

## The active school concept: A project for PE teachers

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50 years of history in education, performance and research  
Timisoara - November 5, 2010



## 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

+ Family



## 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         | ◆ Drugs                     |
| ◆ Physical activity | ◆ Sex                       |
| ◆ Sleep             | ◆ Risk behaviours (driving) |
| ◆ Stress            | ◆ Medicine                  |
| ◆ Smoking           | ◆ Hygiene                   |
| ◆ Alcohol           |                             |



## Introduction Who is concerned at school ?

- ◆ School principal (project of the school - strategic decision)
- ◆ All actors of the school life



## 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



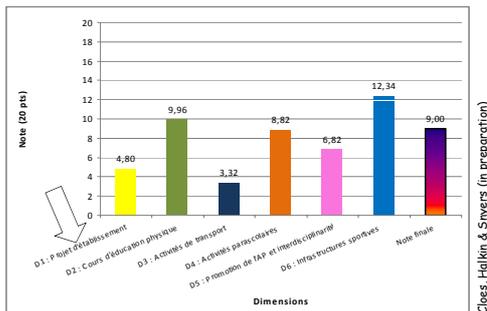
## Involvement in physical activity of Wallonian secondary level schools

- ◆ 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

Cloes, Halkin & Snyers (en préparation)

## Involvement in physical activity of Wallonian secondary level schools

### ◆ Findings



Cloes, Halkin & Snyers (in preparation)

## Role of the school in the promotion of an active lifestyle

- ◆ Model of Cale (1997)
  - ❖ Involvement of the whole school partners
  - ❖ 7 dimensions (school policy, school ethos, environment, care & support, community links, informal curriculum, curriculum)
- ◆ Van Hoye, Motter & Cloes (2009)
  - ❖ Analysis of 4 secondary level schools in Wallonia, 1 in England and 3 in the German speaking community of Belgium

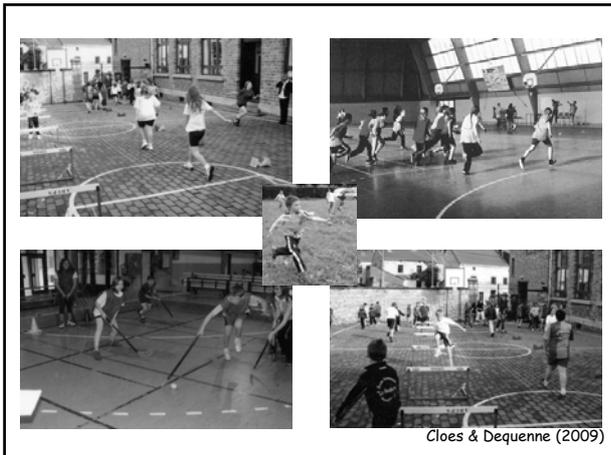
## Role of the school in the promotion of an active lifestyle

| School | Policy         | Ethos              | Environment          | Support                   | Hidden curriculum          | Curriculum | Community         |
|--------|----------------|--------------------|----------------------|---------------------------|----------------------------|------------|-------------------|
| 1      | None           | PE regarded        | Poor facilities      | Direction's consent       | Out of school competitions | Fun        | 1 link            |
| 2      | None           | PE low regarded    | Good facilities      | Direction's consent       | Extracurricular activities | Fun        | No link           |
| 3      | None           | PE low regarded    | Good facilities      | Direction's consent       | Out of school competitions | Fun        | No link           |
| 4      | Written policy | PE Regarded        | Good facilities      | Direction's consent       | Out of school competitions | Fun        | 1 link            |
| 5      | Written policy | PE highly regarded | Excellent facilities | School's investment       | Both                       | Health     | More than 3 links |
| 6      | None           | PE regarded        | Good facilities      | Direction's consent       | Out of school competitions | Health     | 2 links           |
| 7      | None           | PE low regarded    | Good facilities      | PE teachers' independence | Out of school competitions | Fun        | 2 links           |
| 8      | None           | PE regarded        | Good facilities      | PE teachers' independence | Out of school competitions | Health     | 2 links           |

Van Hoye et al. (2009)

## Role of the school in the promotion of an active lifestyle

- ◆ Model « ACTIVE » (Ontario Physical and Health Education Association "ACTIVE" school concept -OPHEA, 2009)
  - ❖ Active Participation: Active play for students beyond PE class
  - ❖ Co-Curricular: Activity during recess, transportation to school
  - ❖ Teamwork: Group focus on physical activity within the school
  - ❖ Involvement: Participation of extra school actors (family, athletes...)
  - ❖ Values: Regular communications within school
  - ❖ Education: Activity integrated into the programme (PE and sport)



## Role of the school in the promotion of an active lifestyle

Cloes & Dequenne (2009)

- ◆ **School's staff**
  - ✦ Diversification in academic learning (integration of PA in the classroom)
  - ✦ Team spirit (identified during sports activities with pupils of other schools)
  - ✦ Underlining of the PE teacher's role
  - ✦ Less pupils' absenteeism
- ◆ **Parents and children**
  - ✦ 94.7% of the pupils and 100% of the parents want that the project continues



## Role of the school in the promotion of an active lifestyle

- ◆ **Concept of « School that moves »**
- ◆ **Switzerland**
  - ◆ 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>

L'école bouge (2006)



## Role of PE in the promotion of an active lifestyle

- ◆ **Surgeon General's Report on Physical Activity and Health (U.S. Department of Health and Human Services, 1996)**
  - ✦ Importance of PE
- ◆ **Tappe & Burgeson (2004)**
  - ✦ PE as the corner stone of PA promotion
- ◆ **Piéron et al (1996), Cloes et al (2009)**
  - ✦ 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

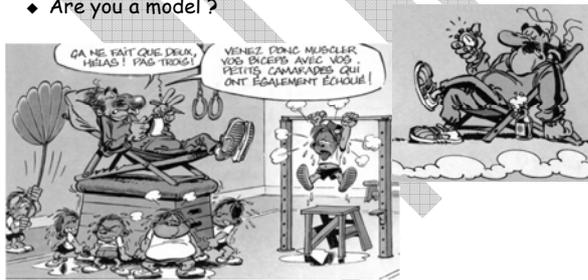
➔ Analysis of the effects

## 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 ?



## Being 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)
  - ◊ Game like situation, projects

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



Cloes et al (2009)

## What do PE teachers do to be PA promoters?

| Categories                           | N   | %     |
|--------------------------------------|-----|-------|
| Endurance's activities               | 46  | 14.5  |
| Diversified activities               | 41  | 12.9  |
| Objective « fun »                    | 38  | 11.9  |
| Student's enhancing                  | 36  | 11.3  |
| Health benefits of physical activity | 35  | 11.0  |
| Out of school's sport activities     | 29  | 9.1   |
| Teacher behaviour                    | 29  | 9.1   |
| Justification of PE                  | 29  | 9.1   |
| Initiation into unusual sports       | 20  | 6.3   |
| Questionnaire on students' interests | 8   | 2.5   |
| Respect of good manners              | 5   | 1.6   |
| Students' notebook/portfolio         | 2   | 0.6   |
| Total                                | 318 | 100.0 |

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◆ 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

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◆ Some more specific categories

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

## Conclusion

- ◆ PE teachers need to become aware about the change in the definition of their role
  - ◊ Gymnastics
  - ◊ Sports
  - ◊ Lifelong PA competences



## Conclusion

A physically educated person is recognized as having learned skills necessary to perform a variety of PA, participating regularly in PA, being physically fit, knowing the implications and the benefits of involvement in PA, valuing PA and its contributions to a healthy lifestyle

NASPE (1992)



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



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