**The physical education teacher as a physical activity promoter**

**Current developments**

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**Four topics**

- The role of school in PA promotion
- The dimensions of PA at school
- The action that PE teacher can play
- The role of PE teacher educators

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**The school is a pillar of the society**

- Compulsory education ➔ All children and adolescents can access to PA opportunities
- Specialized educators
- Access to facilities

Bar-Or (2005)  
Trost & Loprinzi (2008)

Ecological model  
(Sallis et al., 2006)

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**The school is recognized as a partner in health promotion**

- In the 90’, WHO launched the European Health School Network
  Nutbeam (1992)  
  OMS Europe (1993)

- Development of the ‘Active School’ concept ➔ Several models
  Cale (1997)  
  Ontario Physical and Health Education Association (2006)
There are several opportunities to be physically active at school

- Common opportunities (all pupils/students)
  - Physical education lessons
  - Recess during the morning, midday and afternoon
- Specific opportunities (school related)
  - Welcome service
  - Extra-curricular activities
  - Other events
- In primary school
  - Classroom movement breaks

Guinhouya (2010)
Bartholomew & Jowers (2011)
Mahar et al. (2006)

The part of the school in youth PA is not well documented

- No standardized methodology ➔ No clear picture for comparison on (inter)national level(s)
- Analyses do not take PE into account

- Primary school
  - USA – 9,8y boys
  - 125’ of MVPA for days with extracurricular sports
  - 95’ of MVPA for days without

Wickel & Eisenmann (2007)

11% - PE
16% - Recesses
23% - Sports
50% - Unstructured

School PA = 45%

2/3 of the school PA

The evidence is not yet established

van Sluijs et al. (2007)
57 papers presenting data of interventions aiming to promote PA in youth (<18 y)

Table: Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>No of studies</th>
<th>Level of evidence</th>
<th>Recall rate</th>
<th>Level of evidence</th>
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<tr>
<td>Educational</td>
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<td>Moderate</td>
<td>0.75</td>
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<td>Economic factors</td>
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<td>Limited</td>
<td>0</td>
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<tr>
<td>School</td>
<td>15</td>
<td>High</td>
<td>0.9</td>
<td>High</td>
</tr>
<tr>
<td>Social</td>
<td>15</td>
<td>Moderate</td>
<td>0.8</td>
<td>Moderate</td>
</tr>
<tr>
<td>Physical activity</td>
<td>15</td>
<td>High</td>
<td>0.9</td>
<td>High</td>
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<td>Diet</td>
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</tbody>
</table>

van Sluijs et al. (2007)
This paper summarises such evidence by using a lifespan approach with physical activity behaviour change for children and adolescents, adults and older adults. What about the youth?

More encouraging findings

Demetriou & Ritner (2012)

129 papers
Positive impact on:
- BMI: -28%
- Motor performance: 69.7%
- Physical activity: 56.8%
- Knowledge: 87.5%
- Self-esteem: 30%
- Attitudes: 43.8%

A real positive message

Havighurst et al. (2012)

Physical Activity
Evidence-based intervention in physical activity: lessons from around the world

Comprehensive school-based strategies encompassing PE, classroom activities, after-school sports, and active transport can increase physical activity in young people.

The main dimensions

Pate et al. (2006)

PA promotion at school: The dimensions

The main dimensions

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

The role of PE teacher as PA promotor

The PE teacher should be the cornerstone of PA promotion...

Physical Education: A Cornerstone for Physically Active Lifestyles

Marlene K. Tappe
Purdue University

Charlene R. Burgoson
National Association for Sport and Physical Education

... against the PE worldwide crisis

- PE’s serious concerns (Hardman, 2005)
  - Decline and marginalization of PE
  - Curriculum time allocation, subject status, material, human and financial resources, inadequacies in facility and equipment supply, low remuneration of teachers

- Questions about PE quality
  - Teaching process
  - Inadequate school-community co-ordination
  - Focus on competition performance sport
  - Lack of interest on ‘basic human movement’

What changes since 1991?

- Sallis et al. (2012)
  - The gym is half full (support of PE; systematic analysis)
  - The gym is half empty (PE time; no consensus about QPE; lack of implementation)

Prepare youth for a lifetime of PA

Provide them with PA during PE classes

Mainly focused on MVPA

What changes since 1991?

