

Physical Activity in Schools: What Do Our Students Need?

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NASPE Sets the Standard



About NASPE

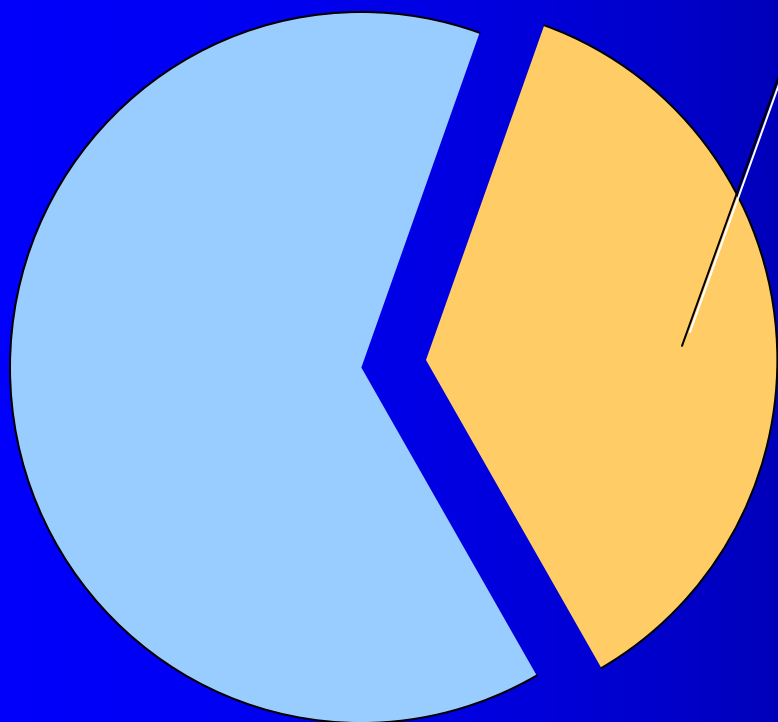
- Non-profit professional association of 16,000 members
- Vision
 - A society in which all individuals are physically educated and participate in lifelong physical activity
- Mission
 - Enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity programs through research, development of standards, and dissemination of information



The Problem



Among U.S. High School Students:



