Promoting Healthy, Active Lifestyles in Schools

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Physical education is the foundation for, and cornerstone of, physical activity promotion
PE’s key contribution to public health is effective promotion of active lifestyles
PE pays a lot of lip service to this area...we talk a good story but we don’t always ‘walk the talk’
Some activities (e.g. games) are NOT more important than others (e.g. dance, gymnastics)
What is this obsession we have with competitive team games?
Physical education is different from, but connected to, physical activity and sport
Key features of curriculum PE are ‘learning’ and ‘inclusion’
As a consequence, school PE needs to be taught by well qualified professionals who regularly access professional development.
The identified learning in PE lessons is as, if not more, important, than the selected context (i.e. activities)
To promote physical activity, it is not essential to exercise children to exhaustion or make everything fast and furious.
You don’t need to fitness test a child to help them be more active
You don’t need to weigh a child to help them be more active
Fitness testing can be part of the solution
BUT, depending on how it is done, can also be part of the problem
Monitoring activity levels is more important than fitness testing
Pupils should know as much about ‘physical activity’ recommendations as ‘fruit & veg’ recommendations.

One hour a day
5 a day
I am not anti-competition, anti-games, anti-performance, or anti-fitness testing
PE teachers should monitor what’s important (e.g. physical activity levels, attitudes), not what is easiest to measure (e.g. fitness, fatness)
Every PE teacher can recognise:
- A talented mover who doesn’t think well
- A thinker who doesn’t move well
- A keen bean who neither moves nor thinks well

Assessment policies should give credit where it is due…
PE teachers should NOT reward skills only
Teaching physical competence is key to developing children’s confidence and desire to be active.
Schools don’t necessarily need more funds, time or equipment to promote physical activity well
Focus

The role of schools and PE, in particular, in promoting active lifestyles and contributing to public health
How active should children be?
How active should children be?

Guideline 1
All C&YP should engage in MVPA for at least 60 minutes and up to several hours every day.

Guideline 2
Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least 3 days a week.

Guideline 3
All C&YP should minimise the amount of time spent being sedentary (sitting) for extended periods.
But how active are they?

- 84% girls and 79% boys (aged 5-15) do NOT meet the PA for health guideline of 1 hour/day.
- For the majority of pupils (esp. girls), PE is their ONLY source of PA...as can’t/won’t access XC/community PA; only 16% girls compete in a non-school context.
- 75% pupils enjoy school PE and over 40% would like to do more PA than they do.
Schools’ effectiveness in promoting active lifestyles is limited due to:

- Reduced physical activity in life generally
- Competing, sedentary leisure-time activities
- Limited (and/or reducing) PE time/resources
Plus, it’s complicated & difficult!

- Behaviour change and social reform is highly complex.
- There are no quick or easy fixes to activating a nation.
The NCPE aims to ENSURE that ALL pupils:

- are physically active for sustained periods of time
- lead healthy, active lives
Mind the Gap!

Rhetoric/Policy

Reality/Practice
Developing a Health-Based Physical Education Pedagogical Model

(How could we get more young people to value a physically active life?)

Mark Bowler

With thanks to:
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<table>
<thead>
<tr>
<th>Rationale</th>
<th>Methodology</th>
<th>HBPE Model</th>
<th>Q&amp;A</th>
</tr>
</thead>
</table>

- **Multiple aspirations for PE** (Kirk, 2006)
- **Misdirected in approaches to ‘health’ in PE** (Cale & Harris, 2009)
- **Teachers poorly prepared to teach ‘health’** (Alfrey et al. 2012; Armour, 2010; Castelli & Williams, 2007; Harris, 2014)
- **Frameworks for health** (Puhse et al. 2011)
- **PE-for-Health pedagogies** (Armour & Harris, 2013)

**Health-Based Physical Education**

‘Valuing a Physically Active Life’
8 step process of HBPE Model Development:

1. Literature Review
2. Drawing up HBPE framework with international expert group
3. Development of Critical Features
4. Face Validity with 18 teachers and 300+ pre-service teachers
5. Piloting with 12 teachers
6. Programmes co-constructed/implemented by 9 teachers (model revisions)
7. HBPE Model Revisions
8. Share prototype with AIESEP delegates (and model revisions)
Foundations

HBPE Model

HBPE Goals
1. Habitual Mover
2. Motivated Mover
3. Informed Mover
4. Critical Mover

Learning Domain Priorities
Teaching & Learning Features

P. Teacher promotes physical activity

I. Teacher supports students to be informed movers

N. Teacher creates a needs supportive learning environment

C. Teacher encourages students to become critical movers
Implementation Needs & Modifications

- **Teacher Expertise:**
  - Motivation / PA behaviour change; Physical activity guidelines and current levels; Activities (lifetime and exercise activities)

- **Teaching Skills:**
  - Needs-supportive; Promoting PA beyond the lesson (PA challenges; parents; community)

- **Contextual Requirements:**
  - Age/stage appropriate learning and activities; Facilities / equipment / lesson length

- **Contextual Modifications:**
  - No modifications to: Goals; Learning domain priorities; Critical Features
Thank you for listening

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Supporting Teachers to Implement Health-Based Physical Education

Paul Sammon

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Purpose

To explore the journey of:

a) Presenting a new idea (HBPE) to teachers

b) Supporting teachers to implement HBPE in their schools
Rationale

Declining physical activity behaviour
(Health Survey for England 2012; WHO, 2010; 2011)

Questionable health practice in PE –
‘fitness for performance’ dominant
(Alfrey et al., 2012; Harris and Leggett, 2013)

Limited teacher engagement in
health-related professional learning
(Alfey et al., 2012; Cale et al., 2014; Harris, 2014).

Traditional CPD model ineffective
(Armour, 2010; Muijs and Lindsay, 2008)

Pedagogical models rarely sustained
(Goodyear and Casey, 2015; Kirk, 2010)
Method

Participants
9 secondary teachers in 2 schools

Research Design

Phase 1: School-based planning workshops/reflective activities
Phase 2: HBPE units implemented
Phase 3: 12 month follow up

Participatory Action Research

Multiple methods
Findings

A new way of professional learning

Collaborative working positive, but school culture a challenge

Mixed success with understanding of HBPE and translation in practice

Sustained HBPE programmes beyond honeymoon
Implications for practitioners

Contextualised teacher professional learning in school

School/university collaboration

Health-related professional learning a higher priority

New pedagogies for health in school physical education
A puzzling picture of health: exploring children’s (mis)understandings and (mis)conceptions about healthy, active lifestyles

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Rationale for the Research

In England, there is a curricular expectation that PE will support pupils to lead healthy, active lifestyles, with this being one of the four overarching aims of the National Curriculum for PE.

But… the effectiveness of pedagogical practice around promoting healthy, active lifestyles has been questioned…

And… research has suggested that children can have somewhat limited and sometimes confused understandings about leading a healthy, active lifestyle.
Research Questions

• What do children know and understand about healthy, active lifestyles?

• Where do children learn about, and what sources of information do they draw upon in relation to, leading a healthy, active lifestyle?

• How do children make sense of information about healthy, active lifestyles from a range of sources, particularly if this is conflicting?

• What is the role of curriculum-based PE in learning/teaching about healthy, active lifestyles?

• How might practitioners best support pupils to lead a healthy, active lifestyle?
Methods

Phase 1:
Survey sent to all state secondary schools within the East Midlands region of England (n = 293) with a request for one PE teacher to complete

Phase 2:
Focus groups with pupils aged 11-12 in two case study schools and interviews with PE teachers

Phase 3:
Further focus groups with pupils aged 11-12 at the same case study schools

Phase 4:
Focus groups with PE teachers at case study schools where select findings are presented to them
Children have acquired much knowledge about healthy, active lifestyles by the age of 11/12.

