



Building Physical Activity into a Whole of School Approach

2015 Positive Schools Conference

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ACHPER Victoria

www.achper.vic.edu.au



Overview

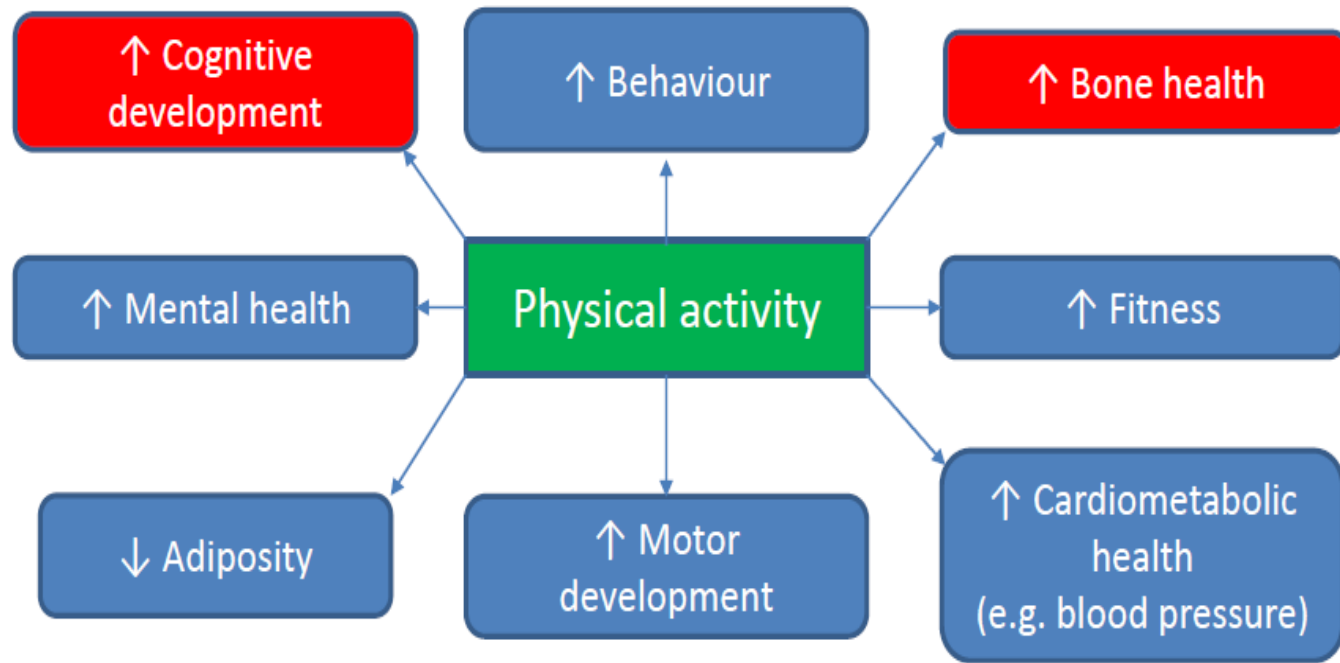
This session will consider 3 questions:

1. What are the benefits of physical activity for children?
2. What are the barriers to meeting recommended physical activity guidelines?
3. What are some strategies you can implement to increase physical activity within your setting?





What are the health benefits of being active?



Centre for Physical Activity and Nutrition Research

Deakin University Cricos Provider Code: 00113B



Benefits of regular physical activity for young children



- Promote healthy growth and development:
 - Help achieve and maintain a healthy weight
 - Build strong bones and muscles
 - Improve cardiovascular fitness
 - Improve balance, coordination and strength
 - Develop and maintain flexibility
 - Improve posture
- Helps reduce risk of developing obesity and chronic diseases, such as diabetes, cardiovascular disease, and colon cancer

Benefits of regular physical activity for young children



- Assist development of gross motor, fine motor skills & fundamental movement skills
- Help establish connections between different parts of the brain
- Improve confidence and self-esteem
- Reduce feelings of depression and anxiety
- Relieve stress and promote relaxation
- Provide opportunities to develop social skills
- Improve sleep.