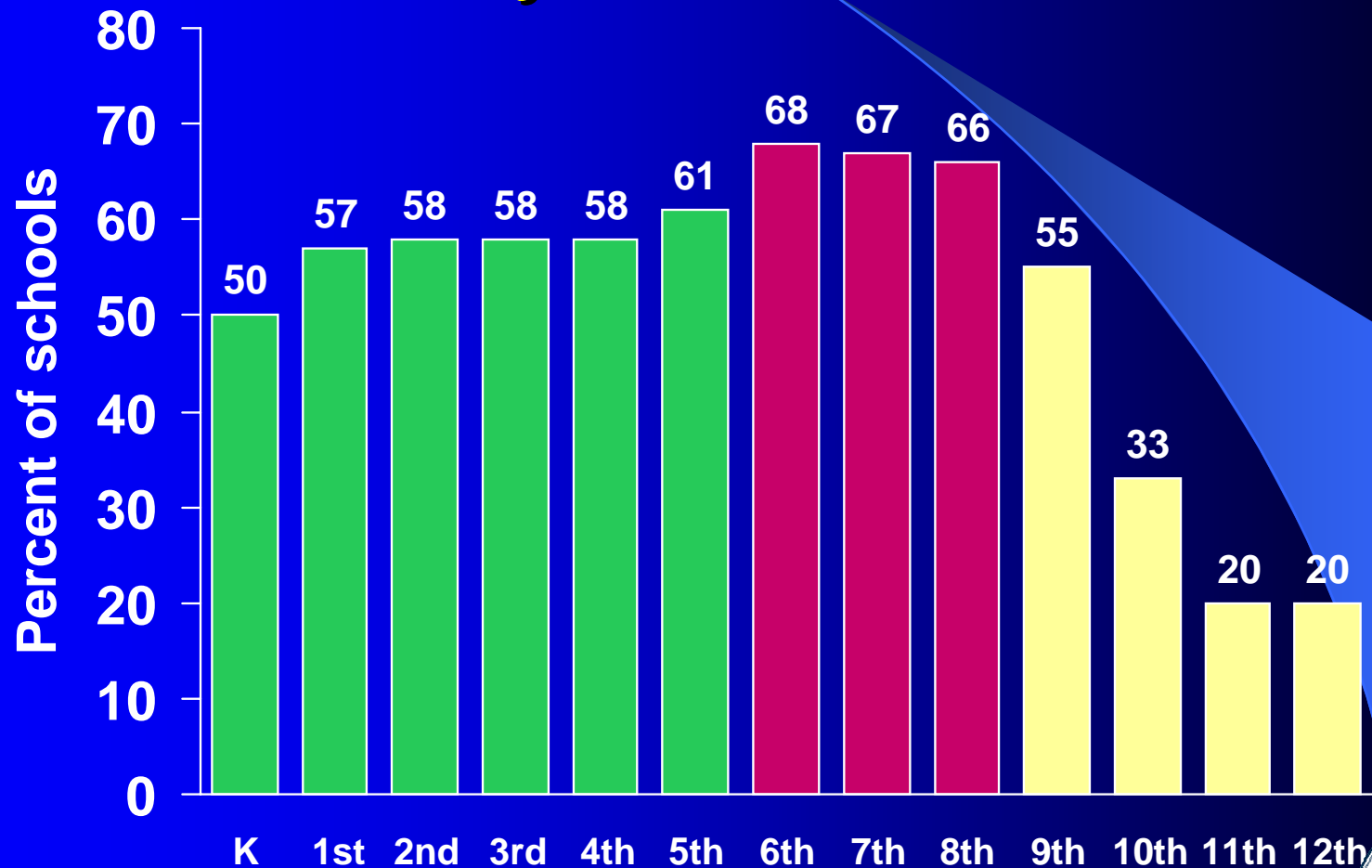
Only **35%** meet current physical activity recommendations (at least 60 min/day for 5+ days/week)

