

Healthy Students: Policy Changes in Public School Physical Education

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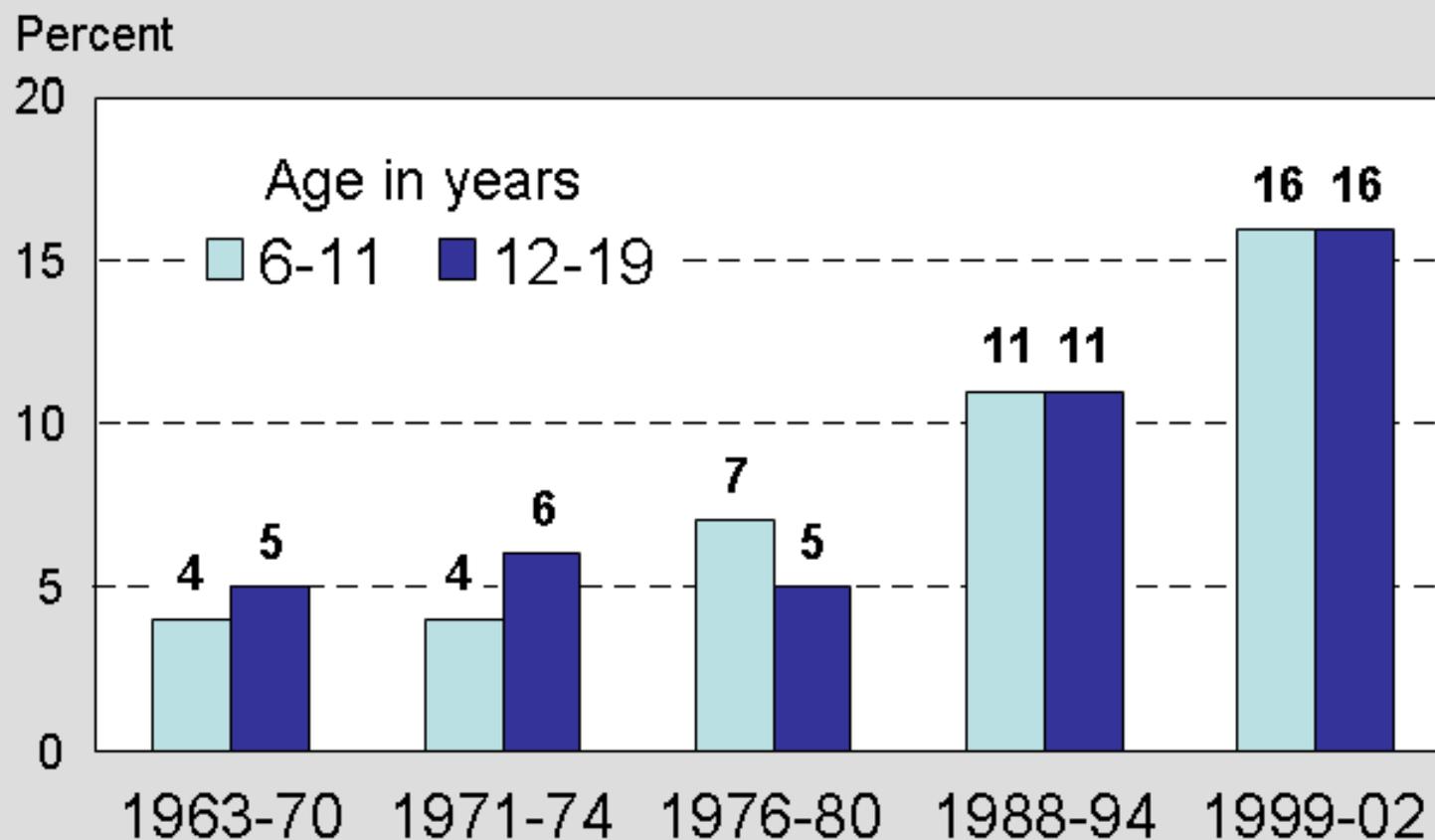
School of Exercise, Leisure & Sport

Kent State University & the

Ohio Association for Health, Physical Education, Recreation and Dance



Figure 1. Prevalence of overweight among children and adolescents ages 6-19 years



NOTE: Excludes pregnant women starting with 1971-74. Pregnancy status not available for 1963-65 and 1966-70. Data for 1963-65 are for children 6-11 years of age; data for 1966-70 are for adolescents 12-17 years of age, not 12-19 years.
SOURCE: CDC/NCHS, NHES and NHANES

