The active school concept: A project for PE teachers

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50 years of history in education, performance and research
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Introduction
Health concerns
- Health is one important concern in the today's society
  - Health problems → health expenses
  - Actions to limit the phenomenon
- Increasing prevalence of obesity
  - One of the priorities
  - Emphasis on nutrition and sedentariness

Introduction
Improving health
- Multisectorial approaches (WHO, 2001)
  - Health sector
  - Sport sector
  - Education/Culture sector
  - Media sector
  - Town planning sector
  - Transportation sector
  - Public services sector
  - Private sector

Introduction
Role of the school for health
- School = Life place for all young people
- « Healthy School » Declaration = influence of the school's physical environment on health promotion (Young & William, 1989)
- Schools for Health in Europe (OMS Europe, 1993)
  - Network of schools emphasizing health

Introduction
Dimensions of an healthy lifestyle
- Nutrition
- Physical activity
- Sleep
- Stress
- Smoking
- Alcohol
- Drugs
- Sex
- Risk behaviours (driving)
- Medicine
- Hygiene

Introduction
Who is concerned at school?
- School principal (project of the school - strategic decision)
- All actors of the school life

Introduction
Who is concerned at school?
- Physical education
Role of the school in the promotion of an active lifestyle

- Scientific Statement from the American Heart Association Council (Pate et al., 2006)
  - Physical education
  - Active transportation
  - Life environment (recesses, spaces)
  - Sport at school
  - Physical activity in the classroom

Involvement in physical activity of Wallonian secondary level schools

- 51 secondary level schools out of 514
- Assessment of 6 dimensions related to PA promotion
- Several instruments
  - Interviews of the principal, 2 PE teachers, 1 class teacher
  - Focus group with ending students
  - Questionnaire fulfilled by all ending students
  - Analysis of the facilities used for PE courses

Involvement in physical activity of Wallonian secondary level schools

- Findings

<table>
<thead>
<tr>
<th>School</th>
<th>Policy</th>
<th>Ethics</th>
<th>Environment</th>
<th>Support</th>
<th>Hidden curriculum</th>
<th>Curriculum</th>
<th>Community</th>
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<tbody>
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<td>None</td>
<td>poor</td>
<td>fair</td>
<td>Director’s consent</td>
<td>Out of school competitions</td>
<td>Fair</td>
<td>1 link</td>
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<td>fair</td>
<td>good</td>
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<td>Environmental activities</td>
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<td>good</td>
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<td>Fair</td>
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<td>5</td>
<td>Written policy</td>
<td>excellent</td>
<td>excellent</td>
<td>School’s investment</td>
<td>Both</td>
<td>Health</td>
<td>More than 3 links</td>
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<tr>
<td>7</td>
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<td>poor</td>
<td>fair</td>
<td>PE teacher’s independence</td>
<td>Out of school competitions</td>
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<td>poor</td>
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<td>PE teacher’s independence</td>
<td>Out of school competitions</td>
<td>Fair</td>
<td>2 links</td>
</tr>
</tbody>
</table>

Van Hoye et al. (2009)
Role of the school in the promotion of an active lifestyle

- Concept of « School that moves »
  - At least 20 minutes of PA each day (outside PE)
  - At least three months period (7 to 10 weeks)
  - PA practiced everywhere (classroom, recess, path to school, lunch time, before or after the school, homework...)
- To find ideas or projects: http://www.ecolebouge.ch

Copyright L’école bouge (2006)

Role of PE in the promotion of an active lifestyle

  - Importance of PE
    - PE as the corner stone of PA promotion
    - Positive effects of daily PE on motor and affective aspects
  - Trudeau et al. (1999)
    - Positive effect at adulthood of daily PE

Role of PE in the promotion of an active lifestyle

- Proposals?
  - Fight against sedentariness
  - Water safety
  - Warming up
  - Cool down
  - Ergonomic principles
  - Respiratory control
  - Relaxation
  - Choice of an adapted working intensity (effort-recovery)
  - Improvement of motor skills (balance, manipulative skills, work in high situation...)
  - Actions to safe...
  - And - of course - learning of sport activities!

Role of PE in the promotion of an active lifestyle

- Two current concepts
  - Literacy
    - “Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.”
  - Accountability
    - “Measuring student academic achievement through standards”
Role of PE in the promotion of an active lifestyle

- It means that PE has to:
  - Bring attitudes, knowledge and competences that would be used lifelong
  - Bring concrete modifications in youths

Analysis of the effects

Principles to encourage students to adopt an active lifestyle

- Being a model
- Updating ones' knowledge
- Knowing ones' students
- Planning
- Acting
- Controlling

Being a model

- Are you a model?
- PE teacher needs to believe oneself to the importance of PA
- Adopting a credible behaviour (what is said, what is done)

Updating ones' knowledge

- Theoretical aspects
  - Transposition to students' level of notions of physiology, anatomy, biomechanics
  - Recommendations
- Practical aspects
  - Sport network (aiming to establish contacts with the society)
  - Examples of actions
  - Set of reference documents

Knowing ones' students

- Representations
- Games on PA dimensions
- Arguments-counter arguments
- Habits
- IPAQ
- Diary
- Environment
- Discussions
- Questionnaire
- ...
Planning, acting and controlling

Who, what, when, where, how?
- PE teachers in regular programme + school activity
- Other teachers + members of the educative community
- Parents

Some fundamental principles
- Autonomy, competence, social anchorage (collaborating, communicating)
- Some like situations, projects

Health Enhanced Physical Activity: any form of physical activity that benefits health and functional capacity without undue harm or risk (Foster, 2000)

What do PE teachers do to be PA promoters?

<table>
<thead>
<tr>
<th>Categories</th>
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</thead>
<tbody>
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<td>Endurance’s activities</td>
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<tr>
<td>Diversified activities</td>
<td>41</td>
<td>12.9</td>
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<tr>
<td>Objective “fun”</td>
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<td>11.9</td>
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<tr>
<td>Student’s enhancing</td>
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<td>11.3</td>
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<td>Health benefits of physical activity</td>
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<td>Out of school’s sport activities</td>
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<td>9.1</td>
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<tr>
<td>Teacher behaviour</td>
<td>29</td>
<td>9.1</td>
</tr>
<tr>
<td>Initiation into unusual sports</td>
<td>20</td>
<td>6.3</td>
</tr>
<tr>
<td>Questionnaire on students’ interests</td>
<td>8</td>
<td>2.5</td>
</tr>
<tr>
<td>Respect of good manners</td>
<td>5</td>
<td>1.6</td>
</tr>
<tr>
<td>Students’ notebook/portfolio</td>
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<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>318</td>
<td>100.0</td>
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</table>

Teachers’ critical incidents emphasized the teachers’ interest towards actions that could motivate students to be active, increase time on task or attendance, encourage students to open their mind to a more positive attitude towards PA.

Appreciating PE might be a first step in the direction of a lifelong active lifestyle.

The marketing of PE and PA should be promoted also outside the gym. Collaboration with other educational partners for integrated actions was not mentioned.

Some more specific categories:

- Lifelong PA competences
- Gymnastics
- Sports
- An active lifestyle = real issue of education
Conclusion

- PE teachers' educators need to develop original activities that can help practitioners to develop their own actions on the field.
- Importance of collaborative research.
- Strategies are existing and should be shared.

Thank you for your attention.

References


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Ontario Physical and Health Education Association (2006). Ophea’s programs. Consulté le 29/05/06 sur Internet: http://www.oheap.net/Opeha/Opeha.net/oasfrenchcfm