And **25%** do not participate in 60 min/day on any day of the week

CDC, National Youth Risk Behavior Survey 2007



Physical Education Requirements by Grade*

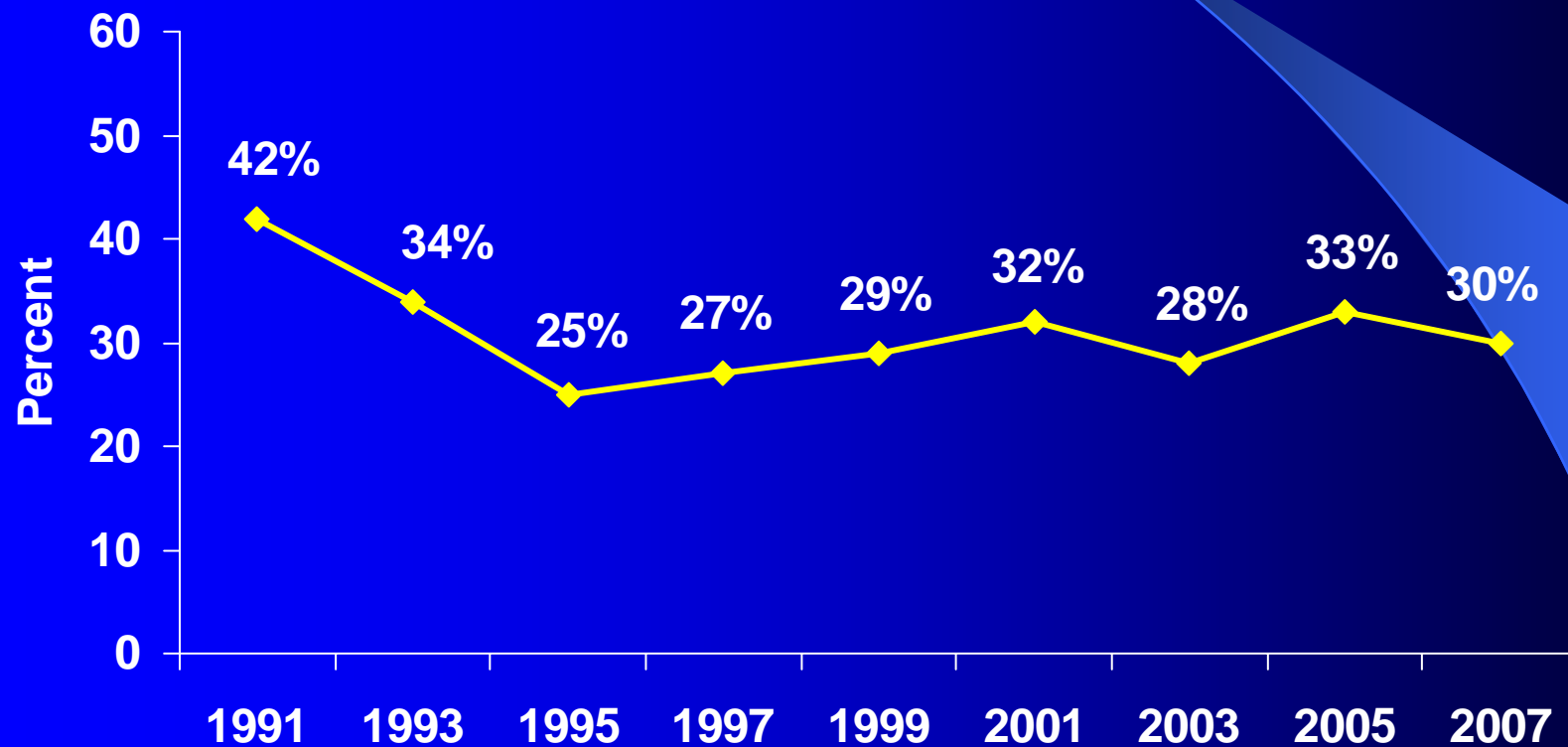


*Among schools that had students in that grade.