Benefits of regular physical activity for young children



- May help improve students' academic performance, including:
 - Academic achievement and grades
 - Academic behavior, such as time on task
 - Concentration and attentiveness in the classroom
- Active children have improved memory as a result of better brain function.



How much??

- Children aged 5-12 years should accumulate at least 60 minutes of moderate to vigorous intensity physical activity every day.
- To reduce health risks, children aged 5-12 years should minimise the time they spend being sedentary every day
- <http://tinyurl.com/nxjpc9u>

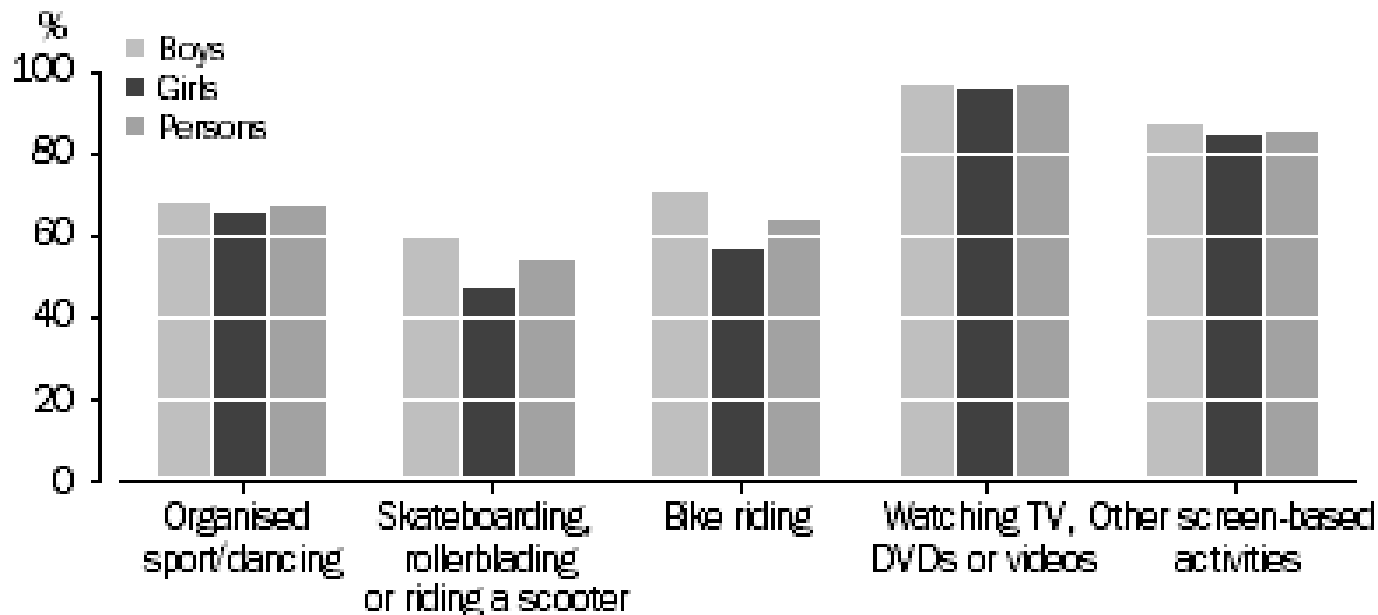
Association School Based PA, Including PE & Academic Performance



Focus Area of Study	Positive*	Negative*	Neutral*
School Based Physical Education	11	0	3
Recess	8	0	0
Classroom PA	8	0	1
Extracurricular PA	19	0	0

- *One or more associations with academic performance
- The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance, CDC, April 2010
- http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf
- www.cdc.gov/HealthyYouth

