

Sharing good practices in physical education to promote physical activity, wellness and health

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Introduction

The reform of education, which the Wallonia-Brussels Federation (FWB – French speaking part of Belgium) is about to introduce, directly affects the training of teachers. In the framework of the new core curriculum required in the “Pact for Excellence in Education” (PEE) and, more specifically, in the field of “Physical Activities, Wellness and Health”, the implementation of actions in health education should indeed, like it is found in other countries (Canada, Scotland, etc.), be instituted and strengthened in school curricula. A group of experts from the 12 French-speaking institutions responsible for training teachers in physical education (universities and colleges) has been mandated by the Ministry of Education to identify, design and share teaching devices and tools for implementation of the new common core of the PEE.

Method

The identification of these didactic devices and tools was carried out according to different methods. On one hand, a review of the scientific literature focused on the inclusion of health education in physical education programs was undertaken, starting from what is currently known and validated scientifically. On the other hand, the members of the consortium "Physical Activities, Wellness and Health" (CAPBES) have identified and selected didactic tools and devices based on projects developed in FWB that correspond to the priorities of the PEE without being necessarily validated scientifically. To complete this approach, a list of websites, progressively constituted since 2006 by a member of the group about the promotion of activity, wellness and health in a school context, was investigated as an initial resource for this analysis.

The identification and analysis of didactic devices and tools was based on the classification of Turcotte *et al.* (2011) and on the six major areas of the model proposed by Snyers *et al.* (2014) in order to analyze the attention given to physical activity in schools. These devices and tools were described in a canvas of facts common to the different consortiums of the PEE and listed in a table crossing the six dimensions of physical activity in schools (Snyers *et al.*, 2014) and the 20 objects of teaching and learning in health education (Turcotte *et al.*, 2011).

Results

42 fact sheets describing educational devices and tools for the promotion of physical activity, wellness and health in a school context – considered as relevant by CAPBES members - have been drafted. These projects were in the table above mentioned.

Discussion

The state of the art involved in this first part of the research highlighted the relevance of the proposal presented by the designers of the PEE to strengthen school health education in order to help children and adolescents to adopt behaviors favorable to their state of health and wellness (Turcotte *et al.*, 2011).

For this purpose, the teacher of physical education can take part in ones' course, but also organize extracurricular physical and sports activities, stimulate and reinforce active transportation, initiate changes in the school environment and encourage collaborations and interdisciplinary activities (Snyers *et al.*, 2014). However, the impact of teachers in physical education cannot be separated from the objectives set by the school policy and from a concerted intervention by all members of the school community. Indeed, only multisectoral approaches can really lead to changes in the lifestyle of young people (Cale & Harris, 2006). The physical education teacher must therefore become the cornerstone of promoting a healthy and active lifestyle (Tappe & Burgeson, 2004) and also collaborate with other stakeholders in the educational community as it is the case in all projects of comprehensive and active schools.

After having been tested in other learning contexts and scientifically validated by the members of the CAPBES, these educational tools and devices will be devoted to being shared with all members of the FWB educational community who can intervene in the field of "Physical activity, wellness and health".

References

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