schools and research institutions in order to increase the interest of adolescents in science.
Objectives: The aim of the Sparkling science project "My heart and I – together healthy" –a two-year project of the FH Burgenland in cooperation with the Ecole HBLW Güssing –was to raise health consciousness of pupils in a secondary school and to offer them an opportunity to gain an insight into health promotion and social sciences.
Methods: The didactic concept on which the project was based on is the constructivist didactics. In particular innovative learning methods like peer group teaching were used.
Results: During the project researchers and pupils together set different scientific and health promoting activities: In order to develop research competencies of adults pupils conducted a quantitative online survey concerning smoking. In addition they carried out telephone interviews within the evaluation of an actual project concerning heart health in Austria and prepared scientific works. In a next step pupils, teachers and researchers planned, organized and implemented health promotion projects at school like creating the school cafeteria healthier. Another project was "3.000 steps more" which aimed at improving physical activity behavior of teachers and pupils.
Conclusions: Besides the cooperation between the secondary school and the university also other organizations were part of the project. This broad cooperation lead to many synergies but also challenges, which have to be met at organizational and political level.

Keywords: research cooperation, health promotion, peer group teaching, constructivist didactics.

PROMOTING PHYSICAL ACTIVITY IN PRIMARY SCHOOLS: DETERMINANTS OF IMPLEMENTING SCHOOL-BASED PHYSICAL ACTIVITY INTERVENTIONS

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Aim: Evidence suggests that primary schools are key environments for promoting health-enhancing physical activity. Interventions to promote physical activity such as the "*Bewegte Schule"* programme play an important role in preventing ill-health among children, by implementing physical activity in daily school life. The central idea is to promote informal physical activity in addition to, but outside of, normal P.E. sessions. Although many studies have shown

strong associations between levels of health and physical activity, promoting physical activity in primary schools has yet to be consistently implemented. The purpose of this study was to establish factors positively influencing the implementation of physical activity in schools as well as to identify potential barriers.
Method: This qualitative survey was conducted using a semi-structured interview (items were based on a literature review). Data were collected from May to June 2011. Ten teachers participated in the study.
Results: Findings show that together with supportive structural frameworks, the personal interest, support levels and qualifications of teaching staff are the main factors associated with the implementation of physical activity in schools. Commitment to implementing such a programme is required from individual schools and needs the cooperation of parents. Close collaboration between schools and relevant public institutions and sport clubs play an important role.
Conclusion: This study has shown that factors including structural changes and change on a personal level by key actors are necessary to implement the concept "*Bewegte Schule"*. Finally, the results suggest that physical activity programmes aimed at improving health and fitness in children aged 6-10 years, require a clear aim (by way of a mission statement) and a strategic implementation plan. An increased commitment to "Health in all Policies" aimed at promoting physical activity in primary schools is required. Further research is needed to develop, implement and evaluate physical activity programmes in primary schools.

Keywords: physical activity, health promotion, primary schools, children,

RELATIONS OF GROSS AND FINE MOTOR SKILLS WITH GRAPHOMOTOR SKILLS

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Previous research has noted a relationship between young children's gross motor skills and fine motors skills, as well as their school readiness. The current study aims to expand this relationship and explore the relations of gross and fine motor skills with graphomotor skills of preschool children. In specific, it examines the relation of three particular factors of fine and gross motor skills, namely fine motor precision and integration, bilateral coordination and balance, and upper-limb coordination and agility respectively, with several factors of graphomotor skills, namely pencil and scissors manipulation, writing space orientation, handwriting control, figure reproduction. The sample of the study was 166