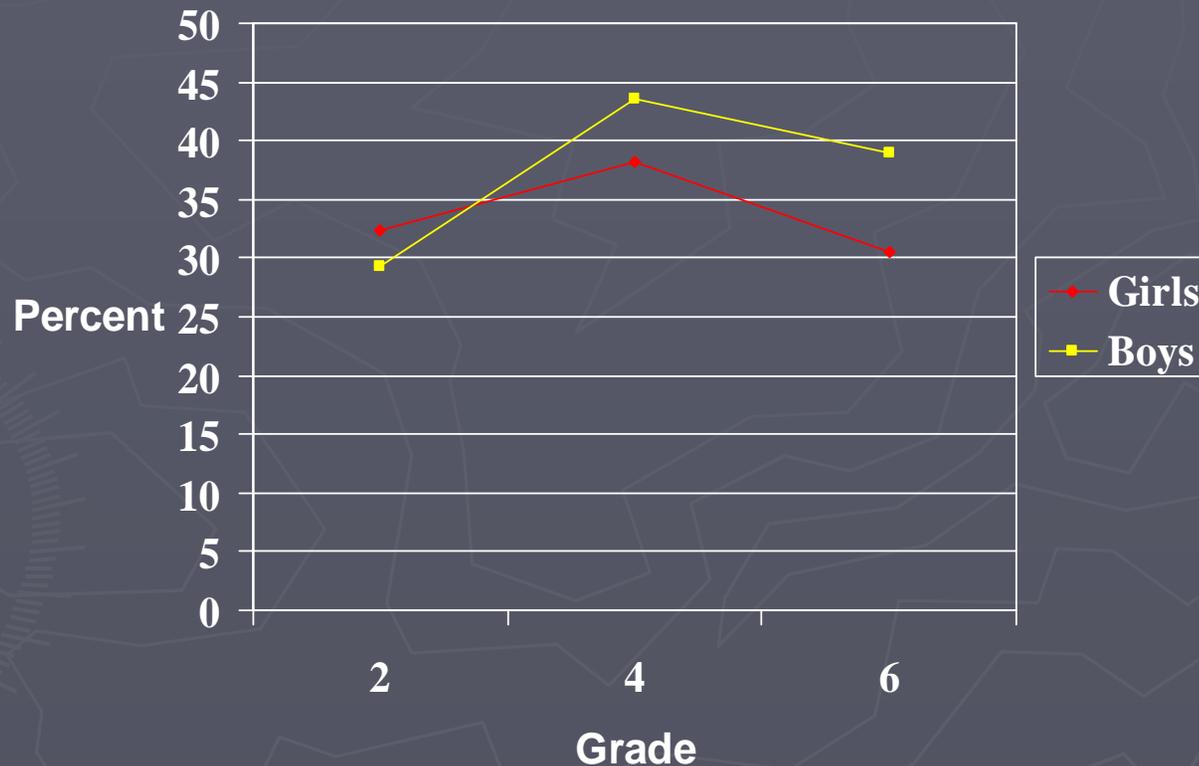
We know that

1. More than a third of young people in grades 9–12 do not regularly engage in vigorous physical activity, and activity declines as children move through adolescence.
2. Unhealthy diet and physical inactivity play an important role in many chronic diseases and conditions, including type-2 diabetes, hypertension, heart disease, stroke, breast cancer, colon cancer, gallbladder disease, and arthritis.
3. Obesity in young persons is related to elevated blood cholesterol levels and high blood pressure, and that some very overweight youths suffer from immediate health problems (e.g., respiratory disorders, orthopedic conditions, and hyperinsulinemia).
4. Children who are at risk of being overweight ($>85^{\text{th}}$ percentile BMI) or are overweight ($>95^{\text{th}}$ percentile BMI) are much more likely to be adults who are the same with the inevitable medical problems just listed.

and that in Ohio.....