- **Grow of a first concept**
  - Physical literacy (Whitehead, 2007; Mandigo et al., 2009)
  - PE for what?

- Physical literacy
  - is linked to the acquisition by the youth of knowledge, skills and attitude that will make them **physically educated persons** for their whole life (NASPE, 2004)
  - means that PE has a concrete mission to follow learning objectives that are useful and usable **outside the school walls**

- **Grow of a second concept**
  - Accountability
  - PE for what?
  - Underlining the concrete effects

- PE = Developmental activity
  - Motor dimension
  - Physical dimension
  - Cognitive dimension
  - Affective dimension
  - Social dimension

- **Grow of a third concept**
  - Emphasis on **Quality Physical Education**
  - AIESEP Specialist Seminar in Jyväskylä (2013)
  - QPE reaches the objectives for all students
  - Objectives should reflect the specific cultural contexts
  - QPE classes should allow students to have positive individual and collective learning experiences where they develop knowledge, skills and dispositions that allow them to be autonomous and responsible decision makers relative to engagement in PA and sport in their lives

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What does it mean?

- PE should be focused on current society needs and requirements
- Sports and cultural physical activities ➔ Tools for general aims and not final objectives
  - Pühse et al. (2010)
- PE teachers have to show what they are doing
- Development of a Pedagogical Model for Health-Based Physical Education
  - Haerens et al. (2011)

Never again: Utopia?

- www.aiesep.ulg.ac.be/
The specific role of PE teacher

**Basic role** of PE in the promotion of an active lifestyle (Cloes, 2010)
- Fight against inactivity (representations)
- Water safety; basic life support; automated external defibrillation
- Warming up; cooling down; stretching; fitness
- Ergonomic principles, respiratory control; relaxation
- Selection of ones working intensity; heart beats checking; muscles and body functioning
- Improvement of motor skills (balance, manipulative skills, work in high situation, running ...)
- ... And – of course – learning of sport activities!

The specific role of PE teacher

**Specific actions** of PE in the promotion of an active lifestyle (Cloes et al., 2009)
- Diversified activities
- Students’ notebook/portfolio
- Out of school’s sport activities
- Initiation into unusual sports

The specific role of PE teacher

**Other examples**
- Students’ projects ...
- Collaboration with other teachers/partners
- Using available resources
- Using technology (HRM, computers, video, iPad ...)

Other examples
- Transposition to students’ level of notions of physiology, anatomy, biomechanics ...
- Production of written material that will be useful for the students (and the school community)
- Dissemination of extracurricular ‘ready to use’ examples of PA
- Information about PA opportunities available in the community

The specific role of PE teacher

**Newer role** of PE in the promotion of a healthy lifestyle (Cloes, 2010)
- Nutrition (hydration, sport dietetics ...)
- Sleep
- Stress (relaxation in daily life situations ...)
- Smoking, alcohol, drugs, medicine
- Sex, risk behaviours (driving)
- Hygiene

Health and Physical Education ??

Other activities

**Collaboration with the classroom teachers**
- Interdisciplinary lessons (Lamon et al., 1999)
- PA breaks in classroom lessons
- Development of projects (video – sequences)

Improvement of the PE teacher's status
Other activities

- Implementing PA projects
  - Involvement in the school policy
  - Regular analysis of the PA level of the school
  - Increase of the marketing towards the other actors of the school environment (colleagues, parents...)
  - Development of the relationships with the community
  - Creation of networks with other PE teachers (communities of practice) in order to produce and disseminate good practices

How to prepare teacher now?

- New approach of PETE (Armour, 2014)
  - Pedagogical cases
    - Scenarios
    - Sport science experts
    - Sport pedagogy expert

Pre and in-service teaching

Take home message

To become a PA promoter...

... the PE teacher should:
- be a model
- update his/her own knowledge
- know his/her students’ needs
- implement new teaching strategies
- integrate communities of practice

To reach this dream...

... the PE teacher educators should:
- emphasize the new educating strategies
- develop concrete material and resources
- contribute to create communities of practice
- provide evidence based data supporting the effectiveness of the new approaches
References