Source: CDC, School Health Policies and Programs Study 2006



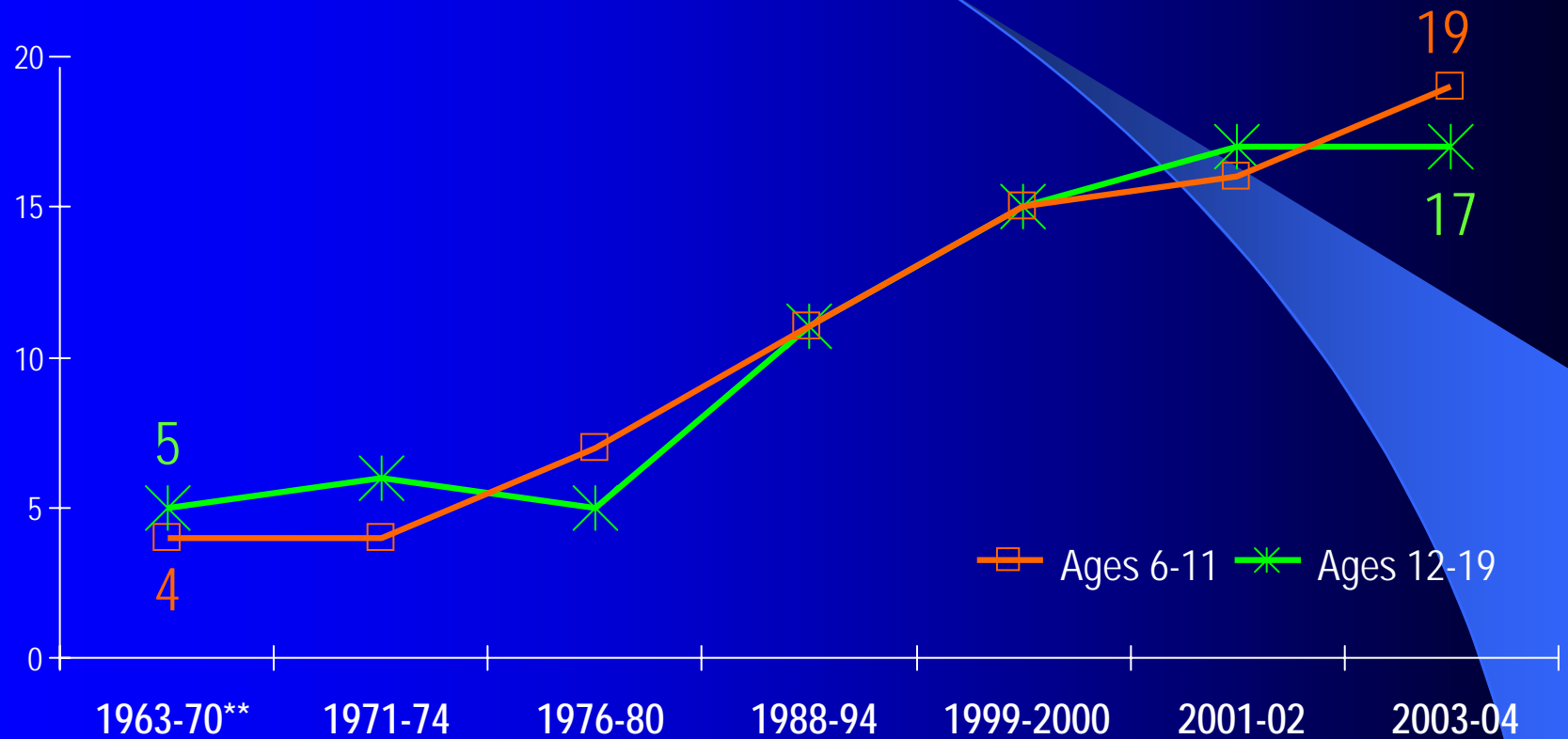
Percentage of U.S. High School Students Who Attended Physical Education Classes Daily, 1991 - 2007



CDC, National Youth Risk Behavior Survey



Percentage of U.S. Children and Adolescents Who Were Obese, 1963-2004*



* \geq 95th percentile for BMI by age and sex based on 2000 CDC BMI-for-age growth charts.

**1963-1970 data are from 1963-1965 for children 6-11 years of age and from 1966-1970 for adolescents 12-17 years of age.

Source: CDC, National Center for Health Statistics



What Does This Mean for Our Future?

An estimated **61%** of obese young people have at least one additional risk factor for heart disease, such as high cholesterol or high blood pressure



The Role of Schools



IOM Report Preventing Childhood Obesity: Health in the Balance, 2005

“Because children spend over half of their day in school, the committee felt it reasonable to recommend that at least 30 minutes, or half of the recommended daily physical activity time, be accrued during the school day.”



Comprehensive School Physical Activity Program

- Quality physical education program
- Physically active school environment outside of physical education
- Staff wellness and involvement
- Family and community participation

Comprehensive School Physical Activity Programs
(NASPE, 2008)

www.naspeinfo.org, under Publications tab



Physically Active School Environment Outside of Physical Education

- Quality, daily physical education
- Classroom health education that includes physical activity
- Integration of physical activity into the school day
- Daily recess period (ES)
- Extracurricular physical activity programs
 - Before and after school physical activity clubs
 - Inclusive, intramural programs
 - Physical activity clubs
 - Interscholastic athletics (HS)
- Walk/bike to school program (“safe routes”)



National Recommendations

- Physical activity
 - ✓ At least **60 minutes**, and up to several hours, a day of physical activity
- Physical education
 - ✓ ES: at least **150 minutes/week**
 - ✓ MS, HS: at least **225 minutes/week**
- Recess
 - ✓ At least one daily period of at least **20 minutes**



The Difference Between Physical Education and Physical Activity

- Physical activity = **behavior**
- Physical education = **curricular area** that teaches about physical activity (helps student attain the knowledge and skills; does not just provide an opportunity for students to be physically active)
- Students are physically active in physical education, but students are not (comprehensively) physically educated through recess, sports, ROTC, etc.