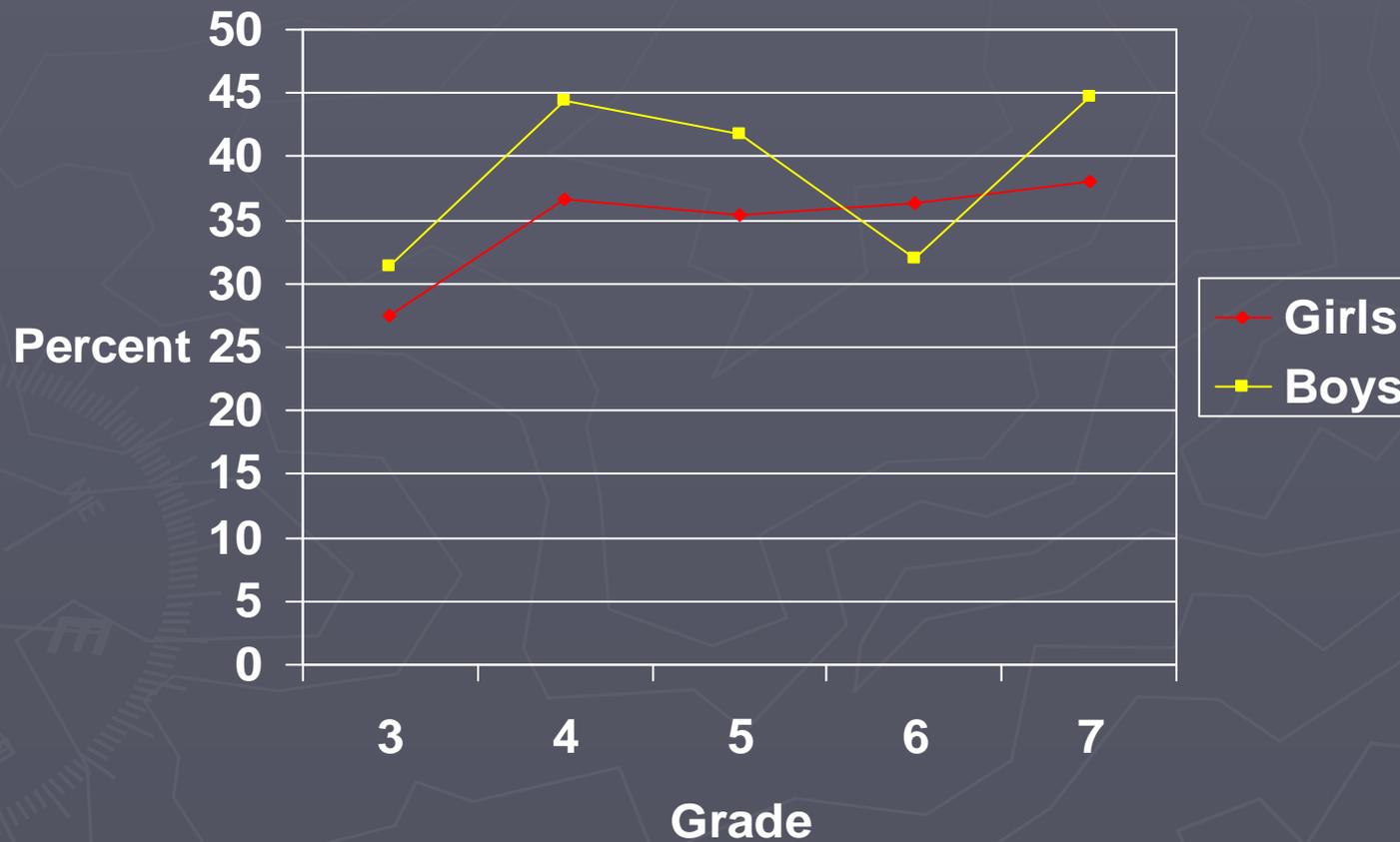
- ▶ Ohio's high school age students report 55% rate of inactivity (11% higher than the national average).
- ▶ Ohio's teen population ranks 4th highest on overweight nationally.
- ▶ Ohio's schools last year reported an average of 68 minutes of PE per week. The national recommendation for elementary physical education is 150 minutes a week.
- ▶ And yet we have adopted policies that exempt students from 100% of physical education.

Prevalence of At-Risk* Body Mass Index Percentiles by Grade and Sex ABC Local Schools, 2004