BUT… many have somewhat limited and sometimes confused understandings about leading a healthy, active lifestyle.

Children tend to describe how to lead a healthy, active lifestyle in negative terms.

AND… often conceptualise ‘health’ rather narrowly.

Pupils don’t necessarily associate learning about healthy, active lifestyles with PE.
Implications for Practitioners

• Practitioners should endeavour to teach healthy, active lifestyles as a positive and broad concept.

• Consideration needs to be given to what children already know/understand about leading a healthy, active lifestyle – misunderstandings may need to be addressed.

• Learning about healthy, active lifestyles within PE needs to be made explicit to pupils.
Questions, Thoughts, Comments, Ideas?
PAL Project: Purpose

To develop and trial principle-based approaches to promoting active lifestyles which would inform policies, processes and resources suitable for use by school PE teachers and teacher educators.
PAL Project: Participants

PE teachers involved in an East Midlands Initial Teacher Training partnership schools and PE trainee teachers with a particular interest in promoting active lifestyles in schools generally and in PE in particular were invited to participate.
PAL Project: Methods

Action Research in which participants:
- attended 4 twilight meetings during 2015-16;
- piloted/trialled PAL principles (PE and whole school) and associated pedagogies/resources in schools with pupils and reported back with suggested changes/improvements;
- completed an online survey twice about the impact of being involved in the PAL Project (on themselves and their department/school, as appropriate/relevant).
PAL Principles in School 1

1) Include the PA for health guidelines for children in the teaching of PSHE and PE.

2) Discuss the promotion of active lifestyles, including marketing the ‘one hour a day’ guideline, with all staff, governors, pupils and parents/carers.

3) Put ‘increasing PA levels’ on the agenda of School Councils and encourage pupil representatives to propose ideas for achieving this.
4) Increase activity levels in non-PE lessons by having pupils move more within the learning environment.

5) Promote active travel to school (walking, cycling, scooting) and ensure safe storage of cycles/scooters.

6) Ensure that physical activity facilities (including changing areas) are well managed, clean and safe.
PAL Principles in School 3

7) Review the school’s XC PA programme and consider how accessible/appealing it is for ALL pupils.
8) Encourage and reward teachers from all subjects to contribute to the school’s XC programme.
9) Visibly raise the profile of PA in school.
10) Develop good community links to increase the quality and quantity of PA opportunities for pupils.
PAL Principles in PE 1

1) Limit/reduce time spent getting ready for/from PE lessons; maximise ‘learning’ time.

2) Meet the afPE guideline of pupils moving from 50-80% of available learning time by limiting/reducing time spent giving instructions and queueing/waiting to access equipment/resources.

3) Use the time spent getting to and from venues actively (e.g. walking briskly, jogging), as part of the warm up/cool down.
PAL Principles in PE 2

4) Teach pupils about the broad range of benefits of a health, active lifestyle, including the role of PA in healthy weight management.

5) Move pupils on to the next task without stopping the whole class, where appropriate.

6) Acknowledge, praise and reward effort and progress.

7) Include assessment of learning and progress in active ways (e.g. show me’ demonstrate; shadow).
PAL Principles in PE 3

8) Routinely inform pupils where they can be active within 3-5 miles of the school radius (in every UoW and via the school’s intranet/library).

9) Teach pupils how active they should be, involve them in monitoring their activity levels so they become aware of how active they are, and inform them of multiple ways of increasing their activity levels.

10) Identify low active pupils and offer them support/guidance/information and targeted/bespoke activity sessions.
PAL Project

Ashley Tyne (trainee teacher)

Danielle Frazier (trainee teacher)

Babita Samaria (teacher in partnership school)
Questions, Thoughts, Comments, Ideas?
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And Finally…

Schools in general and PE in particular have ENORMOUS potential to contribute to public health BUT a more explicit focus on promoting active lifestyles is needed to achieve this.
Thank you for your attention, co-operation and contribution!