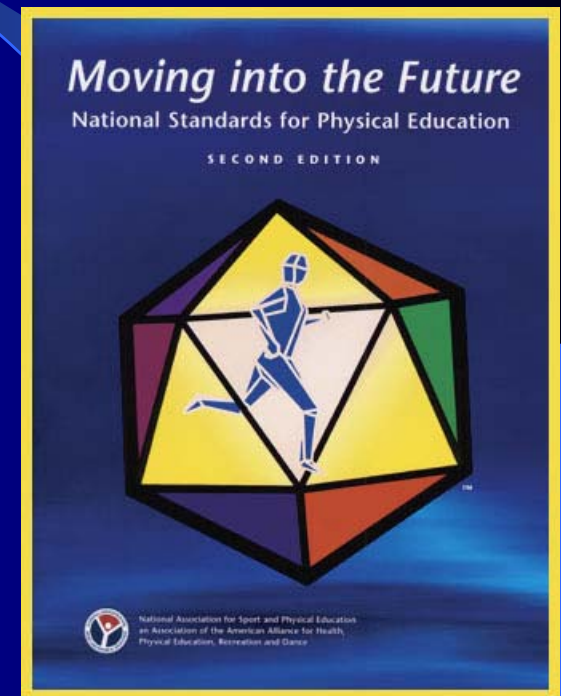
Goal of Physical Education

- To develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity
- To guide youngsters in the process of becoming physically active for a lifetime



National Standards for Physical Education

- Competency in motor skills and movement patterns
- Understanding of movement concepts, principles, strategies, and tactics
- Regular participation in physical activity
- Health-enhancing level of physical fitness
- Responsible personal and social behavior
- Valuing of physical activity



Recess

- Integral part of a child's physical, social, and academic development
- Helps children develop healthy bodies and enjoyment of movement
- Opportunity to practice life skills (e.g., cooperation, taking turns, sharing, negotiation)
- May improve attention, focus, behavior, and learning in the classroom

Recess for Elementary School Students (NASPE, 2006)
www.naspeinfo.org, under Publications tab



Integration of Physical Activity into the School Day

- Physical activity breaks or energizers
 - During morning announcements
 - While students are waiting in line
 - Between classes (transition times)
- Integration physical activity into other curricular areas
- Walk/bike to school

Engaging the body and mind will provide students with a much-needed break from sedentary time and assist them in focusing on the next learning activity



Percentage of Schools Providing CSPAP Components

(CDC, SHPPS 2006)

- Physical education – 78% of schools require students to take some physical education
- Recess – 74% of schools provide regularly scheduled recess for students in all grades in the school
- Intramurals and physical activity clubs – 48% of schools (ES – 50%, MS – 49%, HS – 45%)
- Interscholastic sports – 77% MS, 91% HS



Strong Public Support



National Surveys About PE

- Robert Wood Johnson Foundation Survey, 2004
 - 85% of parents and 81% of teachers believe students should be required to take PE every day at every grade level
 - 75% of parents and teachers believe that school boards should not eliminate PE for budgetary reasons or to meet stricter academic standards
- NASPE Surveys, 2003, 2002
 - 95% of parents said that PE should be included in the school curriculum for all students K-12
 - 92% of teens said that they should receive daily PE



