athletics with the Skola2030 Sports and Health Curriculum. To assess the compatibility of the Kids' Athletics programme with the Skola2030 curriculum, the main activity groups included in the programme were compared with the learning outcomes and content areas of the Sports and Health curriculum. The comparison focused on movement skills, physical abilities, cooperation, safe participation, and the development of positive attitudes towards physical activity (Table 2).

Table 2. Compatibility of Kids' Athletics Activities with the Skola2030 Sports and Health Curriculum

Kids' Athletics element	Related Skola2030 learning outcome	Rationale for compatibility
Running and relay activities	Develops running skills, speed, endurance, and the ability to adapt movement to different conditions	Relay races, obstacle courses, sprinting, and endurance tasks provide repeated and age-appropriate opportunities to develop running technique and physical abilities
Jumping activities	Develops jumping skills, balance, coordination, and body control	Cross Hopping, Rope Skipping, Ladder Running, and Forward Squat Jumping combine fundamental movement skills with coordination and explosive strength development
Throwing activities	Develops throwing skills, movement accuracy, coordination, and safe use of equipment	The programme uses age-appropriate implements and varied throwing tasks that allow children to practise different movement patterns in a controlled environment
Team-based activities	Develops cooperation, responsibility, communication, fair play, and participation	Team-based tasks reduce excessive emphasis on individual performance and promote inclusion, mutual support, and shared responsibility
Combined movement tasks	Develops the ability to combine movement skills and apply them in changing situations	Activities such as Formula One and obstacle courses integrate running, jumping, throwing, agility, and decision-making within a single task
Play-based and differentiated activities	Promotes motivation, positive attitudes towards physical activity, and participation according to individual abilities	The playful format and adjustable level of difficulty enable children with different physical abilities to participate and experience success

The comparison is based on the authors' content analysis of the Kids' Athletics methodological principles and the Skola2030 Sports and Health curriculum. The comparison demonstrates that the Kids' Athletics programme corresponds most directly to the Skola2030 learning outcomes related to running, jumping, throwing, coordination, cooperation, and active participation. Its main added value is the provision of a structured and practically applicable set of age-appropriate activities through which these outcomes can be implemented in a playful and inclusive manner. At the same time, the comparison reflects conceptual and methodological compatibility and should not be interpreted as an empirical evaluation of changes in teachers' professional competence.

Research Design

The aim of the study was to analyse differences in physical fitness outcomes between the Kids' Athletics programme group and the comparison group, as well as to assess the potential contribution of the Kids' Athletics programme to the development of children's fundamental movement skills and physical abilities. The study was conducted from 2022 to 2025 at the Ādaži Children and Youth Sports School. The participants were children

and adolescents aged 7–14 years. Training sessions in the Kids' Athletics programme group regularly included running, jumping, throwing, coordination, and team-based activities, whereas the comparison group followed a traditional sports training programme in which the Kids' Athletics approach was either not used or used only to a limited extent.

Participants were not randomly assigned to the groups, and no baseline comparison of physical fitness was conducted before the implementation of the programme. Therefore, the study cannot be regarded as a randomised pedagogical experiment. Instead, it is characterised as a comparative observational study involving successive annual cohorts. The number and composition of participants could differ in each year of the study. Therefore, the results do not reflect changes in the individual physical development of the same children over the four-year period. At the same time, the comparison of successive annual cohorts makes it possible to assess whether the direction of the differences between the Kids' Athletics programme group and the comparison group is repeated across different participant samples. The recurrence of similar trends over several study years reduces the likelihood that the observed differences are attributable solely to the specific characteristics of a single annual cohort and indicates a degree of consistency in the observed pattern. However, this study design does not allow individual changes over time to be analysed or a direct causal relationship between participation in the Kids' Athletics programme and physical fitness outcomes to be established.

Study Participants

The number of participants in both groups gradually decreased over the study period. The Kids' Athletics programme group included 20 participants in 2022, 18 participants in 2023, and 15 participants in both 2024 and 2025. The comparison group included 22, 19, 17, and 16 participants, respectively. The distribution of participants is presented in Table 3.

