Current developments in the improvement of PE teachers’ action with overweight students

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Introduction
Who is speaking?

- University of Liege

Who is speaking?

- AIESEP
  
  *International Association for Physical Education in Higher Education*

- International, non-governmental, non-profit, professional association
- Promotion and contribution to the development of future specialists and researchers in the field of physical education and sport

www.aiesep.org
Aims of this presentation

- An insight of the literature
- Some models proposed to deal with overweight in PE
- A series of studies implemented at the University of Liege
- Perspectives of development through collaboration between practitioners and researchers
What do we know?

An escalating global epidemic

“Globesity”

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.
- 35% of adults aged 20 and over were overweight in 2008, and 11% were obese.
- 65% 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)
**Overweight and obesity**

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

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

Fridlund Dunton et al. (2011)

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**Overweight and obesity**

- What about PE?
  - Worldwide PE crisis
  - Evolution of the teaching principles
    - (Physical) literacy
    - Accountability
  - Change of the PE teachers’ mission
    - From sport educator to physical activity promoter
    - Towards one PE-Health Education worldwide?
**Overweight and obesity**

- **What about PE?**
  - ‘Pedagogy of obesity’ is missing (Haerens, 2012)
  - A debate between two conceptions
    - Specific approaches focusing on overweight students
    - Integrated PE (and Health) Education

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**Overweight and obesity**

- **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)
  - Some PE teachers develop an ‘antifat’ attitude (Greenleaf & Weiller, 2005)
  - 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)
What are the models

Overweight and obesity

- Pedagogical Model for Health-Based Physical Education

Haerens et al. (2011)
Overweight and obesity

- Social ecological constraint model
  Li & Rukavina (2012)

A series of studies
Cloes et al. (2007)

Do students’ perceptions change according to their BMI?

YES, perception of competence and attitude towards PE decrease inversely with BMI ...

... BUT the differences were not clearly linked to the student’s perception of involvement

Cloes & Ziant (2009)

- How do the opinions of obesity specialists and PE teachers differ?
  - PE teachers are not ready to contribute effectively to the fight against obesity
  - There is a need of collaboration between specialists and PE teachers
  - It seems necessary to develop specific units focusing on how to work with obese students
Cloes et al. (2013)

- What is the effectiveness of a collaboration between obesity specialists and PE teachers?
  - Four categories of problems encountered in the gym (youth, teacher, family and society, school)
  - Six categories of actions implemented by the subjects
  - Six pre-interactive and three interactive instructional strategies used by the PE teachers

Cloes et al. (2014)

- What are the problems that PE teachers experience and how would they prefer to be taught about them?
  - 26.5% and 9% of overweight and obese students
  - 20 problems were ranked by more than 500 PE teachers
  - Top 3: CPD sessions, website and educational info capsules

- How to produce and validate three pedagogical capsules focusing on specific concerns of PE teachers as well as to analyze the procedure of validation?
  - Experts consider that recto-verso flyer is a valuable support
  - Implementation is recommended
PE teachers need examples of good practices that will help them to implement instructional strategies dealing with overweight students.

It helps them to develop their own approaches as effective practice ‘reflectioners.’

Preservice and inservice PETE should emphasize teaching strategies focusing on special needs students (not only overweight youths).

Several pedagogical supports need to be developed and tested (next step of our own series of researches).
Implementations

- The last survey focusing on the problems encountered by the PE teachers might be replicated in other national contexts.
- The support developed might be shared with the contribution of the professional associations.
Researchers and practitioners should implement more collaborative projects

Are you ready? Do not hesitate to contact me !!!!

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


• Li, W., Rukavina, P. (2012). Including overweight or obese students in physical education: A social ecological constraint model. Research Quarterly for Exercise and Sport, 83, 4, 570-578.


