Specific caring for overweight students in physical education: Implementation of teaching strategies identified during an interdisciplinary meeting

Marc Cloes, Joseph Gianquinto & Alexandre Mouton

Department of Sport and Rehabilitation Sciences
University of Liege, Belgium

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Introduction
**Overweight and obesity**

- An escalating global epidemic
  - “Globesity”

**Key facts**
- Worldwide obesity has nearly doubled since 1980.
- In 2008, more than 1.4 billion adults, 20 and older, were overweight. Of these over 200 million men and nearly 300 million women were obese.
- 36% of adults aged 20 and over were overweight in 2008, and 11% were obese.
- 66% of the world’s population live in countries where overweight and obesity kills more people than underweight.
- More than 40 million children under the age of five were overweight in 2011.
- Obesity is preventable.

**WHO (2013)**

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**Overweight and obesity**

- The role of school is emphasized
  - All children
  - Much time
  - Professional structures

- School-based obesity-prevention strategies
  - Curriculum
  - Parent/Family
  - School environment/Policy

**Fridlund Dunton et al. (2011)**

- Nutrition and PA classroom-based activities
- Seminars on nutrition and PA
- Required or modified PE
- Cooking classes
- ...
What about PE?

PE has a public relations problem in regard to how obese students are treated (Irwin et al., 2003)

PE is a solution to fight against obesity crisis (Tappe & Burgeson, 2004)

PE trainees consider that they are ready (Martinez et al, 2010)

PE teachers can create environments of inclusion (Rukavina et al., 2010; Li & Rukavina, 2012)

Some PE teachers develop an ‘antifat’ attitude (Greenleaf & Weiller, 2005)

Overweight and obese youth still represent a major concern for PE teachers

“It in the educational programs that I attended to, nobody proposed information about how to manage obesity. On the Internet I didn't find examples of exercises for obese students” (T8 ; lines 159-162).

“I am not able to explain that problem to one class. It'd be better with more competent people” (T2 ; lines 59-63)
Aims of the study

- To develop a collaboration between obesity experts and PE teachers
- To provide guidelines to a group of PE teachers
- To share their experiences in the instructional strategies’ implementation

As a part of a bigger study:
Methods

Research design

Step 1  
Interview

Step 2  
NGT

Step 3  
3 months

Step 4  
Feedback

Step 5  
Interview
Results and discussions

Problems’ identification

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<tr>
<th>15 categories of problems</th>
<th>120</th>
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<tr>
<td>Lack of knowledge about somatic aspects of the youth</td>
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Youth dependent aspects
Teacher dependent aspects
Family & society dependent aspects
School dependent aspects
Strategies’ identification

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3 aspects

- Opinions about the teachers’ diaries
- Comments about the experiment
- Instructional strategies

- Very positive feedback from the teachers (as much with experts as with colleagues)
- Experts changed their representations about PE

- Teachers’ agreement on the instructions’ clarity
- Question about the real need of this tool (T3, T4, T5)
- Lack of time (T2, T4, T5)
6 kinds of actions

- Adapted endurance activities
- Guidance of the adolescents to out-of-school sports activities
- Contact with physicians and medical certificates
- Contact with the psycho-medico-social centers of the schools
- Nutrition aspects
- Activities that enhance the student

- T1: A ball game + heart rate monitor + roller skating + enhancing improvements
- T5: Heart rate monitor + talk with one mother
- T6: Replacing running by Tae Bo
- T4: Modification of assessment in running (continuous time)
6 kinds of actions

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Orientation to volleyball (T1), swimming (P5), fitness center (P6)
That strategy is supported by the experts (E1, E3, E4, E6) who emphasized such PE teacher’s role

Contact with a cardiologist (P5)
Trial to draw attention of the school authorities (P1, P6)
Contact with the school health service (P2, P3)
6 kinds of actions

- Adapted endurance activities
- Guidance of the adolescents to out-of-school sports activities
- Contact with physicians and medical certificates
- Contact with the psycho-medico-social centers of the school
- Nutrition aspects
- Activities that enhance the student

- School authorities have been informed and decided to organize a special breakfast (P5)
- P5 requested also the collaboration of one colleague
- P3 (also nutritionist) proposed an activity to interested classes
- P4 proposed a personal discussion about nutrition
- P2 developed a collaboration with the geography teacher

- P3 implemented an oriental dance unit
- P6 answered to a students’ request and proposed varied workouts underlining the muscles involved in the exercises
- P2 bought big size harnesses (climbing) and praised a girl who achieved a route
Categories of instructional strategies

- Search for additional information (credibility and novelty)
- Developing collaborations with colleagues/school management
- Contact with the health sector
- Offering alternatives activities/assessment (to running!)
- Technical support (HRM, adapted equipment ...)
- Providing specific knowledge (PE objectives, health aspects ...)
- Developing students’ confidence (FB, progress)
- Enhancing the student (encouragement, praise)
- Orientation to extra-school physical activity and sport

- Pre-interactive decisions ➔ planning
- Interactive decisions ➔ opportunities
Conclusions

Suggestions

- PE teachers need examples of good practices that will help them implement instructional strategies dealing with overweight students.
- It helps them to develop their own approaches as effective practice 'reflectioners'.
Suggestions

- Preservice and inservice PETE should emphasize teaching strategies focusing on special needs students (not only overweight youths)
- Interactions with experts incites PE teachers to implement original strategies and should be promoted

http://hdl.handle.net/2268/151541
Many thanks for your interest
References