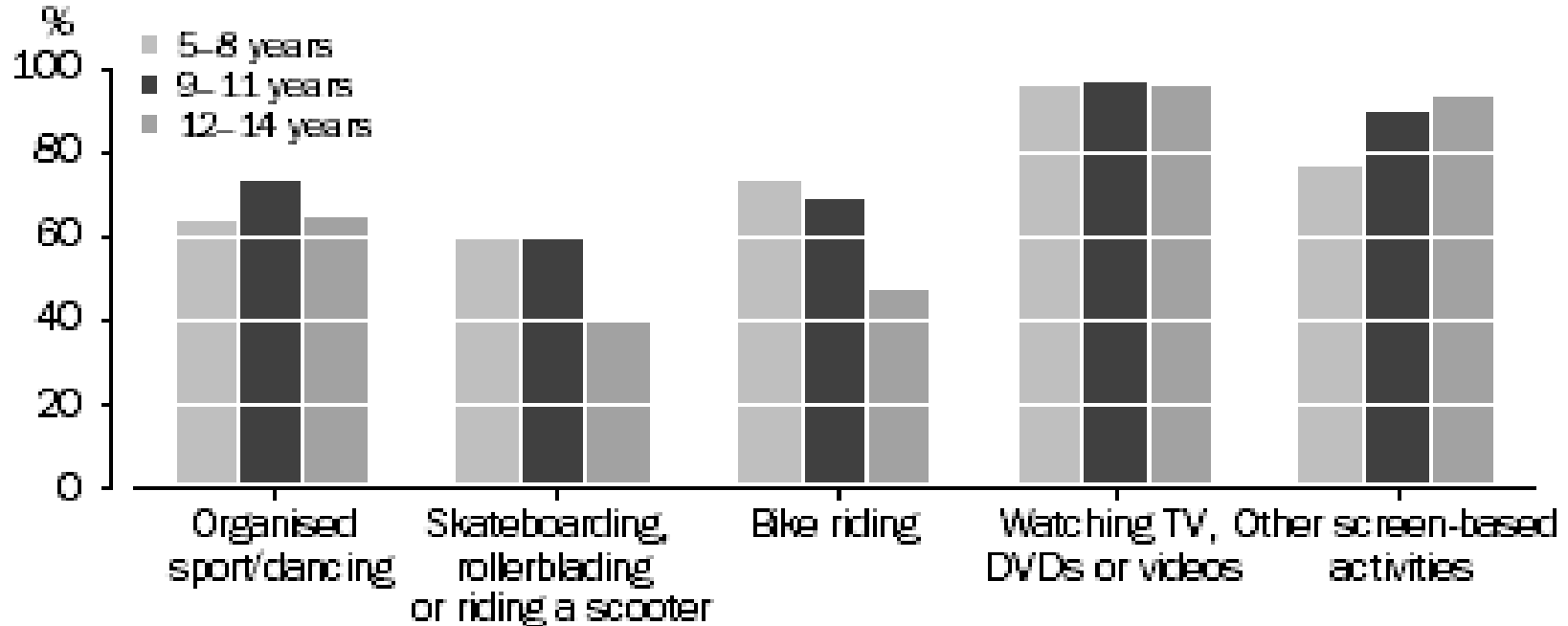
Children's Participation in Selected Activities (ABS, 2013)-by Sex



(a) During the most recent two school weeks prior to interview.

Source: *Children's Participation in Cultural and Leisure Activities, Australia, April 2012*
(cat. no. 4901.0)