The decline in the number of participants may have been influenced by participant turnover in the sports school training groups shifts in children's interests, transitions to other sports, and varying levels of engagement in the training process. Changes in group composition may also have been associated with the long-term effects of the COVID-19 pandemic. However, no individual-level data on the impact of the pandemic were collected; therefore, this factor could not be statistically distinguished from other circumstances affecting participant retention.

Table 3. Distribution of Study Participants from 2022 to 2025

Study year	Kids' Athletics programme group, *n*	Comparison group, *n*
2022	20	22
2023	18	19
2024	15	17
2025	15	16

Despite changes in participant numbers, the sizes of the two groups were relatively similar in each study year, allowing the results of the groups to be compared within the respective year. The annual distribution of participants is presented in Table 3.

Physical Fitness Assessment

Physical fitness was assessed using age-appropriate tasks aligned with the standards established by the Latvian Athletics Association. The assessment included a 30- or 60-metre sprint, standing long jump, medicine ball throw, and a 400–1000-metre run.

The results were grouped into three categories of physical abilities:

- speed;
- strength;
- endurance.

Each participant's result in the respective physical ability category was classified into one of two categories: the fitness standard was met or the fitness standard was not met. The same assessment procedure and criteria for evaluating the standards were applied to both groups. Sprint results were used to assess speed; standing long jump and medicine ball throw results were used to assess strength and explosive ability; and age-appropriate distance-running results were used to assess endurance. The average attendance rate in the Kids' Athletics programme group was approximately 75% during the study period. Individual attendance data were not linked to each child's assessment results; therefore, it was not possible to determine whether more frequent attendance was associated with a higher probability of meeting the fitness standards.

Data Analysis

In the descriptive analysis, the number and percentage of participants who met the fitness standards were calculated for each study year. The magnitude of the differences between the groups was expressed in percentage points by subtracting the result of the comparison group from that of the Kids' Athletics programme group.

Because the number of participants in each group was small and the number of participants who did not meet the standards was low in some categories, a two-sided Fisher's exact test was used to compare the groups. This test is appropriate for comparing categorical data in small samples when the assumptions of statistical tests based on large-sample approximations may not be met (Jung, 2014). The test was conducted separately for each physical fitness indicator and each study year.

A total of 12 separate comparisons were conducted: four comparisons each for speed, strength, and endurance. To reduce the risk of obtaining statistically significant results by chance across the 12 comparisons, the p values from Fisher's exact tests were adjusted using Holm's sequential procedure (Holm, 1979). Results with a Holm-adjusted p value below 0.05 were considered statistically significant.

Given the exploratory nature of the study and the small group sizes, both the p values and the proportions of participants meeting the fitness standards, as well as the percentage-point differences between the groups, were considered when interpreting the results. Participant results from different years were not combined into a single overall sample because the same participants may have been represented in more than one study year.

Results

The proportion of participants who met the fitness standards was higher in the Kids' Athletics programme group than in the comparison group in all 12 comparisons. The magnitude of the differences between the groups varied, with the largest descriptive differences observed in endurance standard attainment in 2024 and 2025. For each physical fitness indicator, the number and proportion of participants who met the respective standard were calculated for each group. The results are presented in the table in the format n/N (%), where n represents the number of participants who met the standard, N represents the total number of participants in the respective group and study year, and the percentage indicates the proportion of participants in the group who met the standard (Table 3).

Table 3. Attainment of Fitness Standards in the Kids' Athletics Programme and Comparison Groups, 2022–2025