Public Health and Medical Communities

- Centers for Disease Control and Prevention (CDC)
- American Academy of Pediatrics (AAP)
- American Medical Association (AMA)
- American Heart Association (AHA)
- American Cancer Society (ACS)
- American Diabetes Association (ADA)
- Others



Education Organizations (Sort Of)

- National Association of State Board of Education (NASBE)
- National School Boards Association (NSBA)
- Association for Supervision and Curriculum Development (ASCD)
- National Education Association (NEA)
- Others



Early Childhood Organizations Supporting Recess

- National Association for the Education of Young Children (NAEYC)
- American Association for Child's Right to Play (IPA/USA)
- National Parent Teacher Association (PTA)
 - Key partner with Cartoon Network on Rescuing Recess program



Corporate America

- Cartoon Network's Rescuing Recess
- NFL's Play 60
- NikeGo
- General Mills' Champions for Healthy Kids grant program
- ESPN Play Your Way
- McDonald's Passport to Play
- Others



How Physical Activity Should be Addressed in School Code



Fit, Healthy, and Ready to Learn: School Health Policy Guide

- Chapter – Policies to Encourage Physical Activity
- Contents: purpose and goals, physical education, extracurricular physical activity programs, other opportunities for physical activity, safety guidelines
- Sample policies
- Examples of real policies
- Scientific support and references

www.nasbe.org, Bookstore tab



School Health Resources Database

- Abstracts of approximately 2,000 documents
- Search for sample policies, articles, and research summaries
- Topic – Physical Activity
- Example item

Building the Argument: The Need for Physical Education and Physical Activity in Our Schools
(fact sheet from Action for Healthy Kids)

www.nsba.org, School Health tab, scroll down to Search the School Health Resource Database



School System Realities



Students with Health Issues

- ↑ number of kids who are inactive or inadequately active
- ↑ number of kids who are overweight/obese
- ↑ number of kids who have diabetes

Obese young people are more likely than children of normal weight to become overweight or obese adults, and therefore more at risk for associated adult health problems



Student Health Issues Affecting School Performance

- Stigmatization
- Social acceptance
- Bullying
- Poor self-esteem



Federally-Mandated Local School Wellness Policies

- Child Nutrition Reauthorization Act of 2004
- Each school district must have a wellness policy
- Five required components
 - Goals for physical activity, nutrition education, and other school-based activities designed to promote student wellness
 - Two specific to nutrition
 - Establish a plan for measuring implementation of the local wellness policy
 - Involve parents, students, representatives of the school food authority, the school board, school administrators, and the public in development of the local wellness policy



Common Challenges

- Time
- Money
 - Staff
 - Space/Facilities
- Priorities
 - No Child Left Behind (NCLB)



Strategies for Addressing the Challenges



Take Stock of Where You Are

- Conduct and thoroughly analyze and reflect on a needs assessment/survey
- Complete the CDC's School Health Index section called Physical Education and Other Physical Activity Programs

www.cdc.gov/healthyyouth/SHI

- Utilize NASPE evaluation tools/checklist from www.naspeinfo.org/observePE

- School Physical Education Program Checklist
- Physical Education Teacher Evaluation Tool



Take Action

- Addressing time challenges
 - Attractive physical education electives for high school
 - Shave time from each class period to make time for physical education classes
- Addressing money (staff/space/facilities) challenges
 - Grant writing
 - Community partnerships
 - Paraprofessionals (in addition to certified physical education teachers)



Take Action – Making Physical Activity a Priority

- Decision-makers understand the relationship between physical activity and academic performance

www.cdc.gov/healthyyouth/health_and_academics

www.activelivingresearch.org/alr/alr/files/Active_Ed.pdf

- Schools accept their responsibility to educate the whole child

ASCD proposes a broader definition of achievement and accountability that promotes the development of children who are healthy, safe, engaged, supported, and challenged (1 of the 5 tenets: Each student enters school healthy and learns about and practices a healthy lifestyle)

www.wholechildeducation.org

What's On Your Mind? Question and Comments



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