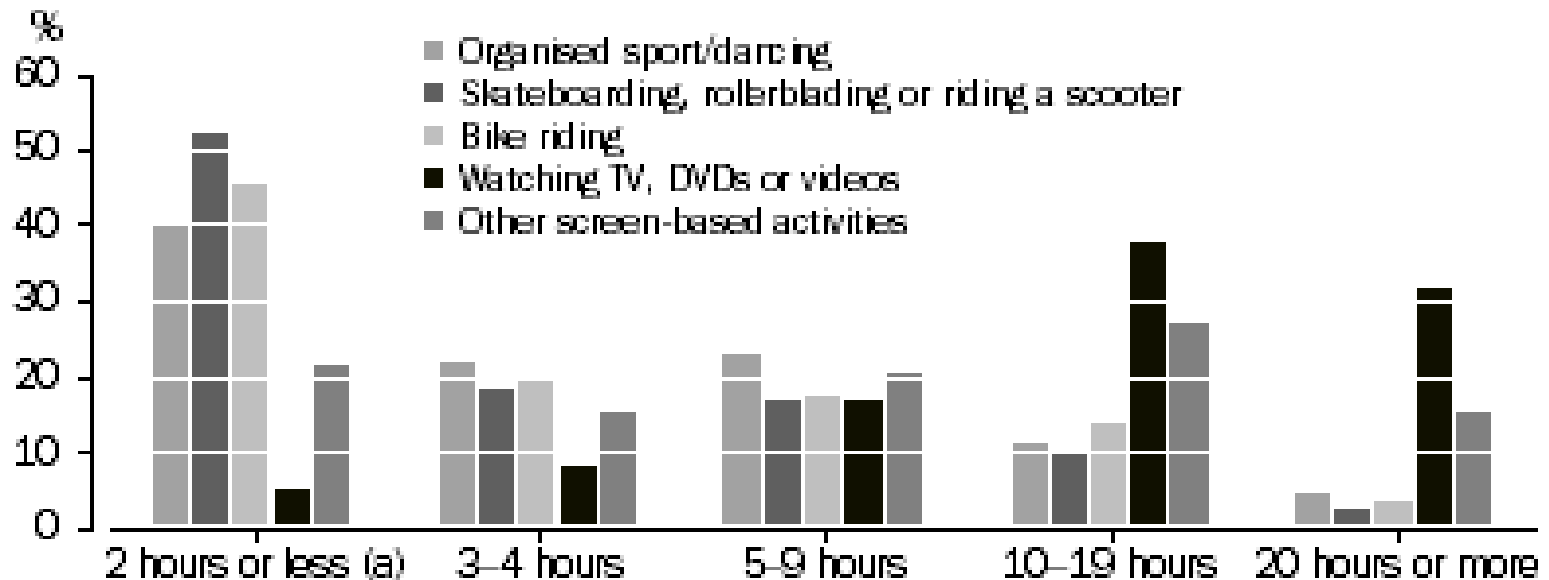
Children's Participation in Selected Activities (ABS, 2013)-by Age



(a) During the most recent two school weeks prior to interview.

Source: *Children's Participation in Cultural and Leisure Activities, Australia, April 2012*
(cat. no. 4901.0)