Indicator	Year	Kids' Athletics group, *n*/*N* (%)	Comparison group, *n*/*N* (%)	Difference, percentage points	Fisher's exact test *p*	Holm-adjusted *p*
Speed	2022	17/20 (85.0%)	15/22 (68.2%)	+16.8	0.284	1.000
Speed	2023	15/18 (83.3%)	12/19 (63.2%)	+20.2	0.269	1.000
Speed	2024	12/15 (80.0%)	11/17 (64.7%)	+15.3	0.444	1.000
Speed	2025	14/15 (93.3%)	9/16 (56.3%)	+37.1	0.037	0.373
Strength	2022	16/20 (80.0%)	14/22 (63.6%)	+16.4	0.315	1.000
Strength	2023	15/18 (83.3%)	10/19 (52.6%)	+30.7	0.079	0.710
Strength	2024	13/15 (86.7%)	12/17 (70.6%)	+16.1	0.402	1.000
Strength	2025	13/15 (86.7%)	10/16 (62.5%)	+24.2	0.220	1.000
Endurance	2022	15/20 (75.0%)	13/22 (59.1%)	+15.9	0.338	1.000
Endurance	2023	12/18 (66.7%)	8/19 (42.1%)	+24.6	0.191	1.000
Endurance	2024	12/15 (80.0%)	6/17 (35.3%)	+44.7	0.016	0.171
Endurance	2025	13/15 (86.7%)	6/16 (37.5%)	+49.2	0.009	0.110

Note. n denotes the number of participants who met the fitness standard, and N denotes the total number of participants in the respective group and study year. Two-sided Fisher's exact test p values are reported. The Holm correction was applied across all 12 group comparisons.

Speed Standard Results. In the Kids' Athletics programme group, 80.0–93.3% of participants met the speed standard across the study years, compared with 56.3–68.2% in the comparison group. In all four study years, the proportion of participants who met the standard was higher in the Kids' Athletics programme group. The difference between the groups ranged from 15.3 percentage points in 2024 to 37.1 percentage points in 2025. The largest difference was observed in 2025, when 14 of the 15 participants in the Kids' Athletics programme group and 9 of the 16 participants in the comparison group met the speed standard.

For the 2025 comparison, the unadjusted Fisher's exact test p value was 0.037. However, after the Holm correction was applied across all 12 comparisons, the adjusted p value was 0.373. Therefore, the difference was not statistically significant after adjustment for multiple comparisons. The results indicate a consistent descriptive trend in favour of the Kids' Athletics programme group but do not provide sufficient statistical evidence of a difference between the groups in the attainment of the speed standard.

Strength Standard Results. In the Kids' Athletics programme group, 80.0–86.7% of participants met the strength standard, compared with 52.6–70.6% in the comparison group. The proportion of participants who met the strength standard was higher in the Kids' Athletics programme group in all four study years. The smallest difference between the groups was observed in 2024 and amounted to 16.1 percentage points. The largest difference was observed in 2023, when 83.3% of participants in the Kids' Athletics programme group met the standard, compared with 52.6% in the comparison group. The difference amounted to 30.7 percentage points. The difference in the attainment of the strength standard did not reach statistical significance in any study year. The smallest unadjusted p value was obtained in 2023 ($p = 0.079$), whereas the Holm-adjusted p value was 0.710. Thus, the strength results indicate a consistently higher proportion of participants meeting the standard in the Kids' Athletics programme group. However, the small number of participants limits the statistical evidence supporting these differences.

Endurance Standard Results. The largest differences between the groups were observed in the attainment of the endurance standard. In the Kids' Athletics programme group, 66.7–86.7% of participants met the endurance standard, compared with 35.3–59.1% in the comparison group. In 2022, the difference between the groups was 15.9 percentage points, increasing to 24.6 percentage points in 2023. The largest differences were observed in 2024 and 2025. In 2024, 12 of the 15 participants, or 80.0%, in the Kids' Athletics programme group met the endurance standard, compared with 6 of the 17 participants, or 35.3%, in the comparison group. The difference was 44.7 percentage points, and the unadjusted Fisher's exact test p value was 0.016. In 2025, 13 of the 15 participants, or 86.7%, in the Kids' Athletics programme group met the endurance standard, compared with 6 of the 16 participants, or 37.5%, in the comparison group. The difference amounted to 49.2 percentage points, and the unadjusted p value was 0.009. After the Holm correction was applied across all 12 comparisons, the adjusted p value was 0.171 for 2024 and 0.110 for 2025. Thus, neither difference reached statistical

significance after adjustment for multiple comparisons. Nevertheless, the magnitude of the percentage-point differences and the consistent direction of the results across all four study years indicate a consistent descriptive pattern that should be examined further in a larger sample.

