

# Working in School Settings

in

“Addressing Barriers to Conducting Interventions”

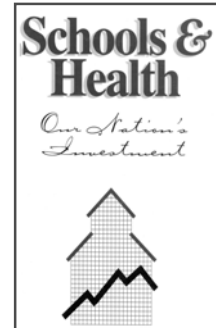
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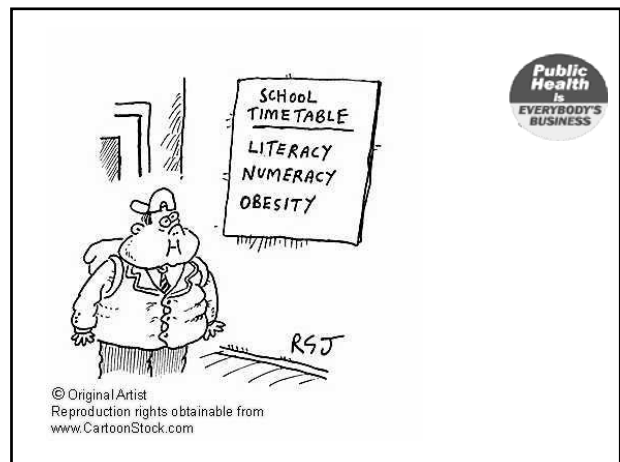
# Why Schools?

- Major public resource
- Available in all communities
- Most children go there:
  - 6 hours a day
  - 5 days a week
  - 36 weeks a year
  - 12 years



# Advantages of Promoting Physical Activity on Campus

- **Students already on site**
  - Transportation and parent support
- **Low cost**
  - Facilities and equipment already on site
- **Trained staff exist**
- **The environment is safe**



# Collaborations

## Intervention Personnel

- 1. Development**  
*University personnel*
  - interventionists
  - assessment
  - support
- 2. Dissemination**  
*SPARK employees*
  - promotion
  - delivery & support
  - workshop trainers
  - business office

## School Personnel

- District admin.
- School principals
- PE specialists
- Classroom tchs.
- Food service
- Support staff

## End Recipients

- Children**
- Parents

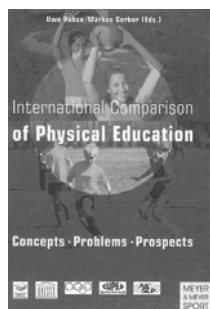
# School Settings



PE Classes  
 Recess  
 Intramurals  
 Interscholastics  
 Clubs; Free Play

## Physical Activity Promotion Interventions: Evidence of Effectiveness

- Strongly recommended
    - **School-based PE**
    - Individually-adapted behavior change programs
    - Creating/enhancing places to be active
    - Community-wide campaigns
    - Social support interventions in community
- Task Force on Community Preventive Services (CDC), 2001, *MMWR*, 50, 1-14.



Describes PE in 35 countries  
 Common challenges/concerns  
 -minimal time requirements  
 -unbalanced programs  
 -inclusion strategies and policies  
 -teacher education and competencies  
 -in-service professional development  
 -dissemination of good practice  
 -national and cultural diversity

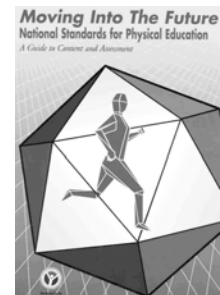
Common themes:  
 Legitimization of PE  
 -Active lifestyles  
 -Healthy nation

2005

## Schools

In most countries  
 PA promotion is a  
 Curricular Goal of PE

E.g., “adoption of  
 physically active  
 lifestyles” (NASPE)

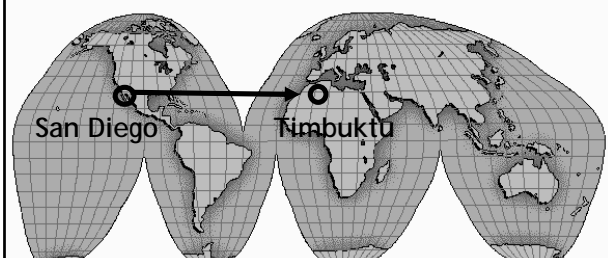


“Muddled Mission” Pate et al.,

The collage includes the following book covers:

- Developmental Physical Education for All Children* by David L. Housh and Frances Cholewicki
- Teaching Sport Concepts and Skills: A Tactical Games Approach* by Linda L. Griffin, Stephen A. Mitchell, and Jeffery L. Cohen
- Quality PE Through Positive Sport Experiences: SPORT EDUCATION* edited by Daryl Siedentop
- TEACHING RESPONSIBILITY THROUGH PHYSICAL ACTIVITY* edited by DON HELLISON
- Adventure Curriculum for Physical Education* by Marko Corber
- Physical Activities for Improving Children's Learning and Behavior: A Guide to Secondary Student Development* edited by Jeffrey A. Hammons and Allison A. Hammons
- CHARACTER EDUCATION* edited by Daryl Siedentop, Marko Corber, and Daryl Siedentop
- MOVING TO DISCOVER THE USA: 45 ACTIVITIES FOR THE YOUTH AND ADULTS* edited by MIKE LEE, RHONDA L. CLARKSON, and Daryl Siedentop