Children's Participation in Selected Activities (ABS, 2013)-Duration

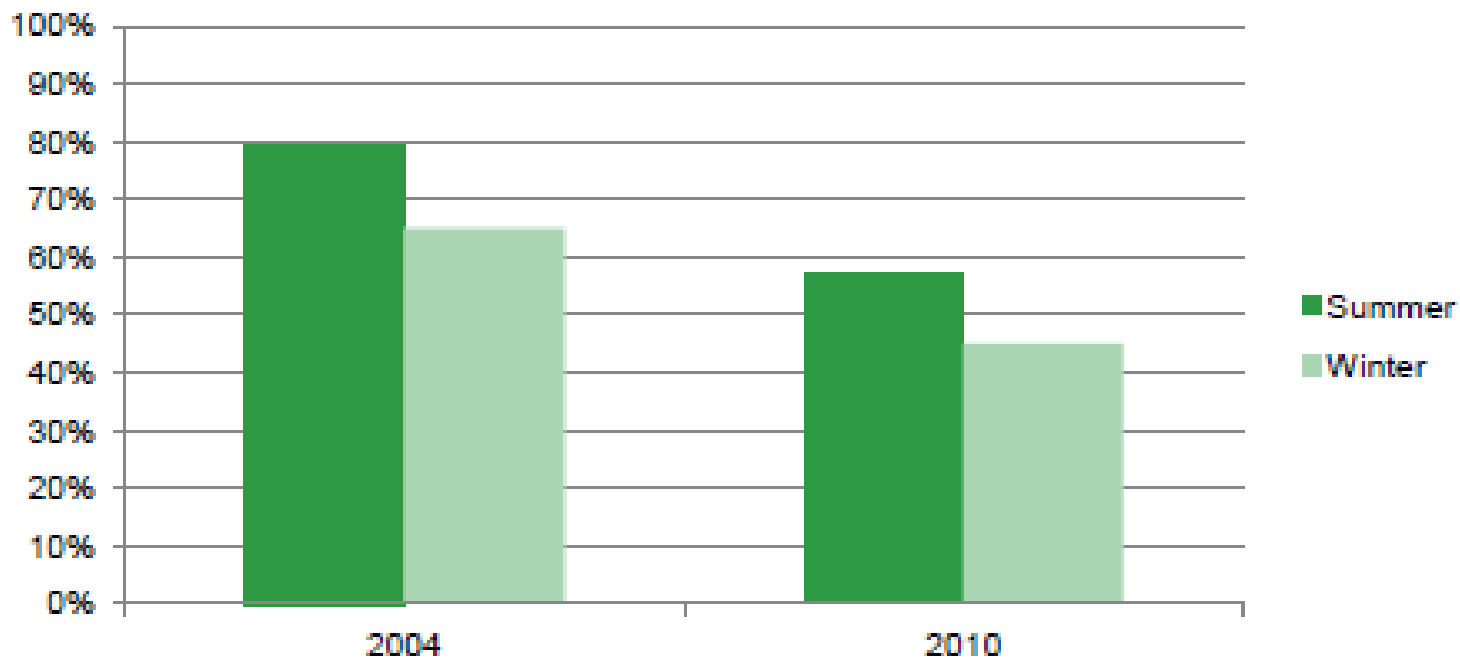


(a) Organised sport/dancing estimate includes children who didn't participate in organised sport/dancing in the two school weeks prior to interview, but did participate during the 12 months prior to interview.

Source: *Children's Participation in Cultural and Leisure Activities, Australia, April 2012* (cat. no. 4901.0)