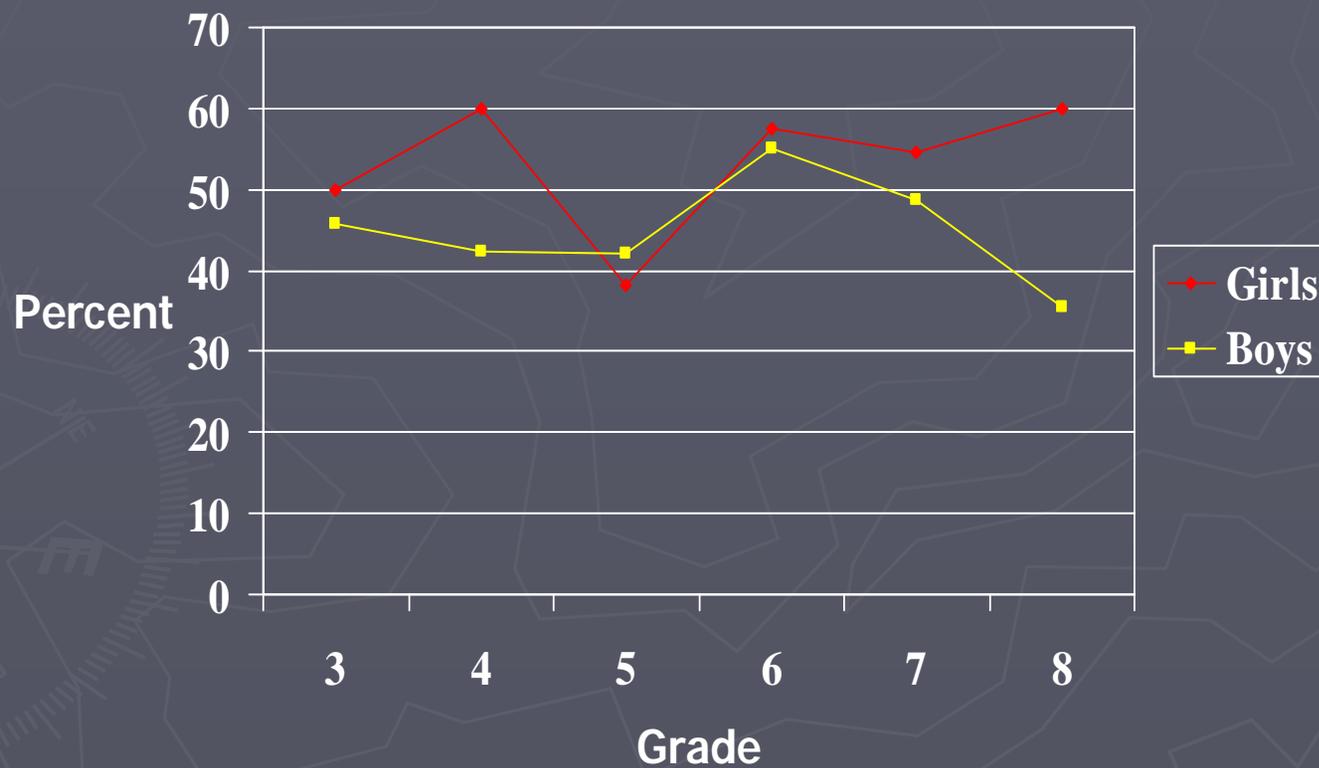
* >85th percentile

Prevalence of At-Risk* Body Mass Index Percentile by Grade and Sex DEF City Schools, 2004



* >85th percentile

Prevalence of At-Risk* Body Mass Index Percentile by Grade and Sex XYZ Local Schools, 2004



* >85th percentile

We also know that

- ▶ Physical fitness levels are positively related to academic test scores
- ▶ Physical activity impacts brain activity
- ▶ Regular physical activity improves mood, helps relieve depression, and increases feelings of well-being

California Association for HPERD (2001) study of Academic Achievement and Physical Fitness

Students	Findings
N=954,000	
5 th Grade N=353,000	Strong positive relationship between reading, math, and physical fitness test scores
7 th Grade N=322,000	Ditto, but even greater gains by students achieving 3 or more minimum fitness standards
9 th Grade 279,000	Ditto, similarly for both boys and girls

National/State K-12 Content Standards (<http://www.aahperd.org/naspe>)

▶ NASPE K-12 Content Standards

▶ Adapted Physical Education National Standards

▶ NASPE Standards for Athletic Coaches

A physically educated person:

- ▶ Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- ▶ Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- ▶ Standard 3: Participates regularly in physical activity.
- ▶ Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
- ▶ Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- ▶ Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Policy Change: Senate Bill 118

- ▶ Adoption of Standards



- ▶ Curriculum writing – benchmarks and performance indicators



- ▶ Representation for Physical Education at the State (ODE) level



- ▶ Accountability in the Public Schools



Curriculum Change: A “New” PE

A Curriculum that Focuses on:

- ▶ Assessment and achievement of standards-based outcomes.
- ▶ Providing intensive instruction in the motor and self-management skills needed to enjoy a wide variety of physical activity experiences, including competitive and noncompetitive activities.
- ▶ Keeping all students active for most of the PE class period at a performance level that enhances health related fitness and builds confidence in their physical abilities.
- ▶ Influencing moral development by providing students with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- ▶ Providing for Student Choice.

Implications for Comprehensive School Wellness Programming

- ▶ **Physical Education Curriculum:**
 - Standards-based
 - Sequential
 - Assessment focused
- ▶ **Extracurricular programming**
- ▶ **Media Messages (e.g. 4321):**
 - 4 servings of fruit/veggies
 - 3 servings of dairy
 - 2 hours MAX of screen time
 - 1 hour physical activity daily