PE = GAMES FOR INTERNATIONAL UNDERSTANDING



## Which Grail Is Holiest??



## Why Choose Physical Activity as Main Goal of PE? (1)

- Children can't become skilled or fit without being active
- PE is only subject matter to engage children in and promote PA
- Extensive support for physical activity in PE from outside the profession
  - (e.g., HP 2010, AHA, Pediatrics, Diabetes)

Research Quarterly for Exercise and Sport  
© 1991 by the American Alliance for Health,  
Physical Education, Recreation and Dance  
Vol. 62, No. 2, pp. 124-127

RGES Forum

### Physical Education's Role in Public Health

James F. Sallis and Thomas L. McKenzie

*The public health community is becoming increasingly interested in the potential contributions of school physical education to child health. School physical education is seen as an ideal site for the promotion of regular physical activity because up to 97% of elementary school children participate in some sort of physical education program. For maximal public health benefit, school physical education programs should prepare children for a lifetime of physical activity. This public health goal for physical education may require some changes in current approaches. Physical educators are challenged to collaborate with public health professionals in developing and evaluating school physical education programs that will improve the health of the nation's youth.*

“..For maximum public health benefit, school PE programs should prepare children for a lifetime of physical activity...”

## Health Promoting Physical Education (HPPE)

- ❖ Provides students with a proportion of the recommended amounts of physical activity
- ❖ Prepares students for an active lifestyle that continues into adulthood

## Current Situation

- State/regional differences in education and health philosophies
- Shrinking budgets and a "back-to-basics" mentality
- Health/PE increasingly becoming an add-on subject; little structured curriculum time
- Many teachers are ill-prepared and ill-equipped to teach PE
- Teacher prep courses and professional development not available

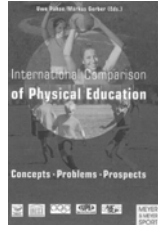
## What is limiting physical activity in PE?

Policies (e.g., scheduling & staffing)  
Outdated philosophies  
Outdated curricula  
Limited preparation



PE mandates differ by country/state, including:

1. No of years required
2. If required for graduation



## Class Size & Activity Levels

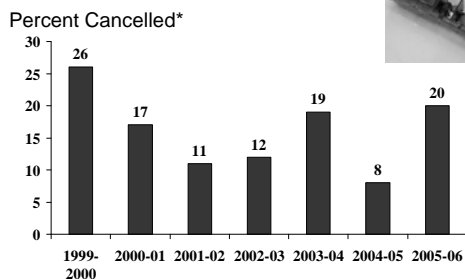
- Students less active In larger classes
- They spend:
  - More time Sitting ( $p < .002$ )
  - Less time Walking ( $p < .001$ )
  - Less time Vigorously Active ( $p < .001$ )



(McKenzie et al., 2000, RQES)



Percent of Lessons Cancelled (1999-2006)



\*Of lessons scheduled for observation



## Program Dissemination Considerations

- **Comprehensive, with a health focus**
- **Practical**
  - Implemented by both Specialists and Classroom teachers
- **Enjoyed by youths**
- **Effective**
  - Increases physical activity, fitness, and skills

## Increasing Physical Activity: School Environments

### During Physical Education

- Increase number of lessons
- Make lessons longer and more active
- Refocus goals (muddled mission)
- Provide choices (secondary level)

## Increasing Physical Activity: School Environments

### Outside of PE Class

- Increase PA opportunities before, during, and after school
- Pay attention to traditionally less-active
  - (low SES, females, minorities, disabilities)
- Teach behavioral self-management skills
  - (classroom)

## School Recruitment

- Recruit early
- Align with school objectives
- Work within management structure at district and schools
- Involve those most closely with project
- Link all components
- Communicate expectations and timelines
- Formalize agreements

## Minimizing Barriers to Implementation

- Control for competing programs
- Provide incentives
- Offer training during the school day
- Provide user-friendly materials
- Employ competent professionals
- Minimize intrusion
  - One central contact
  - Measurement efficiency

**THANK  
YOU!**



## What skills do HPPE teachers need?

### Skills to develop and implement curricula and instruction which:

- provide many opportunities for PA during class
- are effective with boys and girls of all skill levels
- are enjoyable
- teach generalizable movement skills
- teach how to be safe in activity settings
- encourage present and future PA and fitness