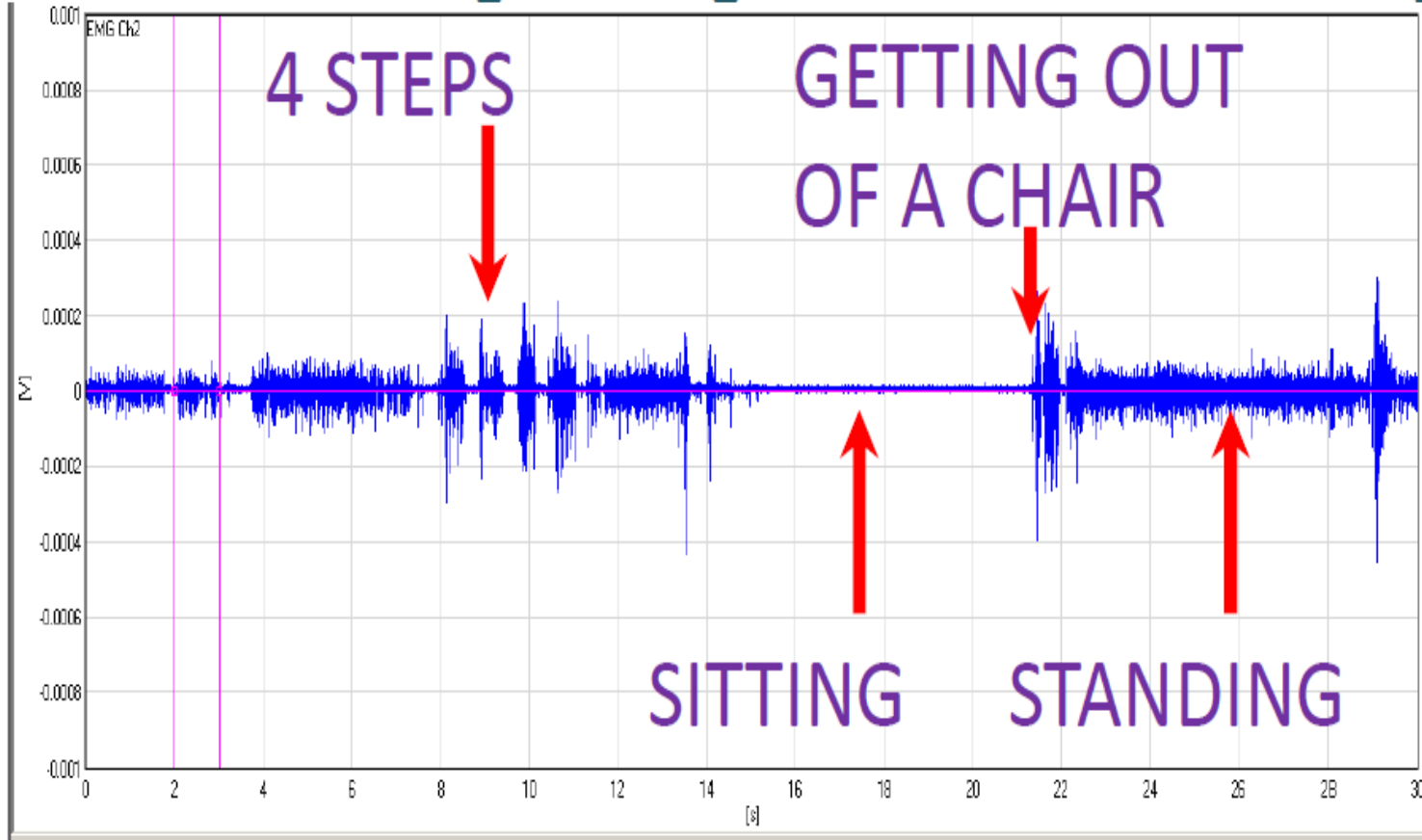
Exhibit 3: Prevalence of achieving at least 60 minutes of moderate to vigorous physical activity every day during summer and winter school terms among Year Six students in 2004 and 2010 (%).



Source: NSW Department of Health's 2010 Schools Physical Activity and Nutrition Survey (SPANS) (page 4).