Overall Evaluation of the Results. The proportion of participants who met the fitness standards was higher in the Kids' Athletics programme group across all three physical fitness indicators and in all four study years. Thus, the same direction of group differences was observed in all 12 comparisons. The differences between the groups ranged from 15.3 to 37.1 percentage points for speed, from 16.1 to 30.7 percentage points for strength, and from 15.9 to 49.2 percentage points for endurance. The largest differences were observed in the attainment of the endurance standard in 2024 and 2025. In several individual comparisons, the unadjusted p values were below 0.05; however, statistical significance was not retained after the Holm correction. Therefore, the results do not support the conclusion that the Kids' Athletics programme had a statistically confirmed effect.

At the same time, the consistently higher proportion of participants meeting the standards in the Kids' Athletics programme group, together with the substantial percentage-point differences observed in certain years, suggests a possible positive association between the regular use of Kids' Athletics activities and children's physical fitness outcomes. This association was most pronounced in the endurance results.

Limitations of the Interpretation of the Results. Several methodological limitations should be considered when interpreting the results. Participants were not randomly assigned to the groups, and comparable baseline physical fitness data were not collected before the implementation of the programme. It is therefore not possible to determine whether the Kids' Athletics programme group and the comparison group already differed at the beginning of the study in terms of physical fitness, motivation, or previous sporting experience.

The number and composition of participants could change in each study year. Consequently, differences between annual results cannot be interpreted as improvements or declines in the physical fitness of the same group of participants. The analysis reflects the results of successive annual cohorts. Individual-level data linking training attendance to fitness outcomes were not available. These circumstances may have influenced the attainment of the fitness standards independently of the use of the Kids' Athletics programme.

The study groups were small, which limited the statistical power of the tests to detect existing differences. This is reflected in the relatively large percentage-point differences observed between the groups that nevertheless did not reach statistical significance after adjustment for multiple comparisons. Therefore, the study results should be interpreted as consistent descriptive trends rather than as evidence of a direct causal relationship between the use of the Kids' Athletics programme and higher physical fitness outcomes.

Conclusions

The study results and the content analysis indicate that the principles of the Kids' Athletics programme are conceptually and methodologically compatible with the competency-based approach of Skola2030 and the intended learning outcomes of the Sports and Health curriculum. The programme provides a structured and practically applicable methodological framework for promoting fundamental movement skills, physical literacy, participation, and positive attitudes towards physical activity (World Athletics, n.d.; Skola2030, n.d.).

In the empirical part of the study, the proportion of participants who met the fitness standards was higher in the Kids' Athletics programme group than in the comparison group in all 12 comparisons, comprising three physical fitness indicators across four study years. The largest differences were observed in the attainment of the endurance standard in 2024 and 2025. In several comparisons, the unadjusted Fisher's exact test p values were below 0.05; however, statistical significance was not retained after the Holm correction. Therefore, the results indicate a consistent descriptive trend in favour of the Kids' Athletics programme group but do not support a statistically confirmed programme effect.

When interpreting the results, account should be taken of the study design involving successive annual cohorts, the absence of random assignment, the lack of baseline physical fitness data, and the fact that individual attendance data were not linked to fitness standard attainment. Consequently, a direct causal relationship between the use of the Kids' Athletics programme and a higher proportion of participants meeting the fitness standards cannot be established. The observed trends support the need for further evaluation of the programme in larger samples and under more methodologically controlled research conditions.

The Kids' Athletics programme may complement the Sports and Health curriculum by providing a play-based, child-centred approach that can be adapted to different ability levels and used to develop running, jumping, throwing, and coordination skills. The inclusion of the programme's methodology in the education of future Sports and Health teachers could be considered as one possible direction for its further development. However, changes in teachers' professional competencies were not empirically assessed in this study. Therefore, this proposal should be interpreted as an author's recommendation based on the curriculum compatibility analysis and the physical fitness trends identified in the study.