Illustration of sitting/standing based on muscular activity



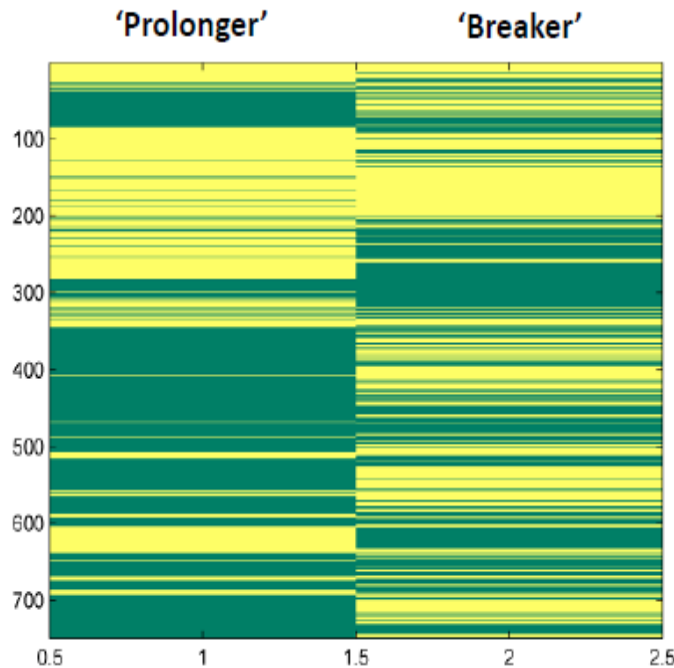
Marc Hamilton et al Diabetes 2007



Why sit less? Volume & patterns of sitting important for health

 Sedentary time  Light activity

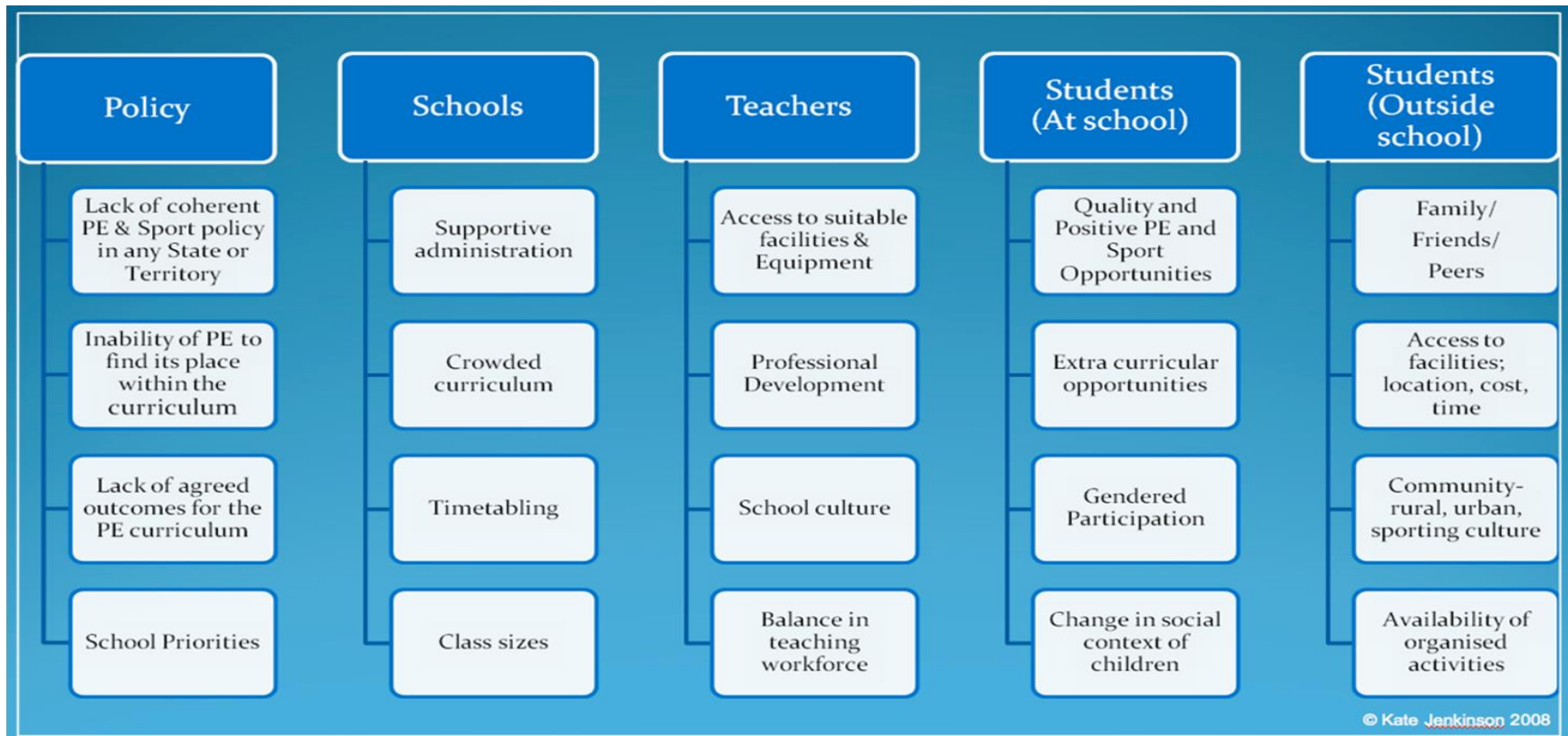
These two people have exactly the same sedentary time



Higher no. breaks from sedentary time associated with lower average waist circumference, BMI, triglycerides, & 2-hr plasma glucose

Healy, Dunstan, Salmon et al., *Diabetes Care*, 2008

Barriers to Physical Education, Sport and Physical Activity



Brown R., L. F., Murtagh M., & Thorpe, S. (1999)
Queensland Department of Education (2007)

Major barriers to improving physical activity in schools?



- Insufficient time for physical activity in a crowded curriculum
- Limited teacher skills and knowledge about how to teach physical activity well
- Little accountability for delivering sufficient, good quality physical activity
- Insufficient incentives, recognition and reward for taking on extra responsibilities for physical activity
- Limited space and facilities in some schools.

Barriers to improving physical activity in schools



- Parents want academic emphasis first
- Lack of buy-in from community
- Fear of injury and litigation
- Requirements not enforced
- Lack of guidance from Department
- Too many other things to do
- Teachers not skilled and motivated
- Limitations on physical environment
- Excessive regulation of physical activity
- Some kids don't want to do physical activity.



Exhibit 7: Features of higher and lower performing schools

Higher	Lower
150 minutes per week or more devoted to sport and PE	90 minutes or less per week devoted to sport and PE
Equipment already set-up so activity can start with minimal delay	Most children sedentary while waiting for equipment to be set up
High proportion of session time spent on moderate to vigorous physical activity	High proportion of time spent on sedentary activity
Fundamental movement skills taught well	Little or no focus on movement skill development
Appropriately trained teachers to supervise all classes	Classes taught by teachers with little or no training
Playing fields of high quality on-site	Students have to be transported to appropriate playing fields, wasting time and incurring costs
Skills and fitness of students tested and monitored	Skills and fitness of students not tested
A physical activity plan with clear outcomes	No physical activity plan
PE programs developed from an overall PE policy	No policy and PE programs developed ad-hoc
School level scope and sequence overview to guide teacher planning	No school level scope and sequence overview

Source: Audit Office research, Audit Office school visits 2011, SPANS 2010.

Strategies & Building Capacity



- **Promote** benefits of physical activity in relation to learning, behaviour management and health.
 - Determine role and importance of PA in your setting
 - Determine who is responsible
- Collaboratively plan physical activities
 - Link to what occurs in physical education
 - Share good ideas, expertise or interests in particular physical activities

Strategies & Building Capacity



- Provide access to information and resources on topics such as:
 - Physical activity appropriate to age, culture and gender
 - Safety considerations in activity
 - Emotional, social and cultural issues when motivating students
 - Use of equipment and facilities (including grassed spaces) to encourage active participation
 - Class equipment bags

Strategies & Building Capacity



- Promote community partnerships
 - enhance relationships with local councils, sport and recreation clubs and providers
- Opportunities that encourage participation in a range of physical activities including spontaneous play and games
- Expectation that students encourage and support (compete) each other in physical

Example weekly schedule



Monday	Morning nature walk & talk 15 min. Afternoon – choose a game (eg Playground Challenge) In Class Energiser 3 x 2 min.
Tuesday	Physical Education 50 min. In Class Energiser 5 min. x2
Wednesday	School sports 60 minutes In Class Energiser 3 x 2 min.
Thursday	Mornings walk & talk, stretches 10 min. Lunchtime game 15 min. In Class Energiser 5 min.
Friday	Morning – choose a game. (e.g. 5 passes) Afternoon – choose a (eg Team Pursuit) In Class Energiser 2 x 2 min.



Example Energizers

- Mental Vacation
- Imaginary Jump Rope
- Paper Ball Toss
- Untying the knot
- <http://tinyurl.com/n6eotlp>
- <http://tinyurl.com/k8cbcfw>
- <http://www.take10.net>





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