REFERENCES

Cairney, J., Dudley, D., Kwan, M., Bulten, R., & Kriellaars, D. (2019). Physical literacy, physical activity and health: Toward an evidence-informed conceptual model. *Sports Medicine, 49*(3), 371–383. https://doi.org/10.1007/s40279-019-01063-3

Eddy, L., Hill, L. J. B., Mon-Williams, M., Preston, N., Daly-Smith, A., Medd, G., & Bingham, D. D. (2021). Fundamental movement skills and their assessment in primary schools from the perspective

of teachers. *Measurement in Physical Education and Exercise Science, 25*(3), 236–249. https://doi.org/10.1080/1091367X.2021.1874955

Eime, R. M., Young, J. A., Harvey, J. T., Charity, M. J., & Payne, W. R. (2013). A systematic review of the psychological and social benefits of participation in sport for children and adolescents: Informing development of a conceptual model of health through sport. *International Journal of Behavioral Nutrition and Physical Activity, 10*, Article 98. https://doi.org/10.1186/1479-5868-10-98

Estonian Athletics Association. (n.d.). *Kids' Athletics*. Retrieved July 24, 2026, from https://www.ekjl.ee/kids-athletics/

Gozzoli, C., Simohamed, J., & El-Hebil, A. M. (2006). *IAAF Kids' Athletics: A team event for children – A practical guide* (2nd ed.). International Association of Athletics Federations.

Holm, S. (1979). A simple sequentially rejective multiple test procedure. *Scandinavian Journal of Statistics, 6*(2), 65–70.

Hulteen, R. M., Morgan, P. J., Barnett, L. M., Stodden, D. F., & Lubans, D. R. (2018). Development of foundational movement skills: A conceptual model for physical activity across the lifespan. *Sports Medicine, 48*(7), 1533–1540. https://doi.org/10.1007/s40279-018-0892-6

Janssen, I., & LeBlanc, A. G. (2010). Systematic review of the health benefits of physical activity and fitness in school-aged children and youth. *International Journal of Behavioral Nutrition and Physical Activity, 7*, Article 40. https://doi.org/10.1186/1479-5868-7-40

Jung, S.-H. (2014). Stratified Fisher's exact test and its sample size calculation. *Biometrical Journal, 56*(1), 129–140. https://doi.org/10.1002/bimj.201300048

Latvian Athletics Association. (n.d.). *Kids Athletics*. Retrieved July 24, 2026, from https://athletics.lv/en/kids-athletics

Lithuanian Athletics Federation. (n.d.). *"Kids' Athletics Lithuania 2026" project starts: Coaches and teachers are invited*. Retrieved July 24, 2026, from https://lengvoji.lt/en/news/128451-kids-athletics-lithuania-2026-project-starts-coaches-and-teachers-are-invited/

Lloyd, R. S., Cronin, J. B., Faigenbaum, A. D., Haff, G. G., Howard, R., Kraemer, W. J., Micheli, L. J., Myer, G. D., & Oliver, J. L. (2016). National Strength and Conditioning Association position statement on long-term athletic development. *Journal of Strength and Conditioning Research, 30*(6), 1491–1509. https://doi.org/10.1519/JSC.0000000000001387

Rudd, J. R., Barnett, L. M., Butson, M. L., Farrow, D., Berry, J., & Polman, R. C. J. (2015). Fundamental movement skills are more than run, throw and catch: The role of stability skills. *PLOS ONE, 10*(10), e0140224. https://doi.org/10.1371/journal.pone.0140224

Skola2030. (n.d.). *Veselība un fiziskās aktivitātes*. Retrieved July 24, 2026, from https://www.skola2030.lv/lv/macibu-saturs/macibu-jomas/veseliba-un-fiziskas-aktivitates

Tompsett, C., Sanders, R., Taylor, C., & Cobley, S. (2017). Pedagogical approaches to and effects of fundamental movement skill interventions on health outcomes: A systematic review. *Sports Medicine, 47*(9), 1795–1819. https://doi.org/10.1007/s40279-017-0697-z

World Athletics. (n.d.). *Kids' Athletics*. Retrieved July 24, 2026, from https://worldathletics.org/en/kids-athletics/kids-athletics

World Health Organization. (2020). *WHO guidelines on physical activity and sedentary behaviour*. https://www.who.int/publications/i/item/